ROLE OF TRANS-LANGUAGE IN ATTAINING ESL PROFICIENCY OF ESL LEARNERS AT GRADUATE LEVEL

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Abstract
The effectiveness of Translanguaging in graduate-level English language instruction is examined in this study, with particular attention to the effects of gender, location, and resource accessibility. According to the study, students, particularly those in rural areas, generally support Translanguaging —the practice of combining their first language (L1) with English (L2)—because it boosts engagement, lowers language anxiety, and enhances comprehension. It was challenging to balance the use of L1 and L2, and rural students—especially female students—was less inclined to finish bilingual writing assignments. The majority of teachers employed code-switching and translation strategies, underscoring the need for more bilingual resources and professional development, especially in rural areas. The majority of teachers employed code-switching and translation strategies, underscoring the need for more bilingual resources and professional development, especially in rural areas. Students' perceptions of Translanguaging were greatly influenced by gender and geography, with rural female students benefiting the most when tackling difficult academic content. . On the other hand, because multilingual resources were more easily accessible to urban students, especially women, Translanguaging was preferred. To successfully apply Translanguaging, the study suggests context-sensitive teaching techniques like group projects, scaffold writing assignments, and structured feedback. It also highlights how crucial gender-sensitive instruction, fair access to bilingual resources, and interactive technology are for encouraging self-directed learning. . To evaluate the effect of Translanguaging on the proficiency of ESL learners, a mixed-method approach was used, combining quantitative data (Likert scale surveys) and qualitative data (interviews and observations). Students' self-reported proficiency levels were revealed by the quantitative data and the contextual application of Translanguaging was investigated with the aid of the qualitative data.

Keywords: Translanguaging; Code-switching; Language proficiency; Language Anxiety, Bilingual learning.

1. Introduction
Translanguaging has been identified as an effective approach that enabled communication between teachers and students, boosting students learning and understanding (Jones & Lewis, 2014, p.141). This approach marked a transition from a monolingual to a multilingual paradigm in learning (Lewis, Jones, & Bakers, 2012). At Bone Islamic University, both students and teachers have had a positive perception of Translanguaging, believing it increased the teaching

and learning of English as a Foreign Language (EFL) .This practice decreased confusions and made classroom interaction more engaging (Canagarajah, 2011). Translanguaging has served as a vital tool that allowed teachers to keep students engaged in learning by applying different language, regarding of their proficiency levels. Teachers A stressed that Translanguaging was important for all student, while Teacher B pointed out that it was essential based on student intelligence rather than grade level (Canagarajah, 2011; Baker, 2011). This approach promoted a dynamic and enjoyable classroom environment, making learning more pleasure, especially in ESL setting where the use of diverse languages reduced monotony (Baker, 2011; Li Wei, 2013). Baker (2011) and Li Wei (2010) have on the larger field of Translanguaging, debating that it expanded beyond the classroom and code-switching; it can applied in many context, such as collaborative speaking and writing. This procedure has helped students understand concepts more clearly and connect with their own cultural; when teachers included multiple languages in their instruction, they created a captivating and supportive learning environment (Afriadi & Hamzah, 2021). Translanguaging acted as a multilingual tools that made learning easier and offered students breaks when needed (Afraid &Hamzah, 2021). In teaching, Translanguaging involved switching between languages, allowing teachers to teach effectively, Students have been noticed to think in multiple languages, allowing teachers to teach successfully, Students were noticed to think in many languaging simultaneously and used their native language to learn the target language. Maria Cieslak, a content manager at the Center for Applied Linguistic, noted that Translanguaging covered many forms of communication. Current research has shown how hearing-impaired students understood language through their background, linguistic repertoire, and cultural significance. This mixed the use of American Sign Language, and personalized signing systems. Translanguaging challenged the idea that language was purely separate; it provided opportunities to mix languages and learn together rather than adhering to one language. Multilingual individuals have been to switch between languages in conversation, demonstrating the dynamic practice of Translanguaging which has given to them chance to use both native and target languages. In Pakistan, where many languages are spoken, fluently and comprehension in multiple languages have been important. It has been very important to strike a balance between observing linguistic diversity and ensuring proficiency in the target languages. Translanguaging created a dynamic and effective learning environment. This respected learners' linguistic backgrounds and cultures. This method has reduced tension and provides mental satisfaction while using Translanguaging has given students permission to express their cultural backgrounds easily which has been beneficial in ESL contexts, where aim has been reached beyond proficiency to foster the deep understanding of cultural, However, beginning with their original languages has promoted flexibility in discussion. This Translanguaging technique could be applied through clear directions and peer learning. In graduate studies, it has been clear that Translanguaging has not only increased comprehension but also add authenticity. Translanguaging has reduced the gap between native language and target language. Brewster, Elkis, and Girard (2022) affirmed that Translanguaging is not only a strategy but also a tool for creating rich, culturally responsive leaning experiences

1.2 Background of the study

Translanguaging encourages the simultaneous use of several languages, which facilitates smooth classroom communication and improves critical thinking and cognitive development (Garcia & Wei, 2014; Baker, 2011). According to Li Wei (2010) and Canagarajah (2011), it fosters

creativity and aids students in comprehending difficult ideas and cultural connotations. According to Garcia and Wei (2013), ESL students find it simpler to communicate complex ideas in their native tongues, which also help them understand the target language. This method enhances language learning while fortifying students' cultural identities (Brewster, Elkis, & Girard, 2022). Translanguaging has been important in Pakistan, especially in multilingual classrooms that use regional dialects, English, and Urdu. Based on interviews with 30 students in Lahore, Farooq (2023) discovered that Translanguaging aids students in expressing their cultural identities. Translanguaging improved student engagement and comprehension, according to Javad (2022).backed by observations of Karachi classrooms and surveys of 100 teachers. According to Khan and Ahmad (2022), it enhanced comprehension of disciplines like science and mathematics, as demonstrated by 60 graduate students' pre- and post-test results. A Translanguaging framework for diverse classrooms was presented by Zafar (2021) based on surveys of 20 teachers and 150 students. Translanguaging is a transformative practice that respects students' linguistic and cultural backgrounds while improving learning outcomes, according to the evidence.

1.3 Rational of the study
This study has aimed to explored the impact of Translanguaging on ESL proficiency of graduate-level learners in Pakistan .While many previous studies have emphasized the role of Translanguaging in enhancing language proficiency skills, limited research has specifically analyzed its effects on Pakistan learners at the graduate level. By addressing this gap, the study seeks to provide insights into how Translanguaging can influence language acquisition and proficiency among these students. The study by Khan and Nazeer (2023) has emphasized the critical need to examine language skills in Pakistan, particularly regarding how students have learned English while utilizing their diverse language, Understanding this process has proven essential for creating teaching methods that meet local needs. Their findings have shown that more research is needed to identify effective strategies for improving languages skills among Pakistani students. Likewise, there has been a growing interest in examining teacher's opinions and finding effective ways to implement Translanguaging in the classroom to accommodate the diverse needs of students. This exploration has highlighted the importance of adapting teaching practices to ensure that all learners can thrive in their language acquisition journey.

1.4 Research Questions
1. What specific difficulties do graduate-level students encounter while learning the English language?
2. What are teacher's perception of Translanguaging and its role in facilitating English proficiency at the graduate level?
3. How graduate-level students perceive the use of Translanguaging in English language learning?
4. What strategies can be recommended to effectively implement Translanguaging as a learning tool in graduate-level English learning?

1.4 Significance if the study

The significance of this study has been that it aims to fill an important gap in research by examining how Translanguaging affects ESL proficiency among graduate students in Pakistan. By exploring this connection, the study hopes to provide valuable insights into how the use of multiple languages can enhance language learning. This understanding has proven essential for creating teaching methods that cater to the needs of local students. The finding are expected to help teachers understand the challenges that Pakistani students have faced in learning English, enabling them to develop better support strategies. In addition, by considering teachers perception and practical ways to implement Translanguaging in the classroom, the study aims to promote comprehensive teaching that addresses the diverse background of students. Ultimately, this research has the potential to enhance ESL learning in Pakistan, leading to improved language skills and a greater appreciation for cultural diversity among graduate students.

2. Review of Related literature

Previous works have found the effects of Translanguaging on graduate students in Pakistan; Mahmood (2020) explored that that these practices have increased students academic writing and critical thinking abilities. Meanwhile, Shah (2018) point out that allowing student to use their native languages alongside English helps them better grasp difficult concepts and engage more fully with their coursework. Recent research has observed the positive effects of Translanguaging on graduate students, who have expressed various benefits.

Table 1: Review of the previous Studies

1.Razmjoo&Raizi	2006	Grammar & vocabulary	Lack of communication skills
2.Pande	2022	Benefits of Translanguaging	Facilitates mixed repertories
3.Mojtahedzadeh	2009	Influence of language in Iran	Limited language proficiency
4.Wang	2022	Scope of Translanguaging	Expand linguistic practice
5.Hamzah(2022)	2022	Trans-languaging in Pakistan	Highlights its role in improving student's engagement in multilingual context.
6.Canagarajah &Baker	2011	Engagement and Inclusivity	Foster interaction and it is important for all students based on intelligence, not grade level.

The dynamic practice of Translanguaging challenges the conventional understanding of bilingualism as simply being proficient in two different languages by allowing bilingual people to communicate in multiple languages. Rather, it portrays language as an integrated system in which all abilities function in concert (Garcia & Wei, 2014). By combining several languages to

make learning the target language easier, Translanguaging has improved learning environments (Garcia & Li, 2014). Because students can use all of their language skills, this approach has made the material easier to understand, promoted effective thinking, and developed a sense of identity (Lewis, Jones, & Baker, 2012). Conventional public education frequently overlooks strategies that improve communication skills in favor of grammar and vocabulary (Razijoo & Riazi, 2006). ESL students have benefited from learning English communication, particularly when cultural context is included (Edge, 1990). According to Safarnavadeh (2004, as cited in Saad, Sardare, & Ambarwati, 2013), standardized tests might not fairly represent how well students perform in the real world. Creating EFL teaching strategies, Farhady and Hedayati (2009, as cited in Saad et al., 2013) stressed the significance of considering local political, economic, social, and cultural contexts. According to Ghorbani (2009), Iran's educational system has limited students' fluency, and proficiency has been hampered by the country's avoidance of Western influences (Navidinia, Mousavi, & Shirazizda, 2009, as cited in Mojtahedzadeh, 2012). New approaches to tackling these issues have been proposed by recent developments in English instruction at MTsN (Teddlie & Yu, 2007; Christodoulou, 2010). Teddlie and Yu (2007) to examine particular issues in depth (p. 80) used purposive sampling. Christodoulou (2010) emphasized how crucial it is for educators to evaluate their methods in order to become more effective. According to Wang (2022), the field of Translanguaging has broadened to encompass a variety of pedagogical approaches and linguistic practices (p. 12). Translanguaging supports a variety of cultural backgrounds by incorporating students' linguistic repertoires into educational activities (Pande, 2022). . On the other hand, a less engaging environment could be the consequence of inadequate teacher skills (Pande, 2020, p. 13). By utilizing multiple languages, Translanguaging enhances comprehension for students with a limited vocabulary (Pande, 2020, p. 9). English is used for assignments in Indonesian classrooms, while the country's native language, Indonesian, is used for instruction (Khairirunnisa & Lukmana, 2020, p. 3). In addition to making difficult ideas easier to understand, Translanguaging promotes active engagement in conversations (Garcia & Wei, 2014, p. 2). English is used for assignments in Indonesian classrooms, while the country's native language, Indonesian, is used for instruction (Khairirunnisa & Lukmana, 2020, p. 3). In addition to making difficult ideas easier to understand, Translanguaging promotes active engagement in conversations (Garcia & Wei, 2014, p. 2). Although Translanguaging has been the subject of numerous studies, few have looked at how it is actually used in classroom discourse, particularly in places like West Sumatra (Afriadi & Hamzah, 2021, p. 3). This method increases students' self-assurance overall and increases their confidence when speaking English (Nguyen, 2023).

2.1 Trends and Scope

Limited vocabulary, poor focus, disciplinary problems, and speaking difficulties are just a few of the difficulties that come with teaching English (Teddlie & Yu, 2007; Hasan, 2016; Hos & Mai, 2016). Purposive sampling facilitates understanding and concentrates on particular problems, as Teddlie and Yu (2007) noted (p. 80). According to Hasan (2016), students frequently do not have the opportunity to acquire new vocabulary in their daily lives. Impede the process of learning new words (p. 211). Hoa and Mai (2016) noted difficulties in teaching English in Vietnamese universities for particular objectives (pp. 154-161). Wang (2022) asserts that Translanguaging facilitates multilingual learners' comprehension of content (p. 4). By moving away from passive

learning, this approach not only improves comprehension but also promotes improved classroom interaction (Pande, 2022, p. 13). However, Pande (2022) also noted that a dull classroom environment can result from teachers' lack of effective strategies (p. 13). Numerous studies have examined the practical application of Translanguaging, particularly in Indonesian EFL classrooms. Perung and Kartikasari (2015), for example, discovered that students preferred to receive instructions in Indonesian, and those teachers who mixed Indonesian and English made students feel more at ease (p. 2). In order to feel more at ease and motivated, many students indicated that they wanted to use their native language (L1) while learning (Budiman & Krisfani, 2020, p. 3). According to a study of EFL teachers in Indonesia, students had a favorable opinion of and found Translanguaging useful (Khairunnisa & Lukmana, 2020, p. 3). Translanguaging facilitates classroom interaction in the Indonesian EFL context, according to Rasam (2018) (p. 3). In his 2011 study on bilingualism in the classroom, Bakar discovered that code-meshing improves language acquisition and boosts student proficiency. It has also been shown that Translanguaging helps students learn more than one language (Lewis, Jones, & Baker, 2012). Graduate students in Pakistan have benefited from Translanguaging; Mahmood (2020) reports increases in critical thinking and academic writing. According to Shah (2018), students are better able to understand difficult concepts and participate in class when native languages are used in addition to English. Bashir's (2020) language ecology studies explore the coexistence of languages in Pakistan, offering a rich context for Translanguaging. Shah (2018) also investigated how linguistic preferences in a multicultural society represent cultural identities. The impact of language and power dynamics in multilingual communication has been better understood thanks to critical discourse analysis (Ali, 2021).

According to Edge (1996), English as a Foreign Language (EFL) should adjust to local political and cultural contexts rather than relying exclusively on Western ESL nations. There is a dearth of research on the psychometric qualities of standardized tests, and testing may not accurately reflect students' abilities, according to Farhady and Hedayati (2009, cited in Saad, Sardare, & Ambarwati, 2013). In order to enhance reading comprehension, Razmjoo and Riazi (2006) highlighted the necessity of innovative teaching techniques. Translanguaging has been shown to support bilingual teaching practices and assist students in effectively applying multiple languages (Wang, 2022, p. 6). Research indicates that using Translanguaging techniques enhances students' understanding (Pande, 2020, p. 7). However, Pande (2020) noted that when students feel anxious or ignored by their teachers, they frequently look for Translanguaging support. Teachers and students in Indonesian classrooms frequently use Translanguaging to help students express their thoughts (Afriadi & Hamzah, 2011). By combining L1 and L2, this approach has inspired students and enhanced their comprehension (Afriadi & Hamzah, 2021). By enabling students to express themselves in their first language, Translanguaging increases student motivation and engagement (Budiman & Krisfani, 2020; Khairunnisa & Lukmana, 2020). In order to promote learning and foster a relaxed atmosphere, it has prompted educators to utilize their students' first language (Afriadi & Hamzah, 2021). According to Cen Williams (2001), Translanguaging makes it possible for bilingual people to communicate more successfully. According to a study by Tran, Phan, and Anh (2021), sophomores who did not study in English for better communication, underscoring the necessity of language instruction, teacher preparation, valued Translanguaging.

In Pakistan, Translanguaging has become popular, with teachers combining different languages in the classroom to meet the needs of students with varying learning styles (Ali & Snwar, 2022). Current policies encourage multilingualism by including local languages in curricula in addition to English and Urdu (Sadiq, 2021). The growing body of research on Translanguaging emphasizes how well it works to improve critical thinking and language proficiency (Khan & Nazeer, 2023).Translanguaging promotes a sense of belonging by showcasing Pakistan's linguistic diversity (Hussian, 2022). In an interconnected world, it aids students in strengthening their communication abilities (Raifa, 2020).
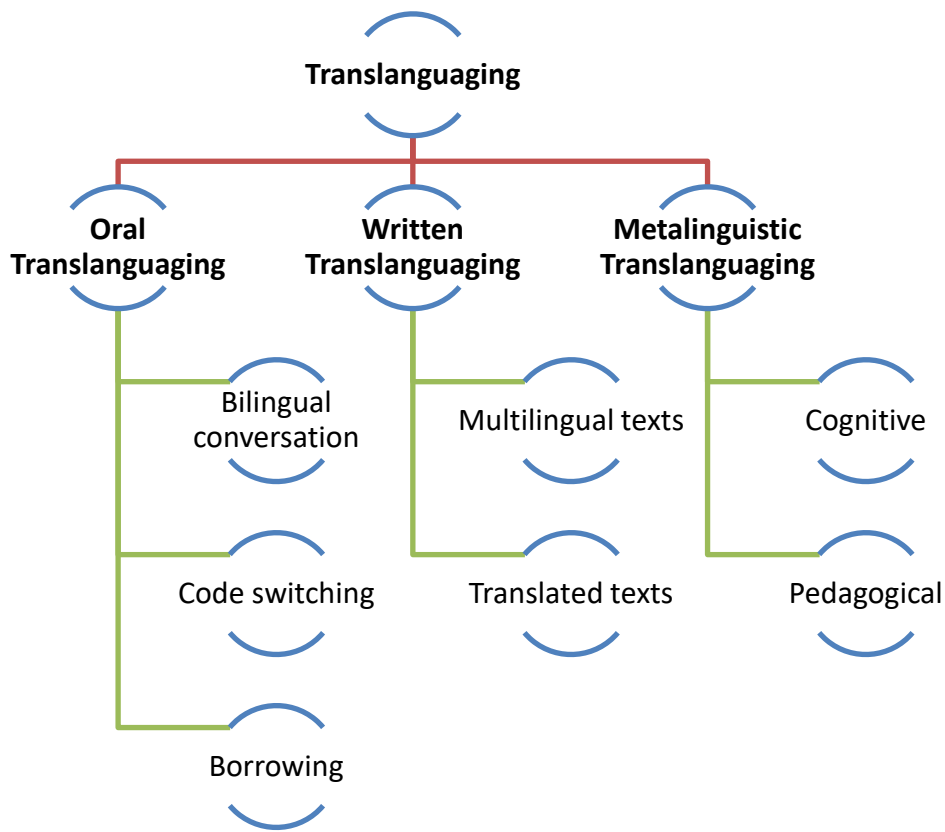

Figure 1. Kinds of Translanguaging

3. Research Methodology

This study employs a mixed-method approach, integrating quantitative and qualitative techniques to investigate how Translanguaging affects the proficiency of graduate-level ESL learners. The quantitative component provides information about students' self-assessed

proficiency by measuring their perceptions of vocabulary acquisition, reading comprehension, and writing skills using statistical analysis and a Likert scale. Rich, contextual information about the implementation of Translanguaging and its impact on students' learning experiences is provided by the qualitative component, which consists of observations and interviews.

3.1 Data Collection Tools

To get information from teachers and students, this study employed a variety of data collection methods. Teachers' experiences and approaches to Translanguaging were investigated through semi-structured interviews. Student participation and teacher-student interactions were the main topics of classroom observations. with structured observation sheets to record behaviors, as well as language switching. Students were given a questionnaire with Likert scale items to gauge how they felt about Translanguaging effect on language proficiency. Interviews with teachers examined their knowledge, methods, difficulties, and perceptions of how Translanguaging affects student involvement. To find important themes, the recorded interviews were transcribed and subjected to thematic analysis.

3.2 Data Analysis Criteria

The data has been analyzed quantitatively through descriptive statistical techniques. This study has utilized SPSS to determine the frequency of how often each number appears in the data and to calculate the percentage that each number represents of the total. This analysis reveals the common values among the data. It is aimed at organizing and interpreting the data systematically to identify patterns and themes, using coding to make connections between written and visual information.

3.3 Research Procedure

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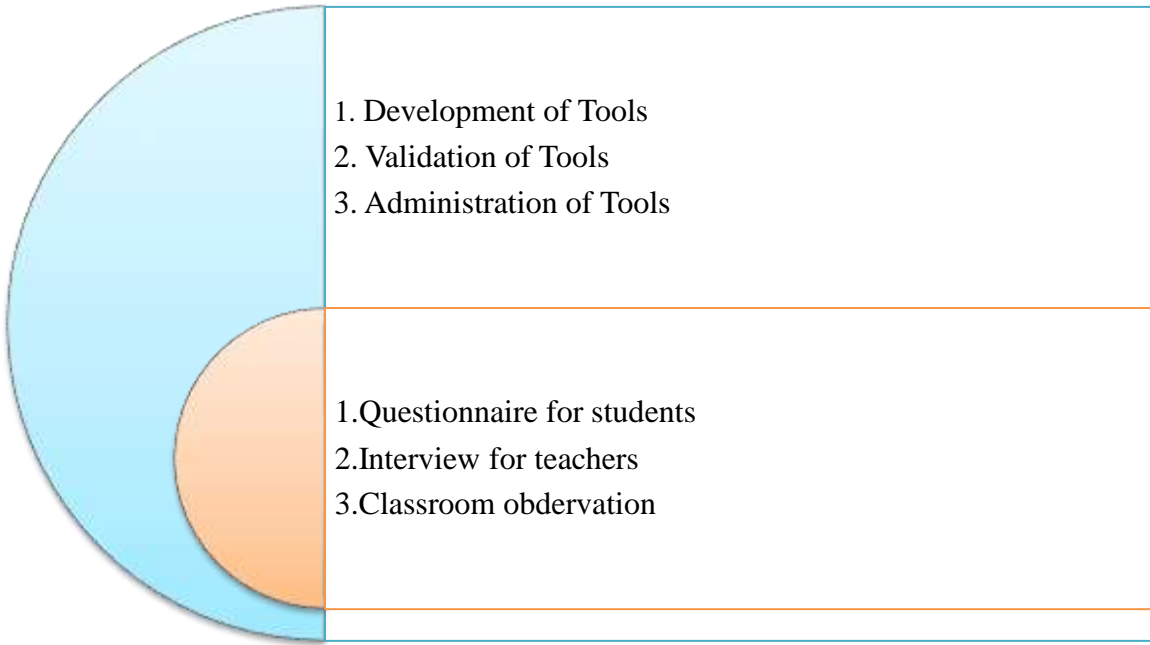3.Classroom obdervation

Figure 2. Research Procedure

4. Data Analysis

Survey responses are given numerical values according to these coding criteria; higher scores denote more positive responses, while lower scores denote ones that are more negative. In order to facilitate analysis, the objective is to quantify subjective opinions. Responses such as "Strongly Agree" (5) and "Agree" (4) are regarded as positive in the first set of criteria, whereas "Disagree" (2) and "Strongly Disagree" (1) are regarded as negative, with "Neutral" (3) serving as a compromise. With "Mostly" (5) and "Often true" (4) being positive and "Rarely true" (2) and "Not true" (1) being negative, the second set of criteria centers on the frequency of truth, with "Somewhat true" (3) representing a moderate response.

Table 2. Data Analysis

Responses	SA 5	A 4	N 3	D 2	SD 1	Mean
Believe Translanguaging is an effective strategy	23	27	16	9	5	3.67
	28	21	16	9	6	3.7
Translanguaging helps difficult concepts						
Use Translanguaging in my classroom regularly	24	18	21	11	6	3.53
Students are receptive to used their first language	27	21	19	7	6	3.7
Feel confident implementing Translanguaging	28	21	18	8	5	3.73

Response						Mean
Encourage students to switch their language	31	22	16	6	5	3.85
Allow students to use their language	30	24	14	7	5	3.83
Integrate multilingual resource	27	23	17	7	6	3.72
Encourage students both use languages	27	23	20	5	5	3.77
Provide students bilingual instructional material	26	23	19	7	5	3.72
Difficulty to understand English academic texts	58	53	46	28	15	11.55
Struggle with writing and assignment	62	56	53	18	11	3.7
Trouble speaking English fluently	68	60	50	13	9	3.82
Facing challenges during listening	67	61	45	16	11	3.78
Feeling anxiety when required to use English	59	64	49	17	12	3.72
Teacher encourage the use of native language	56	64	56	16	8	3.73
Teacher encourage the use of native language	56	64	56	16	8	3.73
Teachers value Translanguaging as a strategy	59	63	62	9	7	3.79
Translanguaging is effective	56	51	50	9	9	3.8
Teachers should provide more opportunities	61	64	56	9	10	3.78
Teachers help me understand complex English concepts	63	66	54	11	6	3.83
Proficiency in English affects overall performance	67	62	55	11	5	3.87
Performance better in subjects	63	63	51	14	9	3.78
Language skills impact confidence	67	61	55	11	6	3.86
Translanguaging improves understanding	70	64	52	9	5	3.92
Feel more engaged in classes	64	65	54	11	6	3.85
Training should be provided for teachers	63	60	56	14	7	3.79
Workshop on bilingual teaching	58	62	57	13	10	3.72
Resources available in both languages	65	59	52	13	11	3.77
Mixing technology to facilitate Translanguaging	59	60	56	19	6	3.73
Regular feedback on language use	59	65	53	15	8	3.61

Table 3. Data Analysis

Responses	NT 1	RT 2	SWT 3	OT 4	MT 5	Mean
Allowing students to discuss topics	4	4	22	24	26	3.8
Encouraging students to use both languages	6	6	19	26	22	3.61
Group activities where students can share ideas	4	6	19	21	30	3.83
Integrate group that allow students to collaborate	5	6	15	25	29	3.83
Face resistance from students	5	6	14	25	30	3.85
Struggle to balance the use of languages	6	6	20	22	26	1.77

lack of resources	6	8	14	23	29	3.72
Polices against using students first languages	5	6	14	26	29	3.85
Using native language helps to understand language	11	18	50	58	63	3.39
Haven't switched between languages to express	10	13	44	65	68	3.84
Translanguaging enhances learning English	10	13	44	63	70	3.85
Feel comfortable using native language	6	11	52	68	63	3.58
Using languages helps connect new concepts	12	10	52	64	62	3.77
Teachers should integrate students native language	9	9	55	59	68	3.84
Creating bilingual resources would enhances	8	11	50	61	70	3.73
Group activities allowed for Translanguaging	8	11	50	61	70	3.73
Incorporating cultural contexts in lesson	9	15	55	56	65	3.76
Regular discussion about Translanguaging benefits	6	12	57	60	65	3.80
Experience anxiety when required to communicate	6	9	54	66	65	3.87
Anxiety when required to communicate in English	8	7	57	62	66	3.85
Feel frustrated when cannot express thoughts	4	9	56	60	71	3.92
Translanguaging helps feel comfortable	6	8	56	60	70	3.9
Believe that emotional supports is important	9	10	55	63	63	3.80

Table 4. Teachers Questionnaires: Kind of language used at different places

Responses	Code mixing	Code switching	Borrowing	Blending	Translation
Total Frequency	(37)	(42)	(34)	(31)	(42)
percentage	20.5	23.3	18.8	17.2	20

Table 5. Students Questionnaires; Kind of language used at different places

Responses	Code mixing	Code switching	Borrowing	Blending	Translation
Total	137	138	89	56	30
Frequency	15.2	15.3	9.8	6.2	3.33

5. Findings and Discussions

According to the data, there is broad agreement among educators and learners about the value and efficacy of Translanguaging in learning environments. Most educators think that Translanguaging is a good way to help students learn, especially when they are studying challenging material. . Many teachers say they encourage their students to switch between languages when needed and frequently let them use their first language in class. Additionally, educators demonstrate a positive attitude toward incorporating multilingual resources into their teaching practices by expressing confidence in their ability to apply Translanguaging strategies. Translanguaging techniques are met with a high degree of receptivity from students. When given the chance to speak in their mother tongue, many people feel more involved, and they think that switching between languages makes it easier for them to comprehend difficult ideas. According to the results, Translanguaging enhances understanding, academic achievement, and classroom engagement, and bilingual teaching resources are beneficial to students. Notwithstanding these optimistic viewpoints, difficulties still exist. Many students say they have a hard time understanding academic texts written in English, writing assignments, and speaking the language fluently. These difficulties show that although Translanguaging can help with understanding, it cannot completely remove the obstacles caused by fluency in English. Speaking and listening difficulties are especially severe, and many students become anxious when they have to use English for communication. This implies that although Translanguaging can alleviate some of these challenges, more assistance is required to help students improve their English language proficiency. Teachers are aware of these difficulties and stress how crucial it is to give students additional chances to speak in their mother tongue in class. Many educators express a need for additional training and workshops on bilingual education and feel that Translanguaging should be more formally incorporated into teaching strategies. Teachers agree that adding cultural contexts to lessons can improve students' educational experiences, which emphasizes the importance of a multilingual approach. The institutional resistance that certain teachers encounter is one noteworthy finding. Many teachers say they find it difficult to strike a balance between using multiple languages in the classroom, frequently because of a lack of resources or laws that forbid using students' native tongues. These restrictions draw attention to the necessity of more precise rules and robust institutional backing for Translanguaging techniques. Translanguaging seems to significantly affect students' emotional health in addition to their academic performance. When given the opportunity to speak in their mother tongue during class, many students say they feel more at ease and less nervous. They feel more connected to the course material and are able to articulate their ideas more clearly thanks to Translanguaging. Students also understand how crucial teachers' emotional support is to overcoming language-related difficulties. According to the results, students feel more secure and involved in their education when teachers actively promote Translanguaging and foster a positive learning environment. Some students become frustrated when they cannot fully express themselves in English. This frustration shows that Translanguaging does eliminate the difficulties involved in learning a second language, even though it can offer some respite. More structured bilingual support systems, like focused language use feedback and the creation of bilingual resources, might be necessary for teachers to address this problem. Interesting trends in the particular language adaptation techniques employed by instructors and students are also revealed by the data. The most often employed strategies are code-switching and code-mixing, indicating that speakers regularly switch between languages based on the situation. Although they exist,

especially students utilize borrowing, blending, and translation less frequently. This implies that even though students feel at ease incorporating their mother tongue into English-speaking discussions, they might still favor preserving some linguistic differences over completely combining aspects of both languages. Both educators and learners acknowledge the benefits of Translanguaging for improving English proficiency and increasing accessibility to learning. According to the data, students' comprehension and confidence can be greatly increased by using structured Translanguaging techniques, such as offering bilingual resources, incorporating multilingual conversations, and permitting flexible language use. One important conclusion from the research is that in order to successfully apply Translanguaging techniques, more institutional support is required. More resources, professional development, and more explicit policies that support the use of students' native tongues in classrooms are things that many educators say they would like to see. Schools and other institutions need to understand that Translanguaging is an essential tool for bridging linguistic gaps and creating inclusive learning environments, not just a teaching tactic. According to the data, educators should more deliberately incorporate their students' native tongues into their lesson plans. This entails developing bilingual teaching resources, adding cultural allusions, and employing group projects that let students work together in several languages. Teachers and students can also feel more at ease in multilingual learning environments by having regular conversations about the advantages of Translanguaging. The results show that although Translanguaging improves understanding and involvement, it should be used in conjunction with other tactics to help students' English language proficiency. Students, who struggle with academic proficiency in English may benefit from structured interventions like speaking practice, focused writing assistance, and technology-assisted bilingual education.

5. Conclusion

The results of this study highlight how important Translanguaging is for promoting students' academic performance, involvement, and self-assurance in language acquisition. Its importance in promoting understanding is acknowledged by both educators and learners, especially when tackling intricate academic ideas. Translanguaging fosters a welcoming and encouraging learning environment by enabling students to use their native tongue in addition to English, which lowers anxiety and increases engagement. Nevertheless, a number of obstacles prevent its full implementation in spite of its obvious advantages. Many students still have difficulty with academic reading, writing, and fluency in English shows that Translanguaging is not a perfect answer on its own. Teachers encounter barriers to successful Translanguaging implementation, including restrictive policies, a lack of institutional support, and a lack of resources. Furthermore, in the absence of formal guidelines and expert training, juggling the use of several languages in the classroom is still difficult. The study emphasizes the emotional component of language acquisition. Finding it difficult to communicate in English frustrates many students. Highlighting the necessity of a well-rounded strategy that prioritizes the development of English proficiency as well as support for the native tongue. Despite the widespread use of code switching and code-mixing, systematic Translanguaging techniques are desperately needed to guarantee that students are not only at ease but also capable in an academic environment where English is the primary language. In the end, Translanguaging is an effective teaching strategy that can foster inclusive environments, increase learning, and improve comprehension. However,

teacher preparation, the availability of bilingual resources, and institutional support are necessary for its efficacy. Educational institutions must remove current obstacles and create systematic strategies that incorporate Translanguaging into pedagogy while also enhancing students' English proficiency if they want to optimize its effects. Translanguaging can act as a link between linguistic diversity and academic success with the correct encouragement and application, increasing the effectiveness and accessibility of education for all students.

7. Recommendation

Providing professional development for teachers, expanding bilingual resources, addressing resistance, encouraging collaborative activities, modifying educational policies, integrating technology, and creating an inclusive environment that supports the development of both first language and English are all essential to improving Translanguaging in language learning.

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