

Evaluating the Efficacy of Translanguaging Approach for Language Learning through K-Means Clustering Analysis

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Abstract - This study examines the implementation of translanguaging in language-integrated learning classrooms, focusing on 134 students in India who speak Tamil, Telugu, Urdu, Malayalam, and Hindi. Using ethnographic methods, conversation analysis, surveys, and K-means clustering techniques, the findings highlight the importance of translanguaging in addressing students' learning needs and enhancing their engagement and comprehension. The teacher created a co-learning environment by incorporating translanguaging shifts, allowing students to co-develop projects in English and bilingual versions. This approach not only facilitated content learning but also affirmed students' identities. The teacher's stance on translanguaging emphasized collaboration among educators to ensure successful implementation. The integration of native languages into English instruction enabled code-switching and multilingual interactions. While some students preferred traditional methods, most appreciated the acknowledgment of their linguistic backgrounds, suggesting that translanguaging fosters inclusive and effective language education. The study offers practical recommendations for educators and highlights the broader implications for multilingual education. The positive response to translanguaging underscores its potential to leverage students' linguistic resources, enhance learning outcomes, and enrich educational experiences globally.

Keywords: Translanguaging, Learners, Attitudes, ELT, Multilingual Education

I. INTRODUCTION

Globalization, internationalization, and digitalization have transformed the landscape of higher education worldwide. These processes have facilitated academic mobility for students and faculty, encouraged communication and collaboration among universities, enabled joint research efforts, facilitated distance learning, and provided access to educational resources beyond national boundaries. These changes are driven by the multicultural and multilingual nature of the knowledge-based society of the twenty-first century, as well as the widespread use of English as a global language and the adoption of English as the medium of instruction in educational institutions. English has emerged as the dominant language in the field of education. However, while the widespread use of English brings benefits to

education, it also raises concerns regarding language policy and the use of various languages for teaching and learning (Chicherina & Strelkova, 2023).

A significant portion of global English users are represented by Asians, with China and India alone potentially accounting for 500 million individuals (equivalent to 25% of all English users worldwide). Cameron & Galloway, (2019) The issue of English politics in India during the era of globalization is a recent manifestation of a longstanding problem originating from two primary sources. Firstly, an inherent imbalance exists between industrialized nations and Third World countries, a legacy of Western colonialism. This historical legacy has reached a new stage with the advent of globalization. Secondly, the nature of official language use and its connection to education and societal influence has deep roots dating back to the era of Sanskrit and Persian. Therefore, the current challenges surrounding the politics of English in India can be seen as an addition to an enduring issue with historical origins (Mishra, 2000). The schools' primary language for instruction in many states is English compared with other languages (Tohma & Kutlu, 2020). Moreover, according to (Molina, 2020) over 40% of schoolchildren enroll in schools where the medium of instruction is English (Molina, 2020). The status given to English in India is an eminent phenomenon that reflects broader sociocultural dynamics. In Tamil Nadu state in India, English prominence is evident, as a symbol of social prestige not only as a means of business and livelihood (Mishra, 2022). Similar to the various Indian locations with rich linguistic landscape studies that reveal the English language is often preferred, indicating global attractiveness aspirations and modernity (LaDousa, 2020; Mishra, 2023). These observations refer to the well-established cultural privilege of English in India, including its extensive influence over multiple regions and social strata. Acknowledging the significance of English underscores the overall linguistic landscape of the nation (Pooja & Mishra, 2024), and this is particularly relevant to examining flexible language use in a class where most students come from a Tamil background (Walaa, 2024).

Existing literature has examined the role of using the mother tongue by bilinguals while learning English. It appears practical and helpful in developing the target language, English. Promoting English- practices in English classrooms is widespread, and teachers feeling guilty about letting their students use their mother tongue is more prominent (Cook, 2001; Moore, 2013). In a related context, there has been a significant decline in using Indigenous languages for instructional purposes (Bhattacharya, 2019).

However, studies show that learners who use their mother tongue to learn English can connect between the target language and their mother tongue, and they can build on the existing linguistic knowledge to be proficient in English communication. Cook, a supporter of using the mother tongue in language classrooms, declares that language teachers should take the initiative and encourage learners to use their mother tongue in the learning-teaching process more often (Itasanmi & Okanlawon, 2019). He asserts that using the native language by the students is a natural process; therefore, he encourages teachers to maximize the native language usage in English classrooms rather than minimizing the use of native language and assuming it is a negative way of teaching a language, English (Cook, 2001). The study aims to explore the attitudes of university-level students toward the translanguaging approach when learning English over an extended period, addressing their learning needs and enhancing their engagement and comprehension (Golijanin et al., 2020). Additionally, to identify the impact of translanguaging on students' language learning experiences, focusing on how this approach facilitates content learning and affirms students' identities. Two research questions guided the study: How does the translanguaging approach impact students' engagement and comprehension over time, and according to students' feedback, what specific learning needs are addressed through the translanguaging approach?

II. REVIEW OF LITERATURE

A language might hold sway for centuries but could eventually become part of the past due to shifts in the political landscape. Researchers preserve and analyze specific languages while numerous others vanish and slip from memory (Rogers, 2014). Efforts made by states to introduce multilingual approaches to language education in schools as a response to the increasing diversity among students can sometimes clash with language teachers who still adhere to monolingual language education (Portolés Falomir & Martí, 2018). Native language significance in education is vital for students' growth and learning. This method acknowledges the value of students' cultural and linguistic identities.

Moreover, it assists students in discerning between their primary language and their secondary language (Rogers, 2014). Several nations, such as Indonesia, Thailand, and Malaysia, effectively address the challenges of multilingualism and the conservation of languages positively (Rogers, 2014). An initial research gap has been found that addresses the need for a better understanding of the long-term effects of prioritizing native languages in education. While

recognizing its importance for students' growth and cultural identity, there is limited comprehensive research on how this approach impacts language development over time, particularly in diverse educational settings (Rogers, 2014).

According to these scholars, a practical multilingual teaching approach necessitates educators to (a) recognize the value of multilingualism, (b) have a firm grasp of metalinguistic and crosslinguistic concepts, along with the expertise to foster a multilingual identity in their students, (c) be aware of their student's language backgrounds and proficiency levels, (d) be open to collaborating with fellow teachers to encourage a multilingual identity among students, and (e) be acquainted with research related to multilingualism (Raud & Orekhova, 2022).

The text focuses on students' language use and creative use of their repertoire to make meaning. The text explores the concept of translanguaging and its potential benefits in language-learning contexts (Rasman, 2018; Arasu et al., 2024).

The primary concern is not to decide which option, language use or language learning, is more favorable. However, exploring whether using language in real-life contexts can enhance language learning. This statement underscores the importance of using language in practical contexts to improve language acquisition effectively. The focus should not dwell on determining the superiority of one approach over the other but rather on comprehending how language use can be strategically leveraged to facilitate learning within educational settings (Rasman, 2018).

Consistent with this objective, Paramesvaran & Lim, (2018) gathered data relating to the efficacy of code-switching for English instruction in a multilingual classroom.

However, the study has limitations, such as a small participant sample and challenges for young students in expressing their ideas. As a consequence, the findings do not broadly apply apart from the study context and participants. To approach such limitations, the recommendation of the study is to investigate code-switching as a pedagogical tool in various age groups and different educational settings to gain a more comprehensive insight into its diverse effects and purposes on language learning (Paramesvaran & Lim, 2018).

Therefore, the research gap that is identified is to broaden the investigation scope, carrying a diverse and more extensive sample of participants consisting of students at different levels. Thence, the study gains a more comprehensive understanding of the subject and enlarges the findings to a vast population. Besides, including a larger number of participants would enable a robust statistical analysis, enhancing the reliability and validity of the research findings (Cacioppo et al., 2015).

According to the provided literature review, a considerable research gap exists that is relevant to the attitudes of a larger number of university-level students in India regarding the

usage of the mother tongue to help facilitate the learning process in an English classroom.

While the review highlights the positive aspects of prioritizing native languages, especially in preserving cultural and linguistic identities, it does not delve into the nuances of students' attitudes, preferences, and challenges related to this approach. Understanding how university-level students in India view the emphasis on native languages in their academic journey provides valuable insight into the effectiveness of the approach in diverse educational settings, such as higher education institutions in India.

Additionally, previous research has recommended studying a larger sample size to gain more representative data. In this context, our study focuses on a class of 134 first-year college students who attended government schools where instruction was in their mother tongue. These students now face the challenge of needing to learn English to continue their studies, as their higher education courses are conducted in English. Investigating the impact of translanguaging on these students' engagement and comprehension over time, as well as identifying their specific learning needs through student feedback, will address this research gap.

Moreover, other studies in the literature review have recommended exploring the translanguaging approach with various age groups. This study aims to contribute to this recommendation by focusing on university-level students, thus providing insights into how translanguaging can be applied across different educational stages.

The research gap identified in this context includes:

- A comprehensive investigation into the attitudes and experiences of university-level students in India regarding prioritizing native languages in higher education.
- The impact of the translanguaging approach on students' engagement and comprehension over time.
- Specific learning needs are addressed through the translanguaging approach, as identified by student feedback.
- Exploring the applicability and effectiveness of the translanguaging approach across different age groups.

Addressing this gap will provide a deeper understanding of how translanguaging can be effectively implemented to enhance educational experiences and outcomes for university-level students in India and potentially for students of various age groups.

III.METHODOLOGY

Research Design

The research utilized a survey questionnaire as the primary instrument for data collection. This instrument comprised 23

statements, each rated on a Likert scale from "Strongly Agree" to "Strongly Disagree." The questionnaire was distributed to gather primary data for a translanguaging database. A total of 134 responses were collected from multilingual students who had been exposed to the translanguaging approach over one semester, spanning five months. The participants' native languages included Tamil, Telugu, Urdu, Malayalam, and Hindi. The survey was divided into two sections: a demographic section and a section designed to assess participants' attitudes toward the translanguaging approach as an instructional method for Indian English language learners.

TABLE I CRONBACH'S ALPHA CALCULATION

Question	Cluster	Error	F	df	Sig.	Mean Square
Q1	0.691	2	0.782	131	0.884	0.416
Q2	1.731	2	0.155	131	11.137	0.000
Q3	70.520	2	0.381	131	185.158	0.000
Q4	12.562	2	0.589	131	21.313	0.000
Q5	9.624	2	0.530	131	18.147	0.000
Q6	4.851	2	0.332	131	14.630	0.000
Q7	5.950	2	0.429	131	13.857	0.000
Q8	4.335	2	0.490	131	8.850	0.000
Q9	2.891	2	0.343	131	8.428	0.000
Q10	8.359	2	0.388	131	21.538	0.000
Q11	5.706	2	0.359	131	15.914	0.000
Q12	4.591	2	0.680	131	6.747	0.002
Q13	4.098	2	0.643	131	6.375	0.002
Q14	2.544	2	0.391	131	6.505	0.002
Q15	3.094	2	0.297	131	10.429	0.000
Q16	6.373	2	0.608	131	10.481	0.000
Q17	3.555	2	0.542	131	6.556	0.002

Cronbach's alpha of 0.943 as illustrated in Table (I), indicates a high internal consistency reliability for the survey items related to attitudes towards translanguaging and language learning activities, suggesting that the survey questions effectively measure a coherent construct across the sample.

IV. RESULT AND DISCUSSION

K-means Clustering Techniques

K-means clustering stands out as a common technique in unsupervised data mining. Clustering involves grouping items with similar attributes into clusters, while items in separate clusters possess distinct attributes (Feng et al., 2022). The data in the research is clustered into three clusters: Cluster 1, Cluster 2, and Cluster 3. Each cluster center represents the mean value of responses within that cluster for each survey question.

Here is an interpretation of the clusters based on the provided data:

Cluster 1

Table I shows that The respondents in this cluster tend to have moderate years of experience studying the language (around 3 years).

They are somewhat familiar with the term "translanguaging."

They show moderate agreement that translanguaging is a valuable strategy for language learning.

They feel moderately comfortable using translanguaging in their language-learning activities.

They have a moderate belief that translanguaging should be promoted in language classrooms.

They are moderately positive about incorporating their language(s) into language classrooms.

They believe the translanguaging approach is more effective than traditional language teaching approaches.

They have noticed the drawbacks and benefits of using their native language in their learning experiences.

They are likely to use translanguaging as a pedagogical tool in their future learning activities.

Cluster 2

Respondents in cluster 2 have around 3 years of experience learning the language.

They have a moderate level of familiarity with the pedagogical approach of translanguaging for learning English.

A higher level of agreement is shown in Cluster 2 illustrating that the translanguaging approach is an impactful tool.

They are comfortable using their native language in their language-learning activities.

They believe that using the mother tongue can be helpful in some activities and it can be promoted in language classrooms.

They are positive about incorporating their native language(s) into English classrooms.

They strongly believe that mother tongue usage besides English in the learning process is more practical and engaging compared to using the target language as the only language in the classroom.

They perceive both the drawbacks and benefits of translanguaging in their language-learning experience.

They are likely to use the same tool in their upcoming language-learning activities.

Cluster 3

In cluster 3 respondents have around 3 years of experience learning the language.

They have a slightly lower familiarity with the term "translanguaging."

They show the highest level of agreement that translanguaging is a valuable strategy for language learning.

They are very comfortable using translanguaging in their language-learning activities.

They strongly believe that translanguaging should be promoted in language classrooms.

They strongly endorse incorporating their language(s) into language classrooms.

TABLE II FINAL CLUSTER CENTRES

	Cluster		
	1	2	3
How many years have you been studying this language?	3	3	3
Have you heard of the term "translanguaging" before this semester?	2	2	2
you are familiar with the translanguaging Option	2	3	4
I have applied translanguaging in my language-learning activities this semester	4	3	4
I have used translanguaging in my language-learning activities more often this semester.	4	3	4
In which language(s) have you used translanguaging this semester?	3	3	2
Translanguaging has helped me improve my language learning	4	3	4
I feel motivated when using my native language(s) in language-learning activities	4	3	4
Translanguaging is a valuable strategy for language learning	4	3	4
I feel comfortable using translanguaging in my language-learning activities	4	3	4
I think translanguaging should be promoted in language classrooms	4	3	4
Incorporating my language(s) into the language classroom would be helpful for my language learning.	4	3	4
The translanguaging approach is more practical than the traditional approaches in 2 language teaching approaches.	4	4	4
I think translanguaging can benefit language learners	4	3	4
I think translanguaging can benefit language teachers	4	3	4
I have noticed the benefits and drawbacks of translanguaging in my language-learning experiences.	4	3	4
I will continue using translanguaging in my language-learning activities in the future	4	3	4

They strongly believe that translanguaging is more practical than traditional language teaching approaches.

They perceive both the benefits and drawbacks of translanguaging in their language-learning experiences.

They express a high likelihood of using translanguaging in their future language-learning activities.

In table (II), the clustering reveals distinct groups of respondents with varying levels of familiarity, comfort, belief in the efficacy of translanguaging, and attitudes toward its incorporation in language learning. Cluster 3 seems to be the most enthusiastic about translanguaging, while Cluster 1 exhibits a more moderate stance, and Cluster 2 falls in between with a positive outlook on translanguaging.

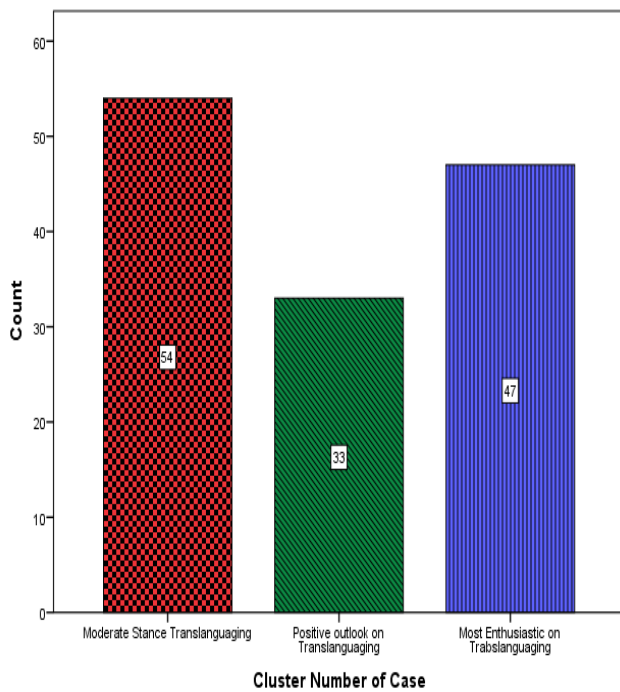


Fig. 1 Cluster Number of Case

In Figure (1) above, fifty-four respondents are aware of a moderate stance on translanguaging, forty-seven respondents are aware of being most enthusiastic about studying through the translanguaging approach, and thirty-three respondents are aware of a positive outlook on translanguaging. The table provides the distribution of cases among the clusters resulting from the k-means clustering analysis. Here is the interpretation of the given table:

Cluster 1: Moderate Stance on Translanguaging (54 respondents):

Approximately 54 respondents in this cluster exhibit a moderate stance towards translanguaging in language learning. They appear to have a balanced view, neither excessively enthusiastic nor overly positive about translanguaging. It suggests a group of individuals who may be open to the concept but approach it with a certain degree of caution. These respondents exhibit a particular set of characteristics or responses that align with the properties of Cluster 1 as determined by the clustering algorithm.

Cluster 2: Enthusiastic About Translanguage Studying (33 respondents):

Cluster 2, consisting of 33 respondents, stands out for their high enthusiasm for using their mother tongue in an English classroom. This group appears to actively support and embrace using multiple languages in learning. The enthusiasm of cluster 2 participants indicates a pleased willingness to explore new language-learning tools and methods. As claimed by the clustering results, these participants of respondents demonstrate a distinct pattern of responses that classify them under Cluster 2.

Cluster 3: Positive Outlook on Translanguaging (47 respondents):

Evidence of a positive outlook on translanguaging as a pedagogical tool in an English classroom. Cluster 3 views translanguaging as a valuable approach to learning the English language. Participants in cluster 3 see the approach as an impactful way to bridge language barriers and enhance the learning experience of English. These respondents share specific responses that place them in Cluster 3 according to the clustering analysis. In brief, the table provides an outline of the case's distribution among the clusters generated by the k-means clustering algorithm. Each cluster represents a distinct subgroup of respondents with specific responses based on the topic under investigation.

In summary, the clustering of k-means analysis uncovered three distinguished respondents' perception patterns based on translanguaging as an educational tool in English language learning settings. These patterns range from moderate and cautious support to high enthusiasm and positive perceptions. The findings underscore the diversity of the viewpoints in the range of the surveyed population, emphasizing the need to accommodate and acknowledge these attitudes when promoting translanguaging strategies in English language classrooms. Recognizing these differences can contribute to more effective language education tailored to the preferences and attitudes of different learner groups.

TABLE III ANOVA TEST RESULTS

	ANOVA				F	Sig.
	Cluster		Error			
	Mean Square	df	Mean Square	df		
How many years have you been studying this language(native language)?	.691	2	.782	131	.884	.416
Have you heard of the term "translanguaging" before this semester?	1.731	2	.155	131	11.137	.000
You are familiar with the translanguaging approach.	70.520	2	.381	131	185.158	.000
I have applied translanguaging in my language-learning activities this semester.	12.562	2	.589	131	21.313	.000
I have used translanguaging in my language-learning activities more often this semester.	9.624	2	.530	131	18.147	.000
In which language(s) have you used translanguaging this semester?	4.851	2	.332	131	14.630	.000
Translanguaging has helped me improve my language learning.	5.950	2	.429	131	13.857	.000
I feel motivated to use my native language(s) in language-learning activities.	4.335	2	.490	131	8.850	.000
Translanguaging is a valuable strategy for language learning.	2.891	2	.343	131	8.428	.000
I feel comfortable using translanguaging in my language-learning activities.	8.359	2	.388	131	21.538	.000
I think translanguaging should be promoted in language classrooms.	5.706	2	.359	131	15.914	.000
I think incorporating my language(s) into the language classroom would be helpful for my language learning.	4.591	2	.680	131	6.747	.002
I think the translanguaging approach is more practical than the traditional approaches in English language classrooms.	4.098	2	.643	131	6.375	.002
I think translanguaging can benefit language learners.	2.544	2	.391	131	6.505	.002
I think translanguaging can benefit language teachers.	3.094	2	.297	131	10.429	.000
I have noticed the benefits and drawbacks of translanguaging in my language-learning experiences.	6.373	2	.608	131	10.481	.000
I will continue using translanguaging in my language-learning activities in the future.	3.555	2	.542	131	6.556	.002
The F tests should be used only for descriptive purposes because the clusters have been chosen to maximize the differences among cases in different clusters. The observed significance levels are not corrected for this and thus cannot be interpreted as tests of the hypothesis that the cluster means are equal.						

In Table III, the provided ANOVA table appears to represent the results of an analysis of variance (ANOVA) conducted on different survey questions for each cluster obtained through k-means clustering. The ANOVA table shows the variation between clusters (labeled as "Cluster") and the variation within clusters ("Error"). Here is an interpretation of the ANOVA results:

The ANOVA table shows the breakdown of the sum of squares, degrees of freedom, mean squares, F-values, and significance levels for each survey question across the different clusters. The purpose of this ANOVA seems to be to explore whether there are statistically significant differences in the responses to each survey question among the clusters obtained through k-means clustering.

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The ANOVA table shows the breakdown of the sum of squares, degrees of freedom, mean squares, F-values, and significance levels for each survey question across the different clusters. The purpose of this ANOVA seems to be to explore whether there are statistically significant

differences in the responses to each survey question among the clusters obtained through k-means clustering.

For each survey question:

The "Mean Square" column represents the variability of responses for that specific question.

The "df" (degrees of freedom) column shows the degrees of freedom associated with the cluster and error variability.

The "F" column provides the calculated F-value, a ratio of the variability between clusters to the variability within clusters.

The "Sig." (significance) column indicates the p-value associated with the F-test. It assesses whether the differences in means among clusters are statistically significant.

The F-tests are conducted to determine if the observed mean differences among clusters are statistically significant. However, a note of caution is mentioned in the ANOVA table itself. It states that the F-tests should only be used for descriptive purposes due to how the clusters were chosen ("to maximize the differences among cases in different clusters"). In other words, the clusters were likely constructed to accentuate differences rather than test hypotheses about equal cluster means.

The significance levels in the "Sig." column (p-values) help determine whether the differences in means between clusters

are statistically significant. If the p-value is less than a predetermined significance level (often denoted by α , e.g., 0.05), we reject the null hypothesis that the means are equal.

The provided p-values for almost all survey questions are extremely low (close to 0), indicating significant differences in the responses across clusters for nearly all the questions. It suggests that the clustering led to distinct groups in responses to these questions.

Since the p-values are significantly low (below 0.05), this ANOVA suggests notable differences among the clusters' responses to the survey questions. However, due to the note of caution provided in the table, the results should be primarily considered in a descriptive manner and not necessarily for hypothesis testing.

In summary, the ANOVA table indicates that the clustering has led to significant differences in the responses to the survey questions among the clusters. Nonetheless, due to the specific nature of the cluster construction, it is recommended to interpret the results descriptively rather than for formal hypothesis testing.

The learners' perception and exposure to translanguaging:

The learners participating in the research were asked several questions about translanguaging pedagogy in the English classroom. The aim and objective were to gather information about their attitudes toward translanguaging pedagogy. The researcher asked these questions to reach the envisaged conclusion:

1. How many years have you been studying this language (native language)?
2. Have you heard of the term "translanguaging" before this semester?
3. You are familiar with the translanguaging approach.
4. I have applied translanguaging in my language-learning activities this semester.
5. I have used translanguaging in my language-learning activities more often this semester.
6. In which language(s) have you used translanguaging this semester?
7. Translanguaging has helped me improve my language learning.
8. I feel motivated to use my native language(s) in language-learning activities.
9. Translanguaging is a valuable strategy for language learning.
10. I feel comfortable using translanguaging in my language-learning activities.
11. I think translanguaging should be promoted in language classrooms.

12. I think incorporating my language(s) into the language classroom would be helpful for my language learning.
13. I think the translanguaging approach is more practical than the traditional approaches in English language classrooms.
14. I think translanguaging can benefit language learners.
15. I think translanguaging can benefit language teachers.
16. I have noticed the benefits and drawbacks of translanguaging in my language-learning experiences.
17. I will continue using translanguaging in my language-learning activities in the future.

Most of the questions required responses on a scale ranging from "Strongly Agree" to "Strongly Disagree."

To begin with, it's important to clarify that the term "translanguaging" wasn't explicitly introduced to the students. Instead, the concept was explained straightforwardly, using plain language and emphasizing practical examples rather than complex theoretical definitions. This approach was chosen because it appeared to be a more effective way of illustrating the educational advantages of translanguaging in the specific context being studied (Romanowski, 2020).

As evident from Table I, Every cluster signifies a unique subset of participants with particular attributes or reactions about the subject being examined. The patterns span from moderate and careful endorsement to strong enthusiasm and favorable outlooks. These results highlight the wide range of perspectives within the surveyed group, underscoring the importance of acknowledging and accommodating these views when introducing and advocating for translanguaging strategies in language education. Recognizing these distinctions can enhance the effectiveness of language instruction by tailoring it to the preferences and attitudes of diverse learner groups.

Eventually, by replying to the "Do you have any additional comments or suggestions about translanguaging in language learning?" question, Students' responses varied. Most believed that teachers and students should regularly integrate translanguaging into their practices.

It is essential to share a few example opinions or statements from the questionnaire responses to clarify the collected responses and offer support while utilizing these answers. The results from the last survey question, administered to the students in EMI classrooms, indicate a general approval of translanguaging in the studied context. It can be confirmed by presenting a selection of randomly chosen statements from the responses.

Translanguaging should be promoted so that we can understand and express ourselves comfortably.

I feel more comfortable when using my native language for learning so that I can easily understand some hard concepts.

Translanguaging promotes a student's ability to better grasp the material they are provided with.

The students have no trouble incorporating both languages into their communication. They recognize the advantages of consistently using English as the primary mode of communication in EMI classrooms (Romanowski, 2020).

However, some students had different opinions. Such as This statement,

It may stimulate your ideas further to proceed with your improvement in content but not that much in language learning. Its main role is to understand the concept clearly, not much than that. Translanguaging may reduce your vocabulary usage and restrict your imagination in acquired language.

It suggests that while translanguaging can be beneficial for understanding complex concepts and generating ideas, it may not significantly contribute to language learning and improvement. Its primary purpose is to help you grasp concepts more clearly rather than focusing on language development. Relying too heavily on translanguaging could limit your vocabulary usage and hinder your ability to express yourself creatively in the language you're trying to acquire. In conclusion, it's a useful pedagogical tool in terms of idea generation and comprehension, however, it may not be the absolute approach to reaching language proficiency.

It's evident that 54 participants have a moderate view regarding translanguaging, 47 participants express the highest enthusiasm for studying through the translanguaging approach, and 33 participants hold a positive perspective on translanguaging based on the figure (1). The findings show the diverse range of perspectives in this surveyed population based on incorporating translanguaging tools in pedagogical contexts. Further studies are essential to finding the factors influencing these varying perceptions and their potential implementation for English language education.

The findings of this research study carry pedagogical implications for English instruction that diverge from traditional monolingual approaches. The findings indicate that enabling instruction in English is an attainable approach. Language learners must envision their second language (L2) proficiency rather than merely acknowledging their English proficiency. Consequently, it is crucial to establish a language classroom atmosphere in which students can envision and strive toward their ideal L2 selves (Yamagami, 2023).

V. CONCLUSION

Language learning educators must consider students' distinctive preferences and comfort learning levels when implementing a translanguaging approach in English language classrooms. To enhance student engagement and effectiveness, customizing instruction to align with each cluster's preferences can be highly beneficial. Promoting and

recognizing students' native languages as significant resources in English language learning is essential. In Cluster 3, the enthusiasm for using native languages suggests that students often find value in using their native languages and English for better communication and comprehension. Teachers should receive professional development and training opportunities to learn more about the translanguaging approach and how to implement it into their teaching practices effectively. It helps to bridge the gap between teachers' pedagogical skills and students' attitudes. The study shows the need for further future research in multiple educational settings and across various student demographics. In the global context of English as a medium of instruction, understanding students' perceptions towards translanguaging can contribute to more effective English language education, especially in multilingual societies such as India.

In brief, this study sheds light on the diverse attitudes of university-level students in India regarding using native languages in English language learning. The results emphasize the importance of responsive language and flexible pedagogy that acknowledges students' preferences and recognizes the value of their linguistic diversity background. As the English language continues to play an essential role in higher education worldwide, implementing and incorporating translanguaging tools can enhance English language learning outcomes and enrich the educational experience for learners.

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