

Students' Subconscious Multilingual Practices in Indian Classrooms: A Critical Analysis

Muthyala Udaya¹, Bethala Jyothsna², & Banoth Suresh³

Abstract

In India's multilingual classrooms, students frequently employ translanguaging, code-switching, and code-mixing to comprehend complex educational content. These bilingual and biliterate practices keep students' brains highly active and adaptable, despite not being recognized or acknowledged by institutions. This study examines the impact of these practices on comprehension and cognitive development among 15 undergraduate students from The English and Foreign Languages University (EFLU), Hyderabad, who come from diverse linguistic backgrounds. Observations during classroom discussions and interviews revealed that while students often lacked the appropriate vocabulary, these strategies were essential for understanding difficult concepts in a multilingual learning environment. The findings suggest that implicit multilingual practices, though stigmatized by institutions that favour standard language use, contribute to cognitive flexibility and critical thinking. The study advocates for a shift in teaching methods to acknowledge the academic value of multilingualism, as supporting students' linguistic abilities enhances critical thinking, problem-solving, and overall academic performance.

Keywords: Translanguaging, Code-switching, Multilingualism in education, Cognitive flexibility

INTRODUCTION

In Indian higher education, students usually draw upon multiple languages to navigate academic content; yet, institutional policies continue to favour monolingual instruction. Despite India's rich linguistic diversity, with thousands of languages spoken across the country, classroom practices often suppress students' natural multilingual strategies, such as translanguaging, code-switching, and code-mixing. These strategies are not merely compensatory tools, but essential cognitive mechanisms that aid comprehension and critical thinking. However, they remain underrecognized in formal education, where strict language boundaries are enforced, particularly in English-medium institutions.

This study investigates the multilingual practices of 15 undergraduate students at The English and Foreign Languages University (EFLU), Hyderabad, to understand how these implicit strategies contribute to academic engagement and cognitive development. Through classroom observations and interviews, it explores how students use

multiple languages to bridge vocabulary gaps, clarify complex concepts, and participate actively in discussions. Additionally, the study examines the institutional bias against multilingual practices and its impact on students' learning experiences.

By highlighting the pedagogical value of multilingualism, this research advocates for a shift in teaching methodologies that acknowledge and integrate students' linguistic resources. Embracing multilingualism in education can foster critical thinking, problem-solving, and a deeper engagement with academic content. The findings seek to inform educators and policymakers about the need for inclusive language practices that reflect the realities of India's multilingual classrooms.

LITERATURE REVIEW

The monolingual ideology that dominates the Indian education system undermines translanguaging practices that emerge naturally in multilingual classrooms. Translanguaging refers to the discursive practices multilinguals use in their everyday conversations (Garcia et al., 2006).

¹ Associate Professor, Department of ESL Studies, The English and Foreign Languages University, Hyderabad, India.

✉ udaya@efluniversity.ac.in

² & ³ PhD Research Scholars, Department of English Language Education (ELE), The English and Foreign Languages University, Hyderabad, India ✉ joshmb234@gmail.com & ✉ sureshphdele24@efluniversity.ac.in

Garcia (2009) emphasises that multilinguals cannot be analysed merely as the sum of monolinguals in different languages; rather, they possess unique linguistic systems and strategies unavailable to monolinguals. For instance, the ability to "shuttle" (Canagarajah, 2013) between languages or to code-mix and code-switch is an essential strategy for bilinguals and multilinguals. A monolingual perspective fails to account for such multilingual capabilities. Yet, Indian classrooms continue to enforce a separatist approach to language teaching and learning, perpetuating monolingual ideologies.

Historically, the association of a nation with a single language (Garcia, 2009) has influenced language policies worldwide. Pennycook (2007) argues that the colonial imposition of dominant languages has resulted in the administratively constructed languages in multilingual nations. This is evident in India, where states, despite their deep-rooted multilingualism, are allocated an official state language alongside English as the dominant link language. Within the education system, this leads to a rigid curriculum that suppresses natural multilingual practices and enforces arbitrary distinctions between languages (Pallavi, 2021). The direct method and communicative approach to language teaching, particularly in English-medium schools, reinforce this monolingual ideology, often prevent both teachers and students from embracing their multilingual competence in the classroom.

Similar challenges have been documented globally. A study by Creese and Blackledge (2010) on Chinese and Gujarati community schools in the UK found that teachers often felt ashamed or experienced discomfort when code-switching in formal multilingual classroom settings. In India, such attitudes are reinforced by institutional policies that promote English fluency while marginalising students' existing linguistic knowledge. Some private schools even penalize students for speaking their native languages, further reinforcing the hegemony of English. Moreover, assessment practices contribute to this suppression by requiring students to demonstrate proficiency in distinct languages through separate examinations, reinforcing the notion that multilingual competence must mirror monolingual proficiency.

Translanguaging (code-switching / code-mixing) as a Pedagogical Alternative

Translanguaging offers a counter-narrative to the rigid language separation prevalent in Indian classrooms. Li Wei (2011) defines translanguaging as a process that goes beyond alternating between languages (not mere code-switching); it integrates a wide range of linguistic performances to create meaningful communication. This approach transforms learning by allowing students to use their linguistic repertoire to express knowledge and negotiate meaning. Translanguaging breaks traditional language separation ideologies (Cenoz & Gorter, 2020), acknowledging that multilinguals naturally employ elements from multiple languages depending on social and cognitive needs to communicate.

There are two key forms of translanguaging in education: spontaneous and pedagogical (Iversen, 2020). Spontaneous translanguaging represents the fluid linguistic practices of multilinguals, while pedagogical translanguaging refers to intentional instructional strategies that leverage multiple languages to support learning. The latter recognizes students as emergent multilinguals and utilizes their linguistic resources as assets rather than hinderances to the process of learning (Cenoz & Gorter, 2020). Research highlights its benefits in various educational contexts, such as facilitating science learning in English-medium schools (Probyn, 2015) and deepening content understanding (Makalela, 2015). Moreover, pedagogical translanguaging fosters a safe learning environment through scaffolding, vocabulary building, and collaborative learning (Duarte, 2018; Karlsson et al., 2018; McMillan & Rivers, 2011; Madriñan, 2014; Ryoo, 2017).

Applications of code-switching in the Indian Classroom

Translanguaging has been advocated as a valuable pedagogical resource for both students and teachers. Nambisan (2014) identifies its role in facilitating discussions, brainstorming, peer assistance, and participation by students with lower-language proficiency. Teachers use translanguaging to praise, give feedback, explain concept, manage classrooms, and provide clarifications to students. Furthermore, translanguaging optimizes knowledge construction and problem-solving by allowing students to articulate ideas across languages (Wei

& Ho, 2018; Mazak, 2017). It aids meaning-making through strategic language shifts, cross-text comprehension, and multilingual text production (Garcia & Kleifgen, 2010). These practices challenge the monolingual bias in Indian classrooms and demonstrate the potential of translanguaging to enhance learning outcomes. A list of various definitions and use of the term, 'translanguaging' is given in table-1.

Table 1: *Translanguaging (Code-Switching & Code-Mixing) Definitions*

Author(s)	Definition
Li Wei (2011), Cenoz & Gorter (2020)	A process that integrates the full range of linguistic performances to create meaningful communication, breaking traditional language separation ideologies.
Canagarajah (2013)	The alternating between two or more languages within a conversation, often influenced by social and cognitive contexts.
Garcia et al. (2006)	The blending of words, phrases, or grammatical structures from different languages within a sentence.
Iversen (2020)	The natural, fluid use of multiple languages in everyday interactions by multilingual speakers.
Iversen (2020), Cenoz & Gorter (2020)	Intentional instructional strategies that leverage multiple languages to support learning.
Canagarajah (2013)	The ability of multilinguals to navigate between languages flexibly as part of their communicative practices.
Garcia (2009)	The ability to use multiple languages strategically, rather than simply being fluent in multiple monolingual modes.
Williams (1994)	The original concept of translanguaging, referring to the use of multiple languages for deeper understanding and learning.
Garcia & Wei (2014)	Translanguaging as an adaptive strategy that enables purposeful language shifts to enhance knowledge construction.

THEORETICAL UNDERPINNINGS

The concept of translanguaging originated in Welsh as *trawsiethu* (Williams, 1994) and was later

translated by Baker (2011). Garcia and Wei (2014) describe it as a dynamic meaning-making process that transcends named languages, enabling purposeful language shifts to enhance knowledge construction. This framework supports the notion that language learning is not linear but rather an adaptive process in which students engage multiple linguistic resources for academic success (Hornberger & Link, 2012; Sayer, 2013). Vogel and Garcia (2017) further emphasise that multilinguals strategically utilise linguistic features to comprehend and communicate effectively in different contexts.

Despite India's multilingual reality, the education system remains rooted in monolingual ideologies that limit students' linguistic potential. Translanguaging presents an alternative framework that recognizes the fluid and dynamic nature of multilingual communication. By integrating translanguaging into pedagogical practices, Indian classrooms can foster inclusive and effective learning environments that validate students' linguistic repertoires. Further research in translanguaging should explore using it as a pedagogical resource at various levels, particularly in English-medium instruction context, to assess its impact on students' learning and engagement.

RESEARCH DESIGN

The study employed a qualitative research design to understand and interpret linguistic practices in specific contexts, particularly the use of translanguaging in English classrooms. It is based on grounded theory, that involves an inductive approach to collect collection, allowing the researcher to discover new concepts, categories, and propositions that align with observed linguistic behaviours (Glaser & Strauss, 1967).

Sample

The study was conducted at The English and Foreign Languages University (EFLU), Hyderabad, India, in 2024. The university offers undergraduate and graduate programs in English and various foreign languages, fostering a rich multilingual academic environment. The sample consisted of 15 students pursuing degrees in English and Foreign Languages, including undergraduate (BA English & BA in Foreign Languages) and postgraduate (MA) students. Some participants were teacher trainees, while others were first-generation English speakers, adding variety to the sample of the study.

Participants came from diverse linguistic backgrounds, with native languages that include Hindi, Telugu, Malayalam, Marathi, Nagamese, and Tangkhul. Many were also proficient in additional foreign languages such as German, Spanish, French, Italian, and Japanese. Since English was the primary medium of instruction for their coursework, these students formed the apt sample for examining multilingual practices in higher education. Their linguistic diversity gave scope for a nuanced exploration of translanguaging, code-switching, and code-mixing in academic contexts.

Data Collection

This study employed a qualitative research design to investigate multilingual practices in higher education. Data were collected through questionnaires and semi-structured interviews with 15 students at EFLU. The demographic and linguistic background of the participants is

detailed in Table-2, which includes information such as age, gender, year of study, medium of instruction, native language, and languages spoken.

The questionnaire gathered demographic details and insights into students' language use, preferences, and experiences with multilingualism in academic settings. The semi-structured interviews further explored these themes, focusing on participants' experiences with translanguaging, code-switching, and code-mixing in their studies. The interviews aimed at understanding how students navigate multilingual academic spaces and their perceptions of the cognitive and communicative benefits of these practices.

All data were recorded, transcribed, and thematically analysed to identify patterns in multilingual practices within an institutional context that prioritizes English-medium instruction.

Table 2: Demographic Information of Participants

S. No	Age	Gender	Year of Study	Medium of Instruction	Native Language	Language Spoken
1	24	Male	2nd masters	English	Hindi	Hindi, English, German
2	24	Male	1st masters	English	Mirati	Marathi, Hindi, English
3	24	Female	2nd masters	English	Malayalam	Malayalam, English, Hindi
4	22	Male	1st masters	English	Telugu	Telugu, English, Hindi
5	22	Female	2nd masters	English	Telugu	Telugu, English, Hindi, French
6	22	Female	2nd masters	English	Hindi	Hindi, English
7	23	Female	2nd masters	English	Telugu	Telugu, English, Hindi
8	21	Male	2nd masters	English	Hindi	Hindi, English, Spanish
9	20	Female	3rd Degree year	English	Hindi, English	English, Hindi, Tangkhul, Nagamese, Japanese
10	21	Male	3rd Degree year	English	Hindi	Hindi, English, Japanese
11	20	Female	2nd masters	English	Telugu	Telugu, Hindi, English
12	22	Female	2nd masters	English	Telugu	Telugu, Hindi, English, Italian
13	22	Male	1st masters	English	Telugu	Telugu, English
14	25	Male	2nd masters	English	Telugu	English, Telugu, Hindi
15	22	Female	2nd masters	English	Telugu	Telugu, English, Italian

DATA ANALYSIS

The analysis of participants' responses highlights key themes related to multilingualism in academic settings, including its cognitive benefits, impact on academic comprehension, challenges in multilingual classrooms, and institutional support needs. Through descriptive statistics and qualitative insights, the study provides a nuanced understanding of students' multilingual experiences. The given data suggest that translanguaging, particularly code-switching and

code-mixing, serves as a valuable cognitive strategy that enhances students' ability to process and retain academic content. However, the extent to which multilingualism benefits learning is influenced by institutional support, linguistic hierarchies, and students' psychological perceptions of language use. A comprehensive analysis of the data reveals both the advantages and challenges of multilingual learning, emphasizing the need for inclusive pedagogical strategies that leverage students' full linguistic repertoire.

Table 3: Participants' Perspectives on Translanguaging (Code-Mixing & Code-mixing)

Key Themes	Participants Response
Translanguaging in Cognitive & Academic Benefits: The Translanguaging (Code-Switching & Code-Mixing) helps in simplifying the complex information	Participant-1: <i>"Being multilingual helps me think critically and structure my arguments better."</i> Participant-2: <i>"Discussing in multiple languages helps clarify concepts that are difficult to understand in one language alone."</i>
Translanguaging in Academic comprehension: Translating complex material into their first language to improve comprehension.	Participant-1: <i>"When I struggle with academic texts in English, I translate key points into my native language for better understanding."</i>
Challenges in Multilingual Learning Environment: Multilingualism presents linguistic and cognitive challenges, particularly in academic settings where monolingual instruction dominates.	Participant-1: <i>"When lectures are entirely in English, I need extra time to process and translate information."</i> Participant-2: <i>"I avoid mixing languages in formal discussions because it seems unprofessional."</i>
Institutional Support & Pedagogical Recommendations in Translanguaging: The need for Institutional efforts to create inclusivity in Multilingual Classroom	Participant-1: <i>"If academic materials were available in multiple languages, it would improve understanding and participation."</i>
Psychological Barriers in Translanguaging: Multilingualism impacts students' self-confidence and classroom participation	Participant-1: <i>"Being multilingual allows me to express myself better in academic discussions."</i> Participant-2: <i>"I hesitate to speak in English because I fear making mistakes."</i>

Cognitive and Academic Benefits of Multilingualism

The findings indicate that multilingual students demonstrate enhanced cognitive flexibility, problem-solving skills, and critical thinking abilities. The ability to switch between languages allows students to approach academic concepts from multiple perspectives, improving their ability to structure arguments and articulate ideas effectively. Translanguaging was particularly

beneficial in discussions, where students used multiple languages to clarify complex concepts. This aligns with cognitive theories suggesting that multilingual individuals develop stronger executive functioning skills due to the continuous management of multiple linguistic systems. Given these cognitive advantages, integrating translanguaging into academic settings could further enhance students' analytical and reasoning abilities.

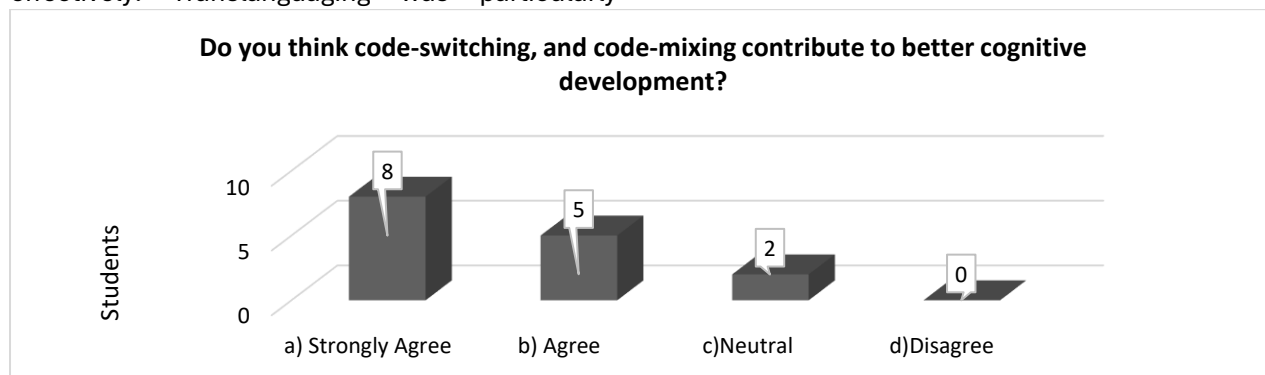


Figure 1: Cognitive and Academic Benefits of Multilingualism

Multilingualism and Academic Comprehension

A direct link was observed between multilingualism and improved academic comprehension. Many participants relied on their first language as a scaffold to process complex academic material, translating key concepts to

deepen their understanding. This highlights the role of translanguaging as a meaning-making strategy that enables students to navigate challenging content. However, the effectiveness of this strategy is constrained by the dominance of monolingual instruction, which limits students'

opportunities to engage with content in multiple languages. The findings suggest that incorporating bilingual resources and translanguageing-friendly pedagogical approaches could facilitate greater

accessibility to academic content, thereby supporting student engagement and learning outcomes.

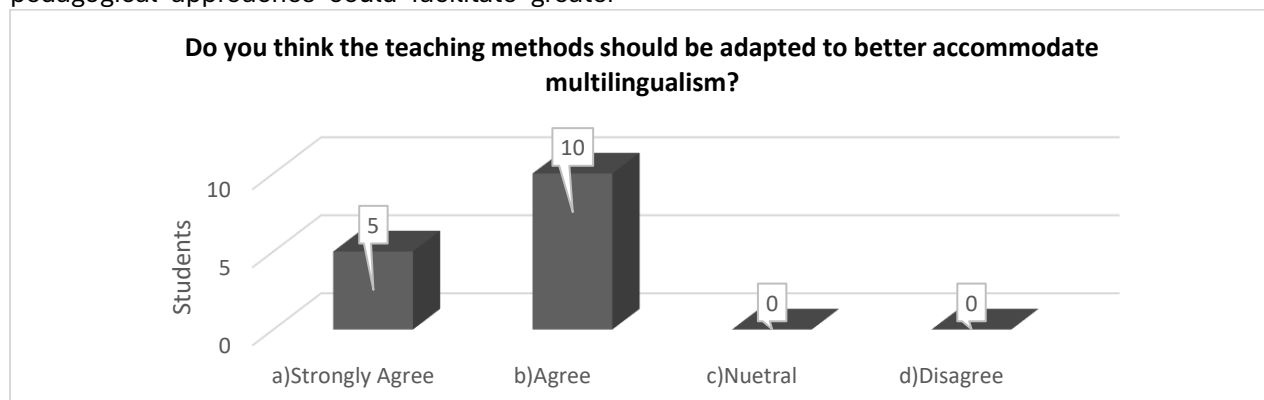


Figure 2: Teaching methods and multilingualism

Challenges in Multilingual Learning Environments

Despite the cognitive and academic benefits of multilingualism, students encounter linguistic and structural challenges in monolingual academic settings. A significant number of participants reported experiencing cognitive overload when required to process information exclusively in English, highlighting the additional cognitive effort involved in translating and internalizing content.

Furthermore, sociocultural perceptions of language use influenced students' willingness to engage in translanguageing. While many students actively switched between languages in informal discussions, some refrained from doing so in formal academic settings due to concerns about professionalism and linguistic appropriateness. These findings suggest that language hierarchies within academic institutions shape students' linguistic choices, potentially limiting the benefits of multilingualism.

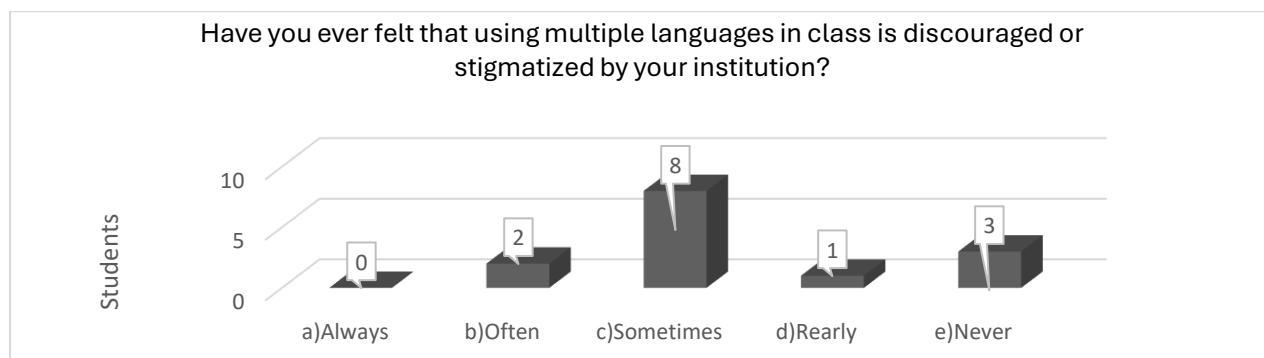


Figure 3: Challenges in Multilingual Learning

Institutional Support and Pedagogical Recommendations

Given the challenges associated with monolingual instruction, the findings underscore the need for institutional policies that support multilingual learners. Several pedagogical interventions could enhance learning outcomes, including the integration of multilingual instructional materials, faculty training on translanguageing strategies, and

the adoption of bilingual and multimodal learning resources. Such initiatives would not only improve content accessibility but also foster an inclusive learning environment that values linguistic diversity. By normalizing translanguageing as a legitimate academic practice, institutions can help students maximize their cognitive and academic potential while reducing the linguistic barriers they face.

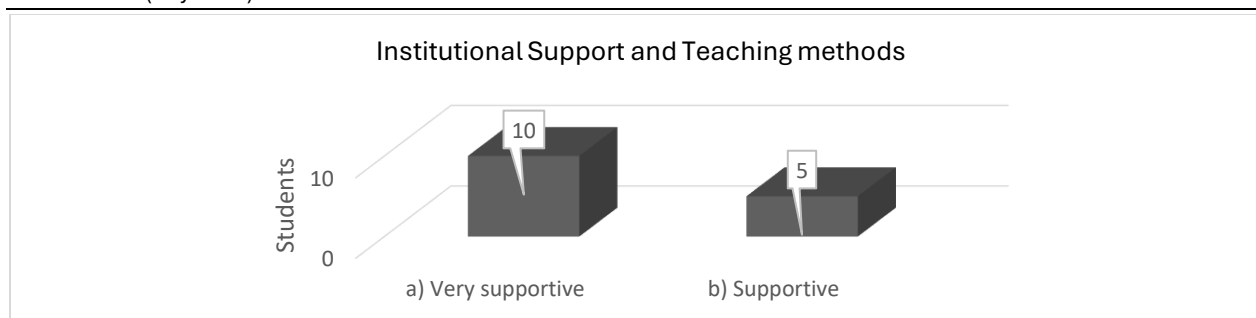


Figure 4: *Institutional Support and Pedagogical Recommendations*

Psychological and Social Implications

Beyond cognitive and academic dimensions, multilingualism influences students' confidence and participation in classroom discussions. While many participants reported that their multilingual abilities enhanced their self-expression, others expressed anxiety about using non-native languages in formal settings. Linguistic insecurity, particularly in high-stakes academic discussions,

emerged as a recurring theme, with students fearing potential mistakes. This highlights the need for psychologically supportive learning environments that promote positive attitudes toward multilingualism and mitigate language-related anxiety. Encouraging translanguaging as an accepted practice could empower students to engage more actively in academic discourse without fear of judgment.

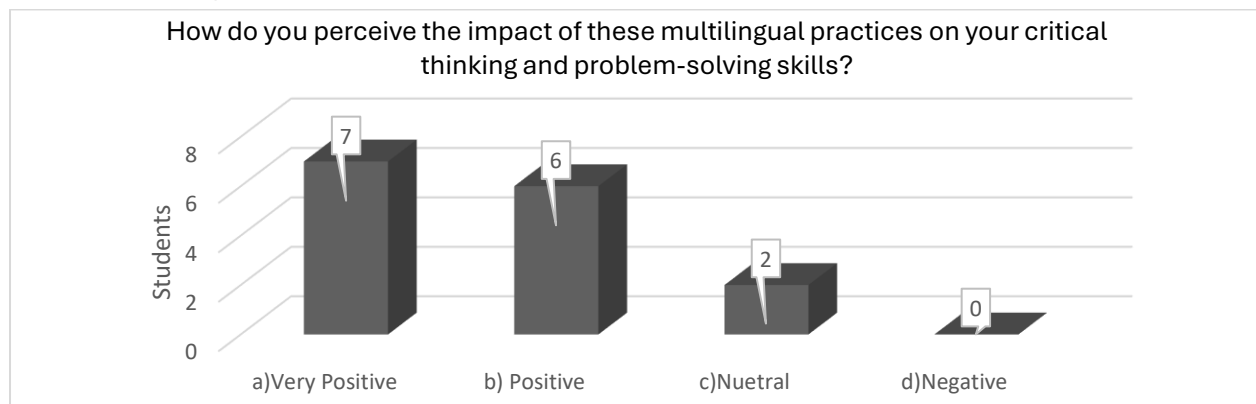


Figure 5: *Psychological and Social Implications*

This analysis reveals a complex relationship between multilingualism and academic success. While translanguaging enhances cognitive flexibility, comprehension, and engagement, institutional constraints and linguistic hierarchies limit its full potential. The findings advocate for pedagogical reforms that integrate multilingual strategies into formal education, fostering a more inclusive and cognitively enriching learning environment. By acknowledging translanguaging as an academic asset rather than a deficit, institutions can create educational spaces that empower multilingual students and optimize their learning experiences.

DISCUSSION OF MAJOR TRENDS

One of the significant trends observed in the data is the positive correlation between multilingualism and cognitive development. More than 80% of the

respondents agreed that knowing multiple languages helps improve critical thinking and problem-solving skills. Another key trend is the demand for better institutional support in teaching multilingual students. While 70% of students believe more support is needed, 30% feel the current resources are adequate.

Code-switching emerged as a dominant practice, with 85% of students engaging in it regularly. However, 15% hesitate due to social perceptions, indicating a need for more inclusive academic discussions around linguistic diversity. Psychological barriers remain a concern, with 25% of respondents reporting anxiety when speaking non-native languages. This suggests that while multilingualism offers cognitive advantages, it also comes with social pressures that need to be addressed.

RESULTS AND DISCUSSION

The findings of this study provide significant insights into multilingual practices in the classroom, highlighting both the advantages and challenges faced by students in navigating diverse linguistic environments. The analysis integrates descriptive statistics with qualitative reflections from participants, allowing for a comprehensive understanding of their experiences.

Demographic Profile and Linguistic Background

The demographic composition of the participants reveals a diverse linguistic landscape, with the majority (75%) falling within the 20-22 age range, indicating that they are in the early stages of higher education. A smaller proportion (55%) belongs to the 23-25 age group, suggesting a relatively broader exposure to academic and professional settings. The balanced gender distribution ensures that perspectives from both male and female students are adequately represented, reducing the likelihood of gender-based bias in language-related attitudes and behaviours.

With regard to linguistic diversity, English (90%) and Hindi (80%) emerge as the most commonly spoken languages, reflecting their dominant role in academic and social interactions. Telugu, spoken by 60% of respondents, highlights the significance of regional languages in shaping linguistic identities. A smaller proportion (10%) of students reported proficiency in additional foreign languages such as French and Japanese, indicating exposure to multilingual education beyond regional and national contexts. These findings align with previous research suggesting that multilingual students often exhibit greater linguistic adaptability and cognitive flexibility (Cummins, 2008). However, it is essential to consider whether proficiency levels in multiple languages influence students' ability to engage meaningfully in academic discourse.

Perceptions of Multilingualism in Academic Settings

Majority (80%) of participants perceive multilingualism as beneficial, citing its positive impact on cognitive abilities, comprehension, and overall academic performance. These findings resonate with the cognitive benefits of multilingualism discussed in previous studies, which suggest that exposure to multiple languages enhances executive function and problem-solving skills (Bialystok, 2011). However, a smaller subset

(20%) of respondents expressed concerns regarding language barriers, particularly in understanding course materials delivered in non-native languages. This finding underscores the need for instructional strategies that accommodate diverse linguistic backgrounds, as students who struggle with multilingual environments may experience increased cognitive load, leading to reduced academic performance (Sweller, 2017).

Institutional Support for Multilingual Learners

Institutional policies play a crucial role in shaping students' multilingual experiences. While 70% of respondents advocate for enhanced institutional support, particularly through teacher training, digital tools, and multimodal teaching strategies, 30% believe that the existing provisions are sufficient. This discrepancy suggests that institutional effectiveness in supporting multilingual learners is not uniform across educational settings. Institutions that actively integrate multilingual pedagogies may create more inclusive learning environments, whereas others may require targeted reforms to bridge existing gaps. Previous studies have highlighted the importance of teacher preparedness in multilingual classrooms, emphasizing that educators must be equipped with strategies to facilitate learning without reinforcing linguistic hierarchies (García & Wei, 2014).

Code-Switching and Social Perceptions

One of the most striking findings is the widespread practice of code-switching, with 85% of respondents frequently shifting between languages depending on the context. Participants emphasized that code-switching facilitates self-expression, enhances comprehension, and fosters social inclusion. These findings align with research on translanguaging, which suggests that fluid language practices enable students to draw upon their full linguistic repertoires to construct meaning (García, 2009). However, 15% of respondents actively avoided code-switching due to concerns about maintaining linguistic purity or fears of being judged. This highlights the socio-cultural dimensions of multilingualism, where language choices are often shaped by prevailing attitudes towards linguistic mixing. The tension between communicative efficiency and linguistic norms underscores the need for educational

policies that recognize code-switching as a legitimate linguistic resource rather than a deficit.

Psychological Dimensions of Multilingualism

Beyond cognitive and institutional factors, the study also reveals significant psychological implications of multilingualism. A majority (75%) of participants reported increased confidence due to their multilingual abilities, attributing this to enhanced problem-solving skills, adaptability, and ease of communication. This finding supports previous research indicating that multilingual individuals tend to exhibit greater self-efficacy in cross-cultural interactions (Dewaele & MacIntyre, 2014). However, 25% of students reported experiencing anxiety when using non-native languages, particularly due to concerns about pronunciation errors, grammatical mistakes, and fear of peer judgment. Such psychological barriers highlight the importance of fostering an environment where language diversity is not only tolerated but actively encouraged. Providing platforms for non-native speakers to engage in meaningful interactions without fear of negative evaluation could enhance students' linguistic confidence.

The results of this study underscore the complex interplay between multilingualism, academic engagement, and institutional support. While the majority of participants recognize the cognitive and social benefits of multilingualism, challenges such as language barriers, institutional inadequacies, and psychological anxieties persist. These findings call for a more inclusive approach to multilingual education—one that prioritizes teacher training, student-centred language policies, and the normalization of code-switching as an adaptive linguistic strategy. Future research could explore the long-term impact of multilingual practices on academic achievement and professional competencies, further contributing to the discourse on multilingualism in educational settings.

CONCLUSION AND RECOMMENDATIONS

This study reveals the complex relationship between multilingualism and higher education, highlighting cognitive and communicative benefits alongside institutional barriers. Participants demonstrated enhanced cognitive flexibility and critical thinking, validating research. However, a gap exists between these advantages and support systems. Strategic code-switching, while effective,

faced inconsistent acceptance, reflecting monolingual ideologies. Pedagogical reforms validating translanguaging are necessary. Psychological challenges, including language anxiety, underscore the need for affective support. Multilingualism offers academic gains, but systemic and psychological barriers impede its realization.

To foster inclusive multilingual environments, institutions must implement targeted interventions. Firstly, faculty development should prioritize multilingual teaching, equipping educators with integration strategies. Secondly, institutions must normalize code-switching by recognizing multilingualism as an asset, fostering environments for comfortable expression. This includes multilingual resources, student initiatives, and diverse assessments. Thirdly, peer-assisted learning programs are essential for skill refinement. Additionally, digital multilingual resources, including translated materials, are crucial for accessibility. Addressing psychological challenges requires affective support, such as counselling. Finally, institutions must reform language policies to promote multilingual equity, replacing monolingual norms with policies recognizing multilingual proficiency. By cultivating a culture that values linguistic diversity, universities better support multilingual students' academic success.

While this study provides valuable insights into multilingual practices in higher education, further research is needed to examine the longitudinal impact of multilingual education policies on students' academic performance and career trajectories. Additionally, future studies should explore the intersection of multilingualism, socio-economic background, and digital accessibility, particularly in under-resourced contexts. The effectiveness of AI-driven language learning tools in supporting multilingual students also warrants investigation, as technology increasingly shapes language acquisition and academic engagement. Finally, research should consider the role of multilingualism in knowledge production and research dissemination, examining how linguistic diversity influences academic discourse and scholarly communication.

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