

TRANSLANGUAGING IN SOUTHERN THAILAND: STUDENT PERCEPTIONS OF HOW GRATITUDE, MINDSET, AND EMOTIONAL–COGNITIVE FACTORS INFLUENCE ENGLISH LEARNING

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ABSTRACT

This study examines translanguaging practices and their impact on student gratitude, mindset, and cognition in Southern Thai English as a Foreign Language (EFL) classrooms. A survey was conducted with 565 secondary and high school students from private Islamic and public schools in Pattani, Yala, and Narathiwat, where Pattani Malay (Yawi) is widely spoken. Findings show that strategic use of translanguaging significantly enhances student gratitude, confidence, and classroom engagement. Using both students' first language and English helped clarify concepts and increase participation. While students generally displayed a growth mindset and motivation through peer success, public failure persisted, indicating a need for more supportive learning environments. The study highlights the benefits of asset-based, multilingual approaches and recommends policy reform, teacher training, and bilingual learning materials to better support multilingual learners in Thailand.

Keywords: translanguaging; English as a Foreign Language; student gratitude; mindset; multilingual education; southern Thailand

Introduction

Bilingualism has often been conceptualised as the coexistence of two separate and self-contained language systems within an individual's mind (García & Kleifgen, 2020; Jawad, 2021). This view has informed pedagogical practices that rigidly separate languages in the classroom, often discouraging or even prohibiting students from using their first language (L1) during instruction (Perfecto, 2020). Although such approaches are typically well-intentioned and aimed at full immersion in target language, they risk undermining students' linguistic identities and ignoring the cognitive assets their full language repertoires offer (Forbes et al., 2021; Michala et al., 2024). In the multilingual and globalised world today, the traditional monolingual model is out of step with how language is actually used.

As a response to this monolingual paradigm, translanguaging has emerged as a dynamic and inclusive framework for understanding and practising multilingualism. Rather than viewing languages as discrete systems, translanguaging conceptualises them as elements of a unified linguistic repertoire multilingual individuals draw upon flexibly to make meaning and communicate across contexts (García & Wei, 2014). This is more than simple code-switching; it represents a fluid and intentional use of all linguistic resources to enhance understanding, critical thinking, and meaningful interaction. Pedagogically, translanguaging repositions students' linguistic backgrounds as valuable resources rather than obstacles. It marks a shift from a performance-based model of language instruction to one that views language as a tool for learning. In this framework, students engage with content by using the linguistic resources that best support their comprehension and expression, enabling them to clarify complex ideas, solve problems, and communicate effectively (Almashour, 2024; Cenoz & Gorter, 2022).

Translanguaging is relevant in English as a Foreign Language (EFL) context, where learners are situated in English-only environments despite their multilingual backgrounds (Wei, 2018). English is linked to national development goals, leading many countries to adopt English-only language policies in schools (Aribah & Pradita, 2022; Sun et al., 2024). Strategically integrating L1 and L2 in instructional activities; such as reading in English and discussing in L1, or taking notes using both languages has been shown to enhance comprehension, validate students' identities, and support more inclusive learning environments (Huang & Chalmers, 2023; Yasar & Dikilitas, 2021). This is critical in classrooms shaped by transnational migration and linguistic diversity, where effective teachers must be equipped to support learners from a range of linguistic backgrounds (Moraru et al., 2025).

In Thailand, English language proficiency is considered a national priority (Hirsch & Lee, 2018), and EFL instruction adheres to a traditional English-only model. The predominant focus is on grammar instruction and receptive skills, with limited opportunities for authentic language use. This approach can contribute to low student confidence and the perception their mother tongue is an obstacle rather than an asset in the learning process (Canals & Al-Rawashdeh, 2018; Okoye & Ambele, 2023).

Nonetheless, in recent years there has been a shift in perspectives on the use of students' mother tongue in the classroom. Studies involving Thai university and high school students and teachers have reported positive attitudes toward

translanguaging practices (Xiao & Lertlit, 2023). Educators note the strategic use of L1 supports comprehension and scaffolds content learning, while students report increased engagement and improved interactional competence (Ali & Raj, 2024; Gorter & Arocena, 2020; Wang et al., 2025). Despite these promising developments, large-scale implementation of translanguaging in Thailand is limited. Many teachers may be reluctant to adopt translanguaging strategies due to a lack of training or concerns about deviating from norms. Teachers also face structural constraints that influence their pedagogical decisions (Cenoz et al., 2022; Gorter & Arocena, 2020). Their beliefs and practices are often shaped by institutional expectations that do not accommodate bilingual or multilingual approaches. In some Thai educational contexts, research remains limited in the country's southern border provinces.

This study aims to examine translanguaging practices in English language learning among students in Thai schools located in the southern border provinces. The research focuses on four key objectives:

- (1) To investigate the impact of translanguaging and cooperative learning on students' sense of gratitude and self-esteem in English as a Second Language (ESL) classrooms;
- (2) To explore the relationship between reality-oriented translanguaging practices and students' language learning mindsets, particularly how a growth mindset may coexist with a fear of public failure;
- (3) To examine students' perceptions of how using both L1 and English (L2) supports the development of cognitive processes such as writing, conceptual organisation, and the articulation of ideas in both languages; and
- (4) To analyse how students independently apply translanguaging strategies (e.g., note-taking and peer interaction), and how these self-directed practices differ from teacher-initiated approaches

Literature Review

English language education has been shaped by a monolingual ideology that views languages as isolated, self-contained systems (García & Kleifgen, 2020). This perspective has informed pedagogical practices that discourage students' first language use, promoting instead an English-only immersion environment.

Translanguaging represents a significant shift in understanding how multilingual individuals utilise their linguistic resources. Moving beyond the traditional view of languages as separate and distinct systems, it posits that multilingual speakers draw from a single, integrated linguistic repertoire to construct meaning and communicate effectively (Paulsrud et al., 2021). This perspective challenges conventional notions of "proper" language use and emphasises the dynamic, context-dependent nature of multilingual communication, which encompasses cognitive, social, and cultural dimensions (O'Connor et al., 2019). Empirical evidence indicates translanguaging supports language development, cognitive growth, academic achievement, and the negotiation of identity by enabling students to draw upon their full linguistic repertoire (Чайка, 2023).

The term "translanguaging" was first coined by Cen Williams in 1994 to describe a pedagogical practice in Welsh bilingual education (Léglise, 2022). García and

Kleifgen's (2020) work has been particularly influential in developing the fluid languaging approach, grounded in post-modern and post-structuralist sociolinguistics (Bonacina-Pugh et al., 2021). This approach conceptualises bilinguals' mental grammars and linguistic practices as a structured yet unified system of linguistic features, highlighting how learners actively integrate their entire linguistic repertoire to negotiate meaning, construct knowledge, and engage socially in diverse multilingual settings (O'Connor et al., 2019).

In Thailand, code-switching between Thai and English is one common manifestation of translanguaging, particularly when students encounter unfamiliar vocabulary or complex grammatical structures, enabling them to extend understanding in both communication and academic tasks (Pomat et al., 2022). Despite its natural occurrence, Thailand's prevailing monolingual English language policies present challenges for the full integration of translanguaging strategies in classrooms (Nuemaihom et al., 2024). Nevertheless, Thai EFL teachers generally hold positive perceptions of translanguaging, especially in partial English-medium instruction programmes (Pomat et al., 2022). Students report that being able to use their first language supports interactional competence, strengthens linguistic awareness, and helps connect new English concepts to prior knowledge (Thongwichit et al., 2024). Translanguaging serves as a flexible, learner-centred strategy that promotes collaborative learning, active participation, and deeper engagement with classroom content.

In Islamic educational contexts such as Indonesian *pesantren* (Islamic boarding schools) and mosque schools in the United Kingdom, translanguaging leverages students' multilingual backgrounds including local languages, Indonesian, Arabic, and English as valuable resources for English acquisition (Madkur et al., 2022; Rahman et al., 2023). The religious significance of Arabic enhances learning outcomes across cognitive, socio-cultural, and affective domains, fostering inclusive and culturally responsive practices (Madkur & As'ad, 2024). Teachers integrate translanguaging through code-switching and culturally resonant content including Qur'anic verses, Hadith, Arabic-English equivalents, and Islam-themed narratives. These practices reinforce comprehension, build multilingual repertoires, strengthen metalinguistic awareness, and bridge cultural and linguistic divides, enabling equitable learning experiences beyond monolingual paradigms (Agustin & Wahyudi, 2024; Maryansyah et al., 2024; Rahman & Singh, 2022).

Translanguaging also supports students' Islamic self-identity by linking classroom instruction to their cultural and religious values without impeding English acquisition. Integrating religiously grounded content encourages ethical understanding, strengthens cultural connections, and affirms identity while optimising language learning outcomes (Azmi et al., 2021; Irwansyah & Yuniarti, 2021; Madkur & As'ad, 2024; Umar et al., 2024).

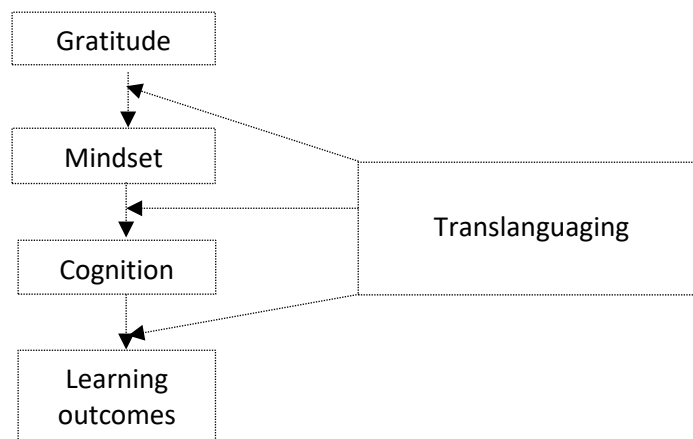
Research Methodology

The descriptive study examines the relationship between translanguaging and affective-cognitive factors among Thai-Malay Muslim students whose first language is Malay-Patani, as illustrated in Figure 1. This conceptual framework is adapted from

the translanguaging theory of Cenoz and Gorter (2021). It illustrates how pedagogical translanguaging influences the perceptions of Muslim students in English learning. The framework addresses three key dimensions of student perceptions: gratitude, mindset, and cognition. These dimensions are considered mediating factors through which translanguaging practices can enhance language learning outcomes.

Figure 1

The Conceptual Framework on Pedagogical Translanguaging and Affective-Cognitive Factors



The participants were 565 students from Islamic private and public-schools located in Pattani, Yala, and Narathiwat, the three provinces bordering Malaysia, where Yawi (Pattani-Malay) is the most widely spoken language in both community settings and daily life. Yawi is used as their first or primary home language. Table 1 shows that the sample had more female (81.1%) than male (18.9%). This imbalance may be attributed to the high proportion of respondents from private Islamic schools, which comprised 69.7% of the sample. These schools may reflect cultural norms in the region that encourage religious-based education for girls. In contrast, government schools accounted for 22.7% and vocational schools for 7.6% of the participants, mostly male. The sample also consisted primarily of upper secondary students (77.7%) and fewer vocational students (2.8%) and high vocational students (4.6%).

Table 1

Participant Demographic Background (N=565)

| Characteristic | | Frequency | Percentage |
|-------------------|------------------------|-----------|------------|
| Gender | Male | 107 | 18.9 |
| | Female | 458 | 81.1 |
| School | Government School | 128 | 22.7 |
| | Islamic Private School | 394 | 69.7 |
| | Vocational School | 43 | 7.6 |
| Educational level | Second High School | 84 | 14.9 |
| | High School | 439 | 77.7 |
| | Vocational Level | 16 | 2.8 |
| | High Vocational Level | 26 | 4.6 |
| Total | | 565 | 100 |

The questionnaire was adapted from Wilang (2024) to measure students' attitudes towards language learning and from Yuvayapan (2019) to assess attitudes towards translanguaging. Gratitude was operationalised as the participants' self-reported frequency and intensity of grateful feelings in response to classroom experiences. The questionnaire included five demographic items and 40 items. Responses were recorded using a five-point Likert scale, where 1 indicated Strongly Disagree and 5 indicated Strongly Agree. To ensure clarity and consistency of meaning, the questionnaire was translated into Thai, and validated by experts.

A pilot study was carried out to further assess the instrument. The Cronbach's alpha values of 0.89 for attitudes towards language learning and 0.74 for attitudes towards translanguaging, demonstrating both scales were sufficiently reliable for use in the full study. Following validation, the questionnaires were distributed electronically using Google Forms.

Descriptive statistical analysis was used to establish participants' demographic profiles, including gender, school type, educational level, and their daily language practices. For the analysis of questionnaire responses, the mean and standard deviation were used as the primary descriptive statistics.

Results

Languages Used in Daily Communication

Table 2 presents data on the daily communication patterns of the 565 respondents, focusing on their use of Thai and the Yawi dialect. A total of 69.4% reported using a combination of Thai and Yawi in their everyday communication. This suggests code-switching or code-mixing between the two languages is the predominant communication practice within the studied communities. Exclusive use of either language is comparatively rare.

Table 2
Languages Used in Daily Communication

| Languages | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| Yawi-Language (dialect)* | 125 | 22.1 |
| Thai language | 48 | 8.5 |
| Thai and Yawi-Languauges (dialect)* | 392 | 69.4 |
| Total | 565 | 100.0 |

*The first language of speaking in Provinces of Yala, Pattani and Narathiwat but Thai language is the second language.

Exclusive use of the Yawi dialect was the second most common pattern, reported by 22.1% of participants. In contrast, communication solely in Thai was the least common (8.5%). In summary, the results indicate that most participants operate in a bilingual or dialect-rich linguistic environment, with a clear preference for mixed-language communication that reflects the sociolinguistic dynamics of the region.

Perceptions of Use of Translanguaging and Students’ Feelings of Gratitude and Confidence

Table 3 presents the results related to students’ perceptions of translanguaging practices in the classroom. Students perceive translanguaging not only as an effective educational tool but also as an engaging and enjoyable approach to learning. The highest-rated item was “I like those activities with translanguaging, to promote English, encourage learning in the classroom” (M=4.14, SD = 0.98).

Table 3
The Relationship Between the Perceptions of Use of Translanguaging and Students’ Feelings of Gratitude and Confidence

| Items | M | SD |
|--|------|------|
| 1 I love it when things involve translanguaging to help kids grow their English-language skills also lead to learning. | 4.14 | 0.98 |
| 2 I love the opportunities for engagement in open-ended, cooperative tasks shared in my English classes incorporate L1s. | 4.00 | 0.91 |
| 3 I am happy to see when I perform in English my translanguaging pays off well. | 3.93 | 0.90 |
| 4 When my English classes are translingual, I feel better about my English. | 3.86 | 0.91 |
| 5 I am interested in translanguaging the language of English. | 3.82 | 0.90 |
| 6 I like learning English through translanguaging strategies in the classroom. | 3.76 | 0.95 |
| 7 I am grateful for translanguaging strategies when applying my English abilities. | 3.75 | 0.97 |
| 8 I appreciate being able to use translanguaging in the classroom. | 3.74 | 0.95 |
| 9 I appreciate when there is the practice of translanguaging in the classroom. | 3.74 | 0.93 |
| 10 I am thankful for making mistakes when I talk English with class. | 3.31 | 0.99 |

Students particularly appreciate the collaborative nature of translanguaging activities. The item relating to enjoyment of teamwork during such tasks (M=4.00, SD = 0.92), indicating the method contributes to a positive and supportive classroom environment. Additionally, translanguaging appears to enhance students’ self-perception regarding their English proficiency. This is reflected in the item “I feel good at English skills when translanguaging is practised in lessons” (M= 3.86, SD = 0.91), suggesting an increase in learners’ self-efficacy.

However, an important finding is that students expressed reduced gratitude or comfort when making mistakes, even within a supportive translanguaging framework. The statement addressing this concern had the lowest mean score of 3.31 (SD = 0.99). This indicates that while translanguaging is broadly welcomed, there remains an underlying anxiety about making errors in public, which may inhibit full participation for some learners.

Table 4
Perceptions of Gratitude in Learning

| | Items | M | SD |
|---|---|------|------|
| 1 | I thank you if in the learning room I get some experience. | 3.91 | 0.91 |
| 2 | I thank if you make me want to learn English | 3.89 | 0.93 |
| 3 | I thank you if I do have a chance to tell you I think of you in English class! | 3.87 | 0.93 |
| 4 | I will appreciate it if you do me good if I get good results from class activities. | 3.87 | 0.92 |
| 5 | I would be grateful if you provide me ideas how I can improve my English. | 3.86 | 0.96 |
| 6 | I thank you if I find learning way. | 3.82 | 0.92 |
| 7 | I thank for nothing, if anything I'll want to learn will be from English class. | 3.80 | 0.99 |
| 8 | I thank if I participate in the class activities. | 3.72 | 0.95 |

According to Table 4, students express a high level of gratitude for various positive learning experiences. Items with mean scores above 3.80 highlight students' appreciation for opportunities to learn and gain experience in the classroom (M = 3.91, SD = 0.91), feel motivated to learn (M = 3.89, SD = 0.93), and achieve success in their class activities (M = 3.87, SD = 0.92). These results suggest that learners feel most grateful when they perceive progress in their English language development and experience a sense of achievement in their second language learning journey. They were also grateful to receive encouragement to improve their skills (M = 3.86, SD = 0.96) and for the opportunity to express their thoughts (M = 3.87, SD = 0.93). These findings indicate that students value a supportive learning environment in which their voices are heard and where constructive feedback is integrated into the learning process.

In comparison, slightly lower mean scores were reported for active participation in class activities (M = 3.72, SD = 0.95) and learning useful information (M = 3.80, SD = 0.99). On the whole, gratitude among students is more strongly driven by experiences of personal development and affirming feedback than by participation alone or the acquisition of information. This underscores the importance of learner-centred approaches that emphasise encouragement, engagement, and progress in language learning.

Students' Mindset and Feedback about Learning English

Table 5 reveals an internal tension in students' mindsets: a strong belief in their capacity for personal growth and change exists versus a persistent fear of negative evaluation and public failure. When my peers do well in English class, the students are motivated to get better (M = 3.81, SD = 0.99), indicating students demonstrate a growth-oriented attitude in response to peer success, rather than adopting a deficit or comparative model.

Table 5
Mindset and Feedback about Learning English

| | Items | M | SD |
|----|---|------|------|
| 1 | I am motivated by the success of peers in English when I see others do well it motivates me. | 3.81 | .98 |
| 2 | I can always transform my basic self as I learn English - as I translanguage. | 3.72 | .99 |
| 3 | When it comes to learning English, I take criticism personally. | 3.69 | .98 |
| 4 | I ignore errors in English class because I can use them. | 3.60 | .96 |
| 5 | Negative feedback on my speaking discourages me | 3.50 | 1.07 |
| 6 | If I learn really hard, I might be perceived as unskilled. | 3.26 | 1.08 |
| 7 | I can appear confident in class, but I find it difficult to change how I truly feel about learning English. | 3.20 | 1.14 |
| 8 | I take risks in English class, even when it is hard. | 3.19 | 1.07 |
| 9 | The harder the exercise the more it makes me stubborn. | 3.18 | 1.07 |
| 10 | I'm feeling the daily squeeze in English class. | 3.18 | 1.06 |
| 11 | I need to try harder in order to use various English learning methods such as translanguaging. | 3.17 | 1.10 |
| 12 | It makes me feel bad when students are better than me in English class. | 3.14 | 1.11 |

They strongly agreed that they can always change basic aspects of themselves (M = 3.73, SD = 0.99). They also feel comfortable learning from their mistakes (M = 3.61, SD = 0.97). These responses reflect a mindset open to development and adaptability in the face of challenges.

However, students expressed anxiety related to judgement and evaluation. They interpret criticism as a personal attack (M = 3.70, SD = 0.98). They also dislike negative feedback even if it is helpful (M = 3.51, SD = 1.07). These results suggest that while students may intellectually acknowledge the value of feedback and error-based learning, they do not always feel emotionally safe or secure when confronted with criticism.

Lower but still relevant scores were reported for feelings of inadequacy when others succeed (M = 3.14, SD = 1.11) and for pushing themselves to take risks in learning (M = 3.19, SD = 1.08), indicating some apprehension towards fully embracing growth opportunities that involve vulnerability.

While students demonstrate an internal drive for self-improvement and growth, they continue to experience persistent communicative language anxiety. The results suggest that psychological safety in learning environments provide meaningful academic challenges.

Students' Perceptions of Cognitive Learning

Table 6 presents findings that reveal a strong student preference for bilingual methods of instruction. Students most strongly agreed that the use of both their first language and English by their teacher is an effective instructional approach (M = 3.69, SD = 0.98). They also agreed that using the first language during writing tasks helps

students understand subject matter more clearly ($M = 3.50$, $SD = 1.07$) and contributes to the development of English language proficiency ($M = 3.50$, $SD = 1.02$). Additionally, the use of bilingual instructional materials was seen as motivating ($M = 3.51$, $SD = 1.01$). Students reported better learning outcomes when teachers used bilingual terminology during lessons ($M = 3.58$, $SD = 1.02$).

Table 6
Students' Perceptions of Cognitive Learning

| | Items | M | SD |
|----|--|------|------|
| 1 | I find it easier to understand the lessons when the teacher uses L1 and English. | 3.69 | .98 |
| 2 | It helps me learn new things when the teacher uses some L1 and English words. | 3.58 | 1.02 |
| 3 | I use L1 whenever it is necessary and bilingual teaching materials are of great help to me. | 3.52 | 1.02 |
| 4 | My first language (L1) together with English when writing helps me to better understand the topic. | 3.50 | 1.07 |
| 5 | My English improves when I utilise both L1 and English in writing. | 3.50 | 1.02 |
| 6 | I use L1 to verify if the new word or concept means what I'm thinking it does. | 3.45 | 1.09 |
| 7 | I note-take in L1 when the teacher uses it. | 3.40 | 1.08 |
| 8 | Even when the teacher is limited to English, I take notes in L1. | 3.18 | 1.12 |
| 9 | While writing, I subconsciously alternate from L1 and English. | 2.97 | 1.25 |
| 10 | L1 is the language I describe new material to my partners in high school classes. | 2.91 | 1.37 |

However, responses related to students' own use of the L1 in class revealed more variability. Many students reported relying on their L1 to process or verify new concepts ($M = 3.45$, $SD = 1.09$) and to take notes in L1 when the teacher does so ($M = 3.40$, $SD = 1.08$). In contrast, they were less likely to use their L1 to explain new ideas to classmates ($M = 2.91$, $SD = 1.37$), a finding characterised by both a low mean and high standard deviation. This suggests students differ widely in their comfort levels when using the L1 in peer-to-peer interactions.

Students marginally disagreed that they unconsciously switched between languages when taking notes ($M = 2.97$, $SD = 1.25$) and with always using the L1 for note-taking regardless of the language of instruction ($M = 3.18$, $SD = 1.12$). These results indicate personal use of L1 particularly in peer interactions and independent tasks varies among learners.

Correlations Among Gratitude, Mindset, and Emotional Regulation

Table 7 presents the correlation analysis examining the relationships among gratitude, mindset, and cognition. The results indicate that all three variables were significantly and positively correlated with one another. Specifically, a strong positive correlation was observed between mindset and cognition, $r(563) = .54$, $p < .001$, suggesting that higher levels of self-reported mindset are associated with higher

levels of cognitive engagement. Gratitude also demonstrated a significant moderate-to-strong positive correlation with mindset, $r(563) = .52, p < .001$. Additionally, gratitude was significantly and positively correlated with cognition, $r(563) = .47, p < .001$. Overall, these findings indicate a mutually reinforcing positive network among gratitude, mindset, and cognition, supporting the notion that these constructs can co-occur and influence one another within a psychological framework in the context of pedagogical translanguaging.

Table 7
Correlations among Gratitude, Mindset, and Emotional Regulation

| Variable | Gratitude | Mindfulness | Cognition |
|--------------|-----------|-------------|-----------|
| 1. Gratitude | — | | |
| 2. Mindset | .52** | — | |
| 3. Cognition | .47** | .54** | — |

** $p < .001$ (two-tailed) Correlation is significant at the 0.01 level (2-tailed).

Discussion

The study showed that use of translanguaging in class helped students to gain a deeper understanding of their learning. They can process more complex ideas, and demonstrate improved overall performance when allowed to use their first language. These findings challenge traditional monolingual paradigms. As Ali and Raj (2024) observe, translanguaging is not merely a language practice but a dynamic pedagogical tool that enhances academic writing by drawing on the full linguistic repertoire of learners. This approach directly counters the long-standing belief that using the first language interferes with second language acquisition.

The present study also shows that Thai Muslim students experience reduced language anxiety and enhanced cultural and linguistic identification, a point supported by Almashour (2024). The qualitative research with 10 bilingual participants shows that linguistic flexibility improves cognitive engagement and social cohesion. Almashour found that translanguaging empowers Jordanian graduate students to navigate their hybrid identities and excel academically by integrating their cultural heritage into Canadian universities.

When students are allowed to use their first language, Yawi, in the classroom, they feel recognised and valued, with their linguistic and cultural identities affirmed rather than marginalised. This contributes to a collaborative and supportive learning environment, which is essential for increasing engagement and motivation. Students experience positive affective outcomes by having their entire linguistic repertoire and cultural identity acknowledged, thereby fostering an appreciative classroom atmosphere. Gratitude in translanguaging amplifies cognitive focus on communication (Wilang, 2024). Students feel respected and grateful for this linguistic freedom, which in turn boosts motivation. In Alamer and Almulhim's (2021) study, EFL

Saudi undergraduates experienced extensive language anxiety in learning English. The study found that autonomous factors did not significantly predict any of the specific subtypes of anxiety identified in the study. These findings are consistent Ali and Raj (2024) who show that translanguaging enhances student engagement and comprehension. They utilised surveys and K-means clustering analysis to evaluate the attitudes of Indian university students toward a translanguaging instructional approach, and found the approach most effective when instruction is tailored to acknowledge students' diverse linguistic identities. The use of students' first language facilitates clearer thinking and faster cognitive processing. Integrating linguistic and cultural resources through translanguaging thus transforms potential barriers into valuable pedagogical tools, enhancing both cognitive engagement and cultural affirmation in the classroom (Boonsuk & Ambele, 2024).

Conclusion

This study shows that students strongly favour bilingual pedagogy and translanguaging, challenging the traditional monolingual approach. By integrating the home language into English learning environments, translanguaging enhances cognitive flexibility, collaborative learning, emotion, and culture. The evidence supports moving from rigid monolingual teaching policies towards more flexible practices that recognise and build on learners' full multilingual resources.

Immediate implications include the necessity for targeted teacher education programmes in translanguaging and bilingual pedagogies, including both pre-service and in-service professional development that equips teachers with practical classroom strategies, as well as curriculum and policy reforms that formally support and legitimise the strategic use of students' first languages in English instruction. Such changes can reduce student anxiety, foster creativity, promote equity, and ultimately improve English learning outcomes. This approach represents an important step towards equitable and culturally responsive education that respects and uplifts multilingual learners instead of erasing their linguistic identities.

Both students and teachers hold overwhelmingly positive attitudes towards translanguaging, recognising its benefits for meaning-making, engagement, and inclusivity. While this study offers meaningful insights into the role of translanguaging in English learning among Thai Muslim-Malay students, its scope is limited by the sample size and the regional focus. These limitations point to the need for further research involving more diverse populations to strengthen the applicability of the findings. Future studies that incorporate longitudinal designs, classroom observations, and examination of curriculum implementation across varied educational contexts could provide a deeper understanding of the long-term effects and practical implementation of translanguaging pedagogy.

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