

Translanguaging Practices in Speaking Skills in Tamil Classes at National Primary Schools: A Case Study in Malaysia

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ABSTRACT

Translanguaging strategies in the classroom should be established within the Malaysian educational framework, as integrating languages familiar to students enhances their learning process in Malaysian national primary schools, where the medium of instruction is Malay, Indian students taking Tamil classes find learning the language challenging because it is taught in Tamil, which is often not their first language. Translanguaging practices in the Tamil classroom will be useful as they will enhance students' understanding and make them better speakers of the Tamil language. Hence, the current study aims to identify the language functions of speaking skills and examine the effectiveness of translanguaging in Tamil classes at national primary schools. The study was guided by Tough's (1976) framework of language functions for school children and Baker's (2011) study on the effectiveness of translanguaging. A qualitative approach was employed, and the data were collected through classroom audio recordings and semi-structured interviews. The findings showed that the predicting, reporting, and reasoning language functions occurred most frequently in speaking skills, primarily through translanguaging between Tamil and English. Furthermore, the findings indicated that translanguaging benefited students who were not fluent in Tamil to be actively involved in the lesson. The current findings are useful to the Ministry of Education Malaysia in carrying out improvements in areas of training teachers to teach bilingual and multilingual students. Furthermore, the findings can help introduce modules with explanations that could enhance Tamil learning in national primary schools.

Keywords: Bilingual, formal Tamil, language functions, multilingual, translanguaging

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INTRODUCTION

Translanguaging is an innovative approach that can enhance students' learning. This method encourages students to utilise their strongest language skills to grasp complex concepts more effectively and accelerate their overall learning process

(García, 2021). As such, it is pertinent that translanguaging is recognised and used by Malaysian students in classrooms. In Malaysian national schools, where the Malay language is the medium of instruction, the Ministry of Education introduced Tamil and Mandarin languages as additional subjects at national primary schools in 2008. Although most Indian students opt for the Tamil language, they encounter difficulties learning it due to insufficient proficiency in Tamil, which has led to low competence in formal Tamil speaking skills. It should be noted that Tamil is not the first language of many Indian students who grew up in either English, Telugu, Malayalam or Punjabi speaking households as their first language. This is supported by Peng's (2019) study, which states that Indian students faced significant difficulties in speaking Tamil and preferred speaking English due to being trained in English during the first language acquisition phase. In contemporary Indian society, it is increasingly common for parents to prioritise teaching English at home to their children rather than fostering proficiency in their native language. This trend underscores the growth attributed to second language acquisition, which may unintentionally hinder the children's ability to communicate effectively in Tamil. Gill (2013) pointed out that Tamil speakers, as a minority group, often pay less attention to consistently using the Tamil language and show an interest in developing proficiency in another language.

In addition, Muthusamy (2006) emphasised that the choice of mother tongue languages could vary depending on the family

background, regional origin, and personal preference. Thus, the limited exposure to Tamil in the home environment poses a challenge for Indian students, hindering their ability to speak the language fluently. As a result, students tend to communicate in a fragmented manner, which impacts their language proficiency. Apart from this, the limited use of Tamil leads to a lack of vocabulary and difficulties with pronunciation (Remoshan, 2021). As a result, students unconsciously apply translanguaging strategies to speak and learn Tamil to facilitate a higher understanding of the language in schools. Much of the existing research on translanguaging in the Malaysian education system focuses on broader contexts, with an oversight on the Tamil language acquisition among Indian students studying in national primary schools, who may navigate multiple languages, including Malay, English, and their mother tongue. Baker (2011) explicated that translanguaging is a linguistic term which refers to the dynamic and fluid utilisation of multiple languages by bilingual or multilingual individuals or communities to comprehend a language with low proficiency. Therefore, this article will show that incorporating translanguaging practices in the Tamil language classroom at Malaysian primary national schools is necessary as it allows students to grasp the lesson and engage in learning without facing language barriers.

LITERATURE REVIEW

Translanguaging is a Welsh term coined from "tawsieithu" by Cen William in 1996.

The term refers to a pedagogical practice of alternating between English and Welsh to manage bilingualism in Welsh schools. The term ‘tawsieithu’ was translated into English as translanguaging (Baker, 2011), defined as a meaning-making process that shapes experiences and gains understanding and knowledge using two languages. Subsequently, the term was extended to other multilingual language practices. Translanguaging occurs in various contexts, including education, literature, media, and daily communication. It is a linguistic practice that involves the flexible and seamless usage of multiple languages by individuals or communities (Yuvayapan, 2019). Translanguaging promotes the usage of students’ entire linguistic abilities to support personal learning in different languages. The advocacy acknowledges and values the diverse language backgrounds of students, which fosters inclusive and effective learning environments. Canagarajah (2011) articulates the concept of translanguaging as the capacity of multilingual speakers to navigate between languages, treating their diverse linguistic resources as an integrated system. This definition highlights not only the practice of using different linguistic features from multiple languages but also the intentional and systematic use of languages within specific language teaching contexts. Moreover, Wei (2011) expressed a broader view of translanguaging, believing that translanguaging includes a variety of linguistic performances for a wide range of purposes. Creese and Blackledge (2010) further extended this, stating that

translanguaging involves cultivating languages through use rather than just accepting or tolerating the learner’s original tongue.

According to Cenoz and Gorter (2021), translanguaging has become widely accepted in the literature on bilingual and multilingual education. However, Canagarajah (2021) stated that translanguaging practices in the classroom have not been developed to the same extent and remain underdeveloped at the pedagogical level. In their research, García and Kano (2014) found that translanguaging was utilised by bilingual and multilingual students with difficulties in employing a specific language to learn. On the other hand, Omidire and Sameera (2020) highlighted that students should be exposed to different languages to improve their less proficient language. Specifically, South African students experienced challenges in learning English at school. Omidire and Sameera’s (2020) study showed that these students employed their mother tongue languages, such as Sepedi and isiZulu, in the classrooms to learn English.

Kwon (2022) asserted that translanguaging frequently occurs in classrooms when bilingual and multilingual students are not proficient in a specific language. These bilingual and multilingual students generally utilise different linguistic features from multiple languages to communicate with peers in a conversation (García & Wei, 2014). Translanguaging not only helps enhance language subjects but also aids understanding in other subjects. Karlsson et al. (2018) demonstrated that

bilingual and multilingual students tended to employ all available resources in learning. Their findings revealed that primary school pupils learned science in both their mother tongue and a second language, namely Swedish and Arabic. Tan et al. (2012) underscored that translanguaging provided students with more opportunities to participate in science education, which positively impacted the learning environment and became co-constructors of the students' learning. They emphasised that translanguaging practices in science classrooms helped students develop their skills. Hence, translanguaging practices have been proven to be effective in the learning process.

The benefits of the translanguaging approach can enhance students' speaking skills, which is crucial for their success in school. Brown (2001) stipulated speaking skills as a benchmark for successful mastery of a language. Students are required to speak regularly and possess a solid understanding of grammar to effectively communicate in multiple languages and improve their language abilities. The existing literature demonstrates that speaking skills are a crucial component of the language curriculum (Luoma, 2004). Learning multiple languages allows students to employ language skills in various ways, which helps improve speaking skills. Bailey (2005) delineated that speaking skills are an effective approach to presenting opinions, ideas, personal needs, or feelings. Students with high listening skills will exhibit more effective speaking skills. In addition,

Rajendram (2021) revealed that students could continue employing their mother tongue language despite being required to solely speak English in classrooms. Students could speak in their native dialects with peers during group work. Subhan (2017) also demonstrated that Malay students employed English to learn Malay at a Singapore primary school, as students in Singapore were more proficient in speaking English compared to Malay. While previous studies (Karlsson et al., 2018; Rajendram, 2021; Subhan, 2017; Ting & Jintang, 2020) focused on students employing their mother tongue languages to learn English, no research has been conducted on employing English or Malay to learn Tamil in terms of sociolinguistics. Therefore, the current study appraises translanguaging practices in a Tamil language classroom by identifying the language functions used when translanguaging and determining their effectiveness in learning Tamil.

RESEARCH METHODOLOGY

The present study used a qualitative method through a case study design. A case study is an in-depth investigation of a single individual or group to explore fundamental principles (Creswell, 2014). This study employed Tough's (1976) framework of language functions, which is intended for school students. The framework was applied to examine which language function helped students learn to effectively communicate with their teachers and peers to meet their needs. Tough's (1976) language functions are: self-maintaining, directing, predicting,

reporting, reasoning, projecting, and imagining. They were applied in answering questions, thinking critically, asking for information, retelling stories and expressing their feelings. This framework was applied in Tamil language classes conducted at primary national schools to analyse the language functions that were used the most by the students and the reasons for utilising them. Additionally, Baker's (2011) study on the benefits of translanguaging guided this study as well. The four benefits, according to Baker (2011), are (1) promoting deeper and fuller understanding, (2) developing weaker languages, (3) facilitating home-school cooperation, and (4) integrating fluent speakers with early learners. These four aspects of translanguaging were applied to test the benefits of translanguaging in Tamil language classrooms conducted at primary national schools.

Sampling

The study was conducted in 10 national primary schools in the Petaling Utama District, Selangor, which provide Tamil language classes. Petaling Utama District was chosen due to the focus of the study on urban area students. The government statistics show that this is an urban area due to its infrastructure, lifestyle and residential locations (Department of Statistics Malaysia, 2021). Taking this into consideration, Petaling Utama District was deemed an urban area. The respondents were 89 Indian students from Year 4 (aged 10 years old) and 10 teachers teaching Tamil (one from each school). The Year 4 students were chosen

because they were Level 2 students, those who had started to learn sentences in Tamil. Sentence-level engagement was important to our study as students learnt to make sentences at this level, which allows for the natural practice of translanguaging in the language classroom.

Instrument and Data Collection

The study instruments were audio recordings and interviews. The classroom voice recordings were performed by the teachers who taught Year 4 Tamil classes. Each audio recording lasted 30 minutes (a half-hour Tamil lesson) in all 10 schools. The interviews that were carried out were semi-structured interviews with a teacher teaching Tamil at each school. The interviews, each lasting 30 minutes, were conducted during the teachers' free time. An audio recorder was utilised to record the interviews. All interview sessions were completed within one month. However, three months were spent collecting the required data.

Data Analysis

The qualitative data from the classroom recordings were transcribed and coded manually, based on Tough's (1976) framework of language functions. Table 1 describes the language functions applied in this study.

The number of language functions used in Malay and English in the Tamil language classes was counted, while Tamil uses were disregarded, as this was a Tamil lesson. The interviews were analysed using Creswell's (2018) thematic analysis method, which

Table 1
Descriptions of tough (1976) language functions

No	Functions	Descriptions
1.	Self-maintaining	drawing attention to the self, or criticising others
2.	Directing	tell others what to do, for example, in a barrier game
3.	Reporting	recounting present or past experiences
4.	Reasoning	thinking, explaining, or problem-solving
5.	Predicting	using evidence to work out what might happen
6.	Projecting	putting yourself in someone else's shoes
7.	Imagining	using creativity and/or fantasy

involves identifying, determining, and reporting patterns within a dataset. Once the interviews were transcribed, the data were coded manually, and the themes were discussed based on Baker's (2011) four aspects of translanguaging.

Ethical Consideration

The researchers obtained approval from the Ethics Committee for Research Involving Human Subjects (UMREC), with the reference number of UM. TNC2 / UMREC_2495 Malaya. Subsequently, the researchers acquired approval from the Education Policy Planning and Research Division (EPRD) before submitting the approval request to conduct the survey at specific schools in Selangor to the *Jabatan Pendidikan Selangor* (JPNS). A consent letter was also issued to parents, teachers, and students before the data collection process commenced.

RESULTS

The classroom recording results revealed that the language functions occurred mostly between Tamil and English, with Tamil

and Malay limited in use. The interviews with the teachers also revealed students frequently used English in the overall sentence structure, with limited Tamil usage. Hence, the findings confirm that students used English as a means of learning Tamil. Table 2 shows the percentage and frequency of the language function usage in the Tamil classes.

Specifically, all 10 schools employed different language functions in the Tamil classes, with prediction as the most employed function at 92% (n = 82), followed by reporting at 31% (n = 28) and reasoning at 30% (n = 27). The imagining function constituted 25% (n = 22), self-maintaining at 22% (n = 20), and the directing function at 13% (n = 12). The least employed function was projecting at only 4% (n = 4).

Predicting functions in classrooms involved teachers asking questions to students, who subsequently predicted the answers, and this assisted in active classroom participation while developing speaking skills. Another language function commonly utilised was the reporting function by sharing stories about past and present experiences. Additionally, reasoning

Table 2
Percentage and frequency of language function usage in Tamil classes

Language functions			A		B		C		D		E		F		G		H		I		J	
	%	N	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E
1. Self-maintaining	22	19	-	1	-	1	3	-	-	3	-	2	-	2	-	-	-	3	-	1	-	3
2. Directing	15	13	-	3	-	2	-	-	-	-	-	-	-	-	-	1	-	-	-	2	-	5
3. Reporting	31	28	-	5	-	3	-	-	-	1	-	-	-	2	-	8	-	5	-	1	-	3
4. Reasoning	30	27	-	-	-	5	-	-	-	1	-	7	-	2	-	4	-	2	-	3	-	3
5. Predicting	82	73	-	8	-	13	5	-	-	2	-	7	-	14	-	9	-	1	-	7	-	7
6. Projecting	4	5	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	2
7. Imagining	25	22	-	4	-	3	-	-	-	-	-	6	-	2	-	1	-	3	-	1	-	2
%				24		29		9		18		28		25		26		16		17		28
N				21		26		8		16		25		22		23		14		15		25

Notes. N=Total, A–J =schools, M= Malay E =English
 Adapted from Tough’s (1976) language functions framework

functions were employed when students pondered the answers and performed problem-solving with peers and teachers. The frequency of the reasoning function demonstrated that students were actively engaged in learning, which assisted in developing problem-solving skills. The results also indicated that School C utilised translanguaging between Tamil and Malay, while the other nine schools employed translanguaging between Tamil and English. The results show that primary school students in Tamil language classrooms spoke English or Malay more frequently than Tamil, as it is the language that is more familiar to the students, resulting in them feeling more at ease and self-assured, which simultaneously enhances active participation in the lessons.

The 10 teachers involved in the interview sessions speak three languages: Tamil, English, and Malay. Six of the teachers have been teaching for the past

10–15 years, while the other four are still new to the education field, with between one and three years of teaching experience. Tables 3 and 4 below provide examples of transcribed excerpts between the teacher and students using translanguaging between Tamil and English.

Applying Bakera’s (2011) four translanguaging benefits, the interviews with the teachers revealed that translanguaging strategies in Tamil language classrooms benefited the students. Excerpts TT01 to TT05 from the teacher’s interviews were chosen for further discussion. Only five excerpts were selected as the other five teachers provided repeated information.

TT01 emphasised that,

“Yes, if I use mixed language, they understand what I teach. Normally, if I speak English in class, they pay attention and can be involved actively during the lesson.”

Table 3

Examples of excerpts from classroom recordings

T	இன்று, நாம்// தமிழ் மாதங்கள் பத்தி படிக்க போறோம்// what is தமிழ் மாதம்? Who knows? // (Today, we are going to learn about Tamil months) What are they? Who knows?)	
S1	தமிழ்..// Tamil month is Tamil, Tamil month is....	(predicting)
S2	Now is November month, teacher//	(predicting)

Note. T=teacher, S=student

Table 4

Examples of excerpts from classroom recordings

T	Yes, சரியா சொன்னீங்க, good// யாரெல்லா செய்திய பார்ப்பீங்க?// (Yes, sariya sonninge, good. ya:rella seithiye pa:rpi:nge?) Yes, well said, good. Who among you watches the news?	
S2	My அப்பா அம்மா watch the news அன்னாடிக்கும், teacher// (My parents watch the news every day, teacher)	(reporting)
S3	Teacher, Ashok சொல்லு அவன் doesn't பாக்கல the news at all// (Teacher, Ashok said he doesn't watch the news at all)	(reporting)

Note. T=teacher, S=student

At the same time, TT02 explained that *“the pupils can understand if I speak Tamil, but not completely. If I explain it to them in Malay and English, they can understand it better. Normally, they feel too shy to answer the questions. They are always reluctant to answer. When using mixed language, the students have the confidence to answer.”*

TT01 illustrates that students would pay higher attention in class and be actively involved in classroom activities when the teacher employed translanguaging between Tamil and English. In other words, the teacher believed that the students possessed a higher understanding of the subject when a familiar language was used to teach the target language. TT01 delineated that students

could understand the lessons more when the teacher utilised more than one language to teach. TT02 expressed that translanguaging between Tamil and English, and Tamil and Malay, assisted in students' understanding of the lesson and allowed them to develop self-confidence. Furthermore, without language barriers, students did not feel shy to answer the questions, which led to higher confidence in communicating with the teacher and friends. Therefore, translanguaging practices between Tamil and English, and Tamil and Malay, enabled students to be more participative in answering questions and sharing personal ideas. Resultantly, students gained a higher comprehension of Tamil when being taught with translanguaging practices.

TT03 stated that using translanguaging in a Tamil classroom has many benefits,

“... first, they can understand what I taught in the class even though they answer the questions asked in Malay or English. Secondly, translanguaging in the classroom makes it easier for the pupils to convey the message to parents. Most importantly, the parents can guide them at home with homework.”

TT03 indicated that utilising translanguaging in the classroom assisted the students in explaining homework to their parents, which allowed the parents to assist in completing the homework. Furthermore, additional information on classroom activities could also be shared with the parents accurately when the teacher applies translanguaging between Tamil and English in the classroom.

In addition, TT04 specified the reason for its effectiveness,

“...the pupils at least learn something. If not, they don't have an interest in learning. I feel that using some words in another language while teaching is more effective for the students to learn a language. The effectiveness can be seen when students can grasp the language even on a smaller scale. They are attentive if they understand the language.”

TT04 elucidated that students would be more attentive during the learning process when translanguaging practices were utilised, although the learning process was gradual. This shows that students paid more attention due to their understanding of the language learnt.

TT05 commented that,

“By using translanguaging, they can understand what I teach them, and they can reply to me in English. What I can see from this is that the pupils can do the homework, and the pupils have increased the number of getting PL3 in tests.”

TT05 explained that students could answer the questions correctly during the Tamil test after adopting translanguaging practices between Tamil and English in her Tamil classroom. This shows that translanguaging practices assisted students in comprehending the lessons and answering the teacher's questions in the language familiar to them. Furthermore, students also tended to complete all assigned homework. Though other factors might have been at play, several students scored mastery level 3 (PL3) in speaking tests, which could in part be attributed to incorporating translanguaging into the classroom.

DISCUSSION

Overall, our study shows that translanguaging between Tamil and English, and Tamil and Malay, has been widely used in Tamil language classrooms, and it has helped in the teaching and learning process of the target language. When it comes to students, the findings demonstrated that students primarily employed the predicting function in Tamil learning. This function generally involves the teachers asking questions and the students predicting the answers, which not only assists in speaking but also

ensures active involvement in the classroom. This is supported by Thwaite (2015), who discovered that predicting in the classroom assisted students in providing personal opinions and led to active participation in classroom activities. Similarly, students in Tamil classrooms highly depended on the predicting function to answer questions and communicate in the classroom via translanguaging, which assisted in improving listening and speaking skills. Moreover, reporting and reasoning functions were frequently employed to share stories about past and present experiences while pondering relevant answers and performing problem-solving with teachers and peers. Thwaite (2015) revealed that the reporting function assisted students in recalling and retelling personal past and present encounters. The students in this study also employed the reporting function to share personal experiences and retell stories. Hence, the findings suggest that students employed translanguaging practices at national primary schools to enhance Tamil learning.

Students, our research shows, had a better grasp of learning Tamil due to translanguaging between Tamil and English, and Tamil and Malay, in Tamil language classrooms, resulting in active participation from students. In line with this, García et al. (2017) confirmed that translanguaging can produce a classroom environment in which students challenge linguistic hierarchies while perceiving themselves as valued members of the classroom community, thereby employing available resources to fully participate in classroom activities.

Translanguaging practices engage students in activities, making them recognised and valued members of the classroom. This resonated with Ting and Jintang (2020), who also stated that students could improve their personal learning experiences and increase participation in the classroom through translanguaging. Similarly, this study showed that the Indian students utilised this technique to learn Tamil, as commented by the teachers regarding the increased participation of students in classroom activities.

Furthermore, translanguaging in Tamil classes led to a higher understanding of the language among Indian students when the teacher explained the content via translanguaging. The teachers also mentioned that students paid attention to the lesson if the language used was understandable to them. This finding resonates with Karlsson et al. (2018), who state that bilingual and multilingual students tend to be more interested in classroom activities if they can understand the language being taught. The findings mentioned by the teachers also posited that translanguaging can boost students' confidence and enable students to participate more freely in questioning and answering sessions. Language barriers can also be resolved through translanguaging, which is supported by Akbar and Taqi (2020), whose research confirmed that translanguaging in the classroom assisted students in expressing their needs and in being more confident in their communication by using a familiar language. In this study, students lacked

confidence at the beginning of the Tamil lesson due to limited Tamil proficiency and would not engage themselves in classroom activities. However, this changed when the teacher used translanguaging between Tamil and English, and Tamil and Malay.

Translanguaging in the classroom also allows students to convey information clearly to their parents, which creates positive relationships between schools and parents. Furthermore, the parents can assist children with their homework when it is conveyed to them properly. This is supported by García and Li (2014), who state that information conveyed to parents clearly will lead to higher cooperation between the school and parents. Effective information transfer and parental assistance with homework are feasible when both parents and children understand the communication language. This study also confirmed that students can effectively convey messages to parents if the medium is either English or Malay. Additionally, students can receive their parents' guidance in doing homework. Likewise, Kwon (2022) puts forth that implementing translanguaging in classrooms allowed both parents and students to fulfil their needs, creating good relations between school and parents. Similarly, in this study, the teachers expressed that students could complete the homework with parents' guidance at home due to explanations given in both Tamil and English. The teachers also mentioned that students would not finish the homework if the homework was entirely explained in Tamil and without the

parents' help. Aligning to this, Yuvayapan (2019) affirmed that providing explanations in a language that both parents and students can understand helped students complete their homework.

Finally, our findings indicate that translanguaging enhances students' speaking skills in the Tamil language. The teachers interviewed have confirmed that translanguaging practices between Tamil and English, and Tamil and Malay, in the Tamil language classroom have improved students' weaker language skills. This finding is like that of Subhan (2017), who noted that practising various languages in a classroom setting can enhance students' language abilities and promote the development of multilingual students. Our results suggest that the use of translanguaging in the Tamil language classroom leads to better proficiency in the target language.

CONCLUSION

Overall, our study found that students who are less fluent and not fluent in speaking Tamil require translanguaging to improve and enhance their Tamil learning. Our study hypothesises that adopting translanguaging without restrictions in Tamil classrooms will improve Tamil learning by removing the language barrier. Numerous benefits are also garnered from employing translanguaging in the language classroom, including assisting students in understanding the subject and having better focus in the classes. The teachers can also give instructions without disturbance and interruption. Furthermore, translanguaging can boost the number of

students attending Tamil classes, which increases the enthusiasm for learning Tamil.

By allowing students to use their stronger language skills as a bridge to grasp complex concepts in Tamil, the study aligns with Tough's (1976) assertion that language serves as a fundamental tool for cognitive development in educational settings. By permitting students to navigate between languages, they can better express and contextualise their understanding, leading to improved proficiency in Tamil, affirming Baker's (2011) concept of the dynamic use of translanguaging in enhancing language learning. Translanguaging fosters a more inclusive classroom environment where students feel comfortable expressing themselves. By reducing misunderstanding and facilitating clearer exchanges between students and teachers, translanguaging can streamline communication in the language classroom.

Implications of the Study

If translanguaging were more broadly incorporated into the curriculum, the students could enhance Tamil learning by incorporating existing language repertoires, enabling bilingual and multilingual students to score better in Tamil speaking tests due to an increased understanding of the target language. Concurrently, the school administration could observe improvement in Tamil results. The Ministry of Education Malaysia could also introduce Tamil modules with translanguaging explanations, which would assist students in grasping the target language.

Apart from that, employing L2 in teaching L1 provides several practical implications for teachers. L1 teachers should be given the leeway to employ L2 for students who require translanguaging to enhance personal learning. Nevertheless, the recommendation does not encourage teachers to employ more L2. Instead, L2 will assist learners in strengthening their language skills through translanguaging practices. Therefore, translanguaging should be given a focus when learning L1 in Tamil classes.

Limitations and Recommendations for Future Research

Despite these promising findings, the study has some limitations. One of the limitations is that the researchers only examined the speaking skills of Indian students at national primary schools in an urban area. Students from rural areas and the entire population of Indian learners in Selangor were not accounted for in this study. Thus, the findings might not apply to other similar schools in Selangor.

Future research can investigate translanguaging practices in reading and writing among students in rural areas with a larger sample size in Selangor. Other strategies, such as students' reading videos and writing work, could be included for data analysis to provide deeper insights into the current topic. In general, though we suggest that translanguaging practices have enhanced the speaking skills and participation of Indian students in the Tamil language classroom, there still needs to be further investigation to see the

implications of adopting such practices across the other language skills. Despite these limitations, our study does show the efficacy of incorporating translanguaging into the classroom spaces we studied.

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