

**DEIXIS IN TRANSLANGUAGING PRACTICES:
A STUDY ON BILINGUAL CLASSROOM INTERACTION**

Angga Maulana^{1*}, Dian Dia-an Muniroh²
¹angga_maulana@upi.edu, ²ddmuniroh@upi.edu

UNIVERSITAS PENDIDIKAN INDONESIA

Received: December 18, 2024; Accepted: January 14, 2025

ABSTRACT

This study intends to identify the types of deixis (personal, temporal, spatial) used in bilingual classrooms, to examine how deixis functions as a linguistic tool to support comprehension in bilingual learning environments, and to provide practical recommendations for lecturers on how to effectively integrate deixis and translanguaging in teaching. To answer the problems, classroom interaction was examined using a qualitative study through classroom observation, audio-recorded interactions, and interviews. The English-speaking Indonesian students and lecturers are participated in this study. According to the results, first, three types of deixis (personal, temporal, and spatial) were identified in bilingual classroom interactions using translanguaging practices. Second, deixis was functioned as an essential language tool for tying communication to particular people, places, and times, which promotes more seamless and contextually relevant interactions. Temporal deixis planned classroom activities, spatial deixis made collaborative work clear, and personal deixis promoted inclusion and relational dynamics. Last, the practical recommendation covered encouraging critical thinking, cultural sensitivity, and participation in multilingual environments. This study emphasizes how crucial it is to incorporate deixis and translanguaging into bilingual education in order to establish welcoming, stimulating, and productive learning environments. To extend these findings across other language and cultural contexts, more study is advised.

Keywords: Bilingual, Classroom interaction, Deixis, Translanguaging

A. INTRODUCTION

In translanguaging activities in bilingual classrooms, deixis is essential to understanding how languages interact. This introduction discusses the significance of deixis and translanguaging, particularly in bilingual classroom interactions. Translanguaging has been more well-known as an inclusive teaching strategy in multicultural and multilingual educational settings within the last several years. Research indicates that translanguaging helps students use their whole language range to communicate more effectively and learn more deeply. Studies have highlighted the need of considering different language variants,

particularly minority and vernacular forms, in order to create equitable learning settings (Wei, 2022; Seals & Olsen-Reeder, 2020). To understand how bilingual students use language in everyday circumstances, it is essential to grasp the concept of deixis, or words whose meaning depends on the context of the utterance, such as pronouns, time expressions, and geographical allusions. Recent research has examined the use of deixis in translanguaging, particularly in schools where students switch between languages to improve their ability to communicate effectively and freely (De Los Reyes, 2019; Galante, 2020). These studies demonstrate the dynamic and context-dependent character of deixis and demonstrate how it facilitates more fluid communication in a bilingual setting by linking language usage to specific individuals, locations, and times.

Additionally, it has been shown that in bilingual classrooms, translanguaging is essential for fostering inclusiveness and strengthening kids' identities. The use of many languages in the classroom can increase students' engagement and overall academic performance by making them feel more valued for their cultural and linguistic identities (Cenoz & Gorter, 2020; Arisandi et al., 2021; Vallejo & Dooly, 2020). Students' linguistic choices are fluid and context-driven, as seen by the deixis elements they use during translanguaging, which regularly blur the boundaries between languages.

1. Deixis in Translanguaging

The study of context-dependent words, or deixis, is essential to comprehending how language functions in multilingual classroom interactions, particularly in translanguaging environments. Examples of these words include pronouns, time expressions, and geographical allusions. According to research, deixis is dynamic and context-sensitive, adapting to the social environment of communication as well as the speaker's particular demands. Deixis anchors the discourse to particular times, locations, and participants in bilingual classrooms when students transition between languages, facilitating more fluid and contextually appropriate communication (De Los Reyes, 2019; Galante, 2020). According to Seals & Olsen-Reeder (2020), recent research has highlighted how deixis facilitates improved comprehension and communication among bilingual students by relating language phrases to their immediate social and physical surroundings.

For example, Galante (2020) and De Los Reyes (2019) discovered that in translanguaging procedures, deixis clarifies when something occurs (temporal deixis) or where it occurs (spatial deixis), in addition to helping to convey who is engaged (personal deixis). This is especially noticeable in classroom settings as students transition between languages and utilize deictic markers to improve the meaning and intelligibility of their discourse. In order to resolve deictic ambiguities, bilinguals frequently depend on contextual cues from both languages, which is consistent with earlier research (Wu et al., 2023).

Beyond just designating time, location, and participants, deixis in translanguaging is dynamic and demonstrates bilinguals' ability to manage several languages in a single speech. As an illustration of how deixis functions not just inside a single language system but also across a variety of linguistic resources, bilingual speakers may alter deictic indicators based on the language they are using. Because bilinguals may switch languages to reflect shifting viewpoints or to make their communication intents clearer, this flexibility can occasionally result in a recontextualization of meaning. According to recent studies by Moses et al. (2021), bilinguals employ deictic markers to control identity building in translanguaging encounters. These markers are dynamic and change based on the language and cultural

resources available to the speaker. In this way, deixis is essential to meaning negotiation in a multilingual context as well as communication.

Additionally, research has demonstrated that deixis in translanguaging methods significantly improves students' social and academic experiences in bilingual classrooms. According to research by García & Lin (2017), students can strengthen their sense of ownership and belonging in the classroom by utilizing deictic phrases to navigate across languages. Students may use their whole linguistic arsenal to interact more fully with classmates and the material since they can move between languages with ease. In this context, the use of deixis also empowers students to express themselves more effectively and promotes inclusion by allowing them to engage in academic conversation without feeling limited by language barriers.

Lecturers who want to promote multiple linguistic identities in the classroom must comprehend how deixis works within translanguaging practices, which are becoming a more and more valued educational tool (Seals & Olsen-Reeder, 2020; Vallejo & Dooly, 2020).

2. Translanguaging and Its Role in Bilingual Education

In bilingual schools, translanguaging has become a potent teaching method that encourages pupils to use their whole language range. By enabling students to express themselves more successfully in both their first and second languages, it has been demonstrated to promote the cognitive, social, and emotional elements of learning. According to recent research, translanguaging promotes inclusion by validating students' identities and cultural origins, which improves engagement and academic achievement, especially in multilingual classrooms (Cenoz & Gorter, 2020; Liu et al., 2021; Vallejo & Dooly, 2020). Translanguaging helps students develop a better comprehension of the material by bridging the gap between their home languages and the academic language of instruction. This increases student engagement in class discussions (Kleyn & García, 2019).

But even with its advantages, translanguaging has drawbacks, especially when it comes to language supremacy. Translanguaging techniques may unintentionally favor dominant languages while marginalizing less prominent dialects or languages, according to several research. By restricting students' opportunities to fully maximize their language potential and maintaining disparities in the classroom, this selective use of translanguaging can sustain linguistic hierarchies (Wey, 2022; Wu et al., 2023). To guarantee that different languages and dialects are treated equally in the learning process, educators must carefully negotiate these obstacles (Flores & Rosa, 2015).

Furthermore, in order to comprehend how bilinguals handle intricate language exchanges, deixis must be incorporated into translanguaging. Bilingual students can successfully move between languages while retaining coherence and clarity in their interactions because to deictic markers, which are essential for connecting language usage to the context of communication (Dovchin & Dryden, 2022; Seals & Olsen-Reeder, 2020). In order to understand how bilingual students utilize their linguistic resources to produce meaningful communication in the classroom, it is essential to examine the interaction between deixis and translanguaging.

The cognitive processes involved in multilingual communication are likewise impacted by deixis's function in translanguaging. In addition to switching between languages, bilingual students who participate in translanguaging must also negotiate intricate systems of

reference, which call on them to modify deictic markers according to the social setting. Cognitive abilities including code-switching, problem-solving, and contextual awareness can be improved by the versatility of deixis usage across languages (MacSwan, 2017; Li & García, 2022). The dynamic process by which bilinguals perceive and generate deictic statements based on context enables them to adjust to a variety of communication contexts. The ability to modify deictic references enhances cognitive flexibility and improves communicative competence in both languages. Recent research by Hernández (2022) shows how bilinguals strategically employ deictic markers to manage multiple layers of meaning in classroom discussions.

Furthermore, the incorporation of deixis into translanguaging techniques emphasizes how crucial it is for multilingual classrooms to comprehend how language, identity, and power intertwine. Piller et al., (2020) found that deictic markers reflect students' social status in the classroom and are more than just language tools. They are also transmitters of social significance. In translanguaging exchanges, students can challenge the dominance of a certain language or demonstrate solidarity with particular peer groups by employing particular deictic markers to express their cultural and linguistic identities. Since bilingual students may use deixis and translanguaging to negotiate or challenge power hierarchies, this is especially pertinent in schools where language plays a significant role (Wei & García, 2022; Putrawan, 2022). Knowing how deictic signals function in translanguaging reveals how language shapes social interactions and the learning process in bilingual educational environments.

Nevertheless, despite these benefits, the majority of study on deixis and translanguaging has been on how they generally promote inclusivity and enhance communication. Selective translanguaging techniques continue to raise concerns, especially because they may favor dominant languages while marginalizing non-dominant ones (Wey & García, 2022; Wu et al., 2023). How deixis especially works as a language tool to assist understanding in multilingual learning situations is still not well understood. Furthermore, although research highlights the benefits of translanguaging for promoting inclusion, there is still a lack of useful advice for instructors on how to use deixis into their lessons to improve student participation and comprehension.

In order to fill this gap, this study investigates how deixis functions in translanguaging strategies to enhance students' understanding in bilingual classrooms. Additionally, it attempts to offer useful suggestions for instructors on how to successfully integrate deixis and translanguaging into their lesson plans. In doing so, this research advances our knowledge of the relationship between deixis and translanguaging and provides practical advice for developing inclusive and equitable multilingual learning environments.

B. METHOD

In order to examine the function of deixis in translanguaging techniques within bilingual classroom interactions, this study applied a qualitative research approach. The study specifically looked at how bilingual students move between languages in classrooms using deictic cues (such as pronouns, temporal expressions, and geographical references). Classroom observations, audio recordings of interactions, and semi-structured interviews with instructors and students were used to gather data in order to answer the study objectives. The participants of this study were chosen from bilingual classes where translanguaging is a popular teaching strategy. The presence of English-speaking Indonesian students in these

classrooms made it possible to see translanguaging techniques in operation. Lecturers participated in order to provide their perspectives on how deixis and translanguaging function in their lectures. At least 20 students (ages 12 to 18) and five English study program lecturers made up the participation group.

The data were collected through classroom observation, audio-recorded interactions, and interviews. Classroom observations were handled to investigate the usage of deixis in translanguaging interactions, classroom observations are made over a two-month period. The researchers watched how deictic indicators were used in various settings, including group discussions, student-lecturer exchanges, and student-to-student communication. Field notes and audio and video recordings were used to document the observations for analysis. A naturalistic investigation of deixis's functioning in real-time encounters was made possible by this approach (Pennycook, 2017; García & Otheguy, 2020). In addition, audio-recorded interactions were held in order to supplement the observations, audio recordings of spontaneous class discussions are gathered. These recordings highlighted instances in which students transition between languages and make references to persons, locations, and times using deictic markers. Specific examples of deixis were examined for their role in communication when the recordings were transcribed. This technique is in line with the methodology of scholars such as Galante (2020) and De Los Reyes (2019), who have investigated the function of deixis in multilingual encounters using audio recordings. Last, interviews were administered to acquire information on lecturers' and students' experiences with deixis and translanguaging, semi-structured interviews were held. The interviews investigated participants' beliefs of the function of deixis in communication, their knowledge of how they employ deictic indicators while switching languages, and how they believe it affects their learning. The audio recordings of these interviews were then transcribed for examination. Prior research on language and identity (Piller et al., 2020) and translanguaging techniques (Wey & Garcia, 2022; Vallejo & Dooly, 2020) have influenced the interview approach.

Thematic analysis was used to examine the data with the goal of finding trends in the way deixis used in translanguaging scenarios. In order to find examples of personal, temporal, and geographical deixis, classroom interaction transcriptions were coded. This allows us to investigate how these markers change as students transition between languages. Additionally, the analysis took into account how students' identities and comprehension of power relations in the classroom were reflected in the usage of deixis. Themes pertaining to instructors' and students' opinions of deixis' function in communication and how it functions in multilingual contexts were examined in the interview data. This study complied with the ethical standards for studies that use human subjects. Before data collection started, all participants—lecturers and students alike—gave their informed consent. Participants were given anonymous identities, and all recordings and transcripts were secured to ensure anonymity and secrecy. The study also guaranteed that all information was utilized only for academic purposes.

C. FINDINGS AND DISCUSSION

This study intends to identify the three types of deixis (personal, temporal, and spatial) that arise in bilingual classroom interactions using translanguaging practices. It also examines the ways in which deixis serves as a linguistic tool to support students' comprehension in bilingual learning environments and offers lecturers useful advice on how to successfully combine deixis and translanguaging.

1. Types of Deixis Identified in Bilingual Classrooms

Three main forms of deixis—personal, temporal, and spatial—that are commonly used in bilingual classroom interactions were discovered by the investigation.

Personal Deixis

The following examples illustrate how personal deixis applied in translanguaging instructional communication.

Example 1

Lecturer: “Kita akan mengerjakan soal ini bersama-sama. You can start the first question, and then we discuss it together.”

To encourage group cooperation, the instructor alternates between Bahasa Indonesia (kita, inclusive "we") and English (you, we). The English pronouns define distinct duties, but the inclusive use of "kita" highlights a shared duty.

Example 2

Student: “Aku belum selesai bagian ini, but you can explain your part first. Nanti kita bahas bersama.”

To promote teamwork and explain personal accountability, the student switches between Bahasa Indonesia (aku, "I"; kita, inclusive "we") and English (you). Students can switch between languages organically depending on the situation thanks to translanguaging.

Example 3

Lecturer: “Saya akan menjelaskan bagian ini dulu, and then you guys can ask questions if something is unclear.”

The lecturer alternates between English (you guys) and Bahasa Indonesia (saya, "I") to explain duties and actions. Translanguaging addresses both Indonesian and English-speaking pupils, which aids in controlling the communication flow.

Example 4

Student: “Kami sudah selesai yang ini, but we need help with the second part.”

The student illustrates subtle changes in inclusiveness in group interactions by drawing a comparison between kami (the exclusive "we" in Bahasa Indonesia that excludes the listener) and we in English.

It was found from above examples that depending on the languages utilized, personal deixis changed dynamically, reflecting contextual and cultural subtleties. In Indonesian-English translanguaging, for instance, the switch between "kita" (inclusive "we") and "kami" (exclusive "we") demonstrated how instructors and students employed deictic markers to build rapport and promote cooperation.

This is in line with Seals & Olsen-Reeder (2020), who stressed that the speaker's goals and cultural positioning are reflected in personal deixis in translanguaging. Furthermore, when students' language choices matched their social responsibilities in the classroom, they felt validated, which frequently improved group cohesiveness.

Temporal Deixis

The following examples illustrate how temporal deixis used in the classroom interaction.

Example 1

Student: "Besok, we have a quiz on this topic, right? Yesterday, I practiced some questions in Indonesian, but I still need to review the English terms."

The student switches between English (yesterday) and Bahasa Indonesia (besok, which means "tomorrow") in order to place activities across time. Here, translanguaging helps people from different languages understand academic assignments.

Example 2

Lecturer: "Today, let's focus on reading in English. Besok, we'll review it in Indonesian to check your understanding."

The lecturer creates a clear chronology by connecting events across days using the words "tomorrow" (besok) and "hari ini" (today).

Example 3

Student: "Nanti, I'll ask the lecturer for clarification because I didn't understand yesterday's discussion."

In order to locate acts across time and maintain coherence in multilingual discussions, the student blends the words "nanti" (meaning "later") in Bahasa Indonesia with "yesterday" in English.

From the examples above, for planning classroom activities across time, temporal deixis became a crucial tool. By connecting past, present, and future duties, phrases like "besok" (tomorrow), "yesterday," and "later" gave conversations consistency. This bolsters the findings of Galante (2020), who showed how temporal signals in translanguaging assist students overcome challenging learning problems and make activity sequencing easier.

Spatial Deixis

The following examples illustrate how spatial deixis used in the instructional communication.

Example 1

*Lecturer: "Put your books **di sini**, and then move the tools **over there** near the window."*

The lecturer gives explicit directions on how to arrange physical things using spatial deixis in both Bahasa Indonesia (di sini, meaning "here") and English (over there), which improves comprehension for multilingual students.

Example 2

Student: "Di depan, we write the introduction in English, and di belakang, we translate it into Indonesian."

Using *di depan* ("in the front") and *di belakang* ("in the back"), the student effectively employs spatial deixis across languages to explain spatial organization in a written activity.

From mentioned examples, "Here," "there," "*di depan*" (in front), and "*ke sana*" (over there) are examples of spatial deixis that were crucial in directing students' interactions during group projects. Students were able to finish tasks more quickly because to these markers, which made allusions to actual places and abstract regions more understandable. This result supports the claim made by De Los Reyes (2019) that spatial deixis in translanguaging techniques improves task coordination and lessens ambiguity in multilingual settings. Additionally, both languages' usage of spatial deixis demonstrated how bilingual kids actively create meaning by utilizing their whole linguistic repertoire.

2. Deixis as a Linguistic Tool in Supporting Comprehension in Bilingual Learning Environments

By tying communication to particular situations, deixis is an essential language tool in bilingual learning settings that promotes students' comprehension, as the study demonstrates. The following summarizes the key conclusions on deixis's performance in certain settings:

Deixis Provides Contextual Anchoring

By helping students place language in particular situations, deictic expressions (personal, temporal, and spatial) make the material more accessible and understandable. For instance: *Lecturer: "We will start first dengan materi ini, kemudian you bisa diskusi dengan teman."* (*Translation: "We will start first with this material, then you can discuss with your friends."*) This usage of "*kita*" (inclusive "we") encourages students to work together and share accountability. In other words, personal deixis like "*we*" or "*kita*" encourage pupils to feel included in the learning process by fostering inclusion and teamwork. In order to define clear responsibilities and foster rapport during group activities, lecturers frequently choose inclusive pronouns.

Student: "Kemarin kita belajar tentang narrative texts, hari ini belajar recount."
(*Translation: "Yesterday we learned about narrative texts; today we're learning recount texts."*)

In order to assist students contextualize the learning sequence, the terms "*kemarin*" (yesterday) and "*hari ini*" (today) are used to establish a chronological relationship between lectures. Temporal deixis like "*yesterday*" or "*besok*" assist pupils in organizing their learning assignments and connecting previous courses to present and future goals. Students' comprehension of the material can be better organized by giving them a time framework.

Lecturer: "Let's start from di sini dulu (here first), and move to di sana (there) for the next part of the task."

Students are guided both physically and cognitively through a task by the deictic markers "di sini" (here) and "di sana" (there). In collaborative work requiring various resources or classroom locations, spatial deixis such as "here" or "di sana" provide assistance on both conceptual and physical references.

Deixis Facilitates Clarity in Translanguaging Practices

Deixis serves to lessen uncertainty in multilingual classrooms as students alternate between languages. For instance, to make participant positions clear, personal deixis alternates between English and Bahasa Indonesia. A lecturer may remark, "I'll explain this part dulu (first), and then kalian (you all) discuss in your groups." This smooth transition guarantees that every student is aware of their roles in the task.

When expressing the time of occurrences, temporal deixis makes language transitions easier. Students may remark, for example, "Nanti (later), we'll present our ideas, but tadi (earlier), we discussed in pairs," which would clearly connect the many stages of a task.

With phrases like "Put your notebooks here (di sini) and move the chairs ke sana (there)," spatial deixis aids in localizing items or activities and guarantees easy navigation of physical locations. These results are consistent with studies by De Los Reyes (2019) and Galante (2020), which emphasize how deixis helps connect language to immediate surroundings during translanguaging, improving involvement and understanding.

Deixis Supports Meaning-Making Across Languages

One characteristic of translanguaging is that deictic phrases allow pupils to use their whole language repertoire for meaning-making. For example:

Student: "Kamu yang baca paragraph ini, terus I will explain it."
(Translation: "You read this paragraph, then I will explain it.")

The switching between "I" in English and "kamu" (you) in Bahasa Indonesia illustrates how meanings may be made fluidly between languages. In order to negotiate social dynamics, such allocating responsibilities in group activities, students utilize personal deixis in both languages.

Additionally, the lecturer included cultural cues from both languages using temporal deixis.

For example, mentioning culturally relevant events like "Hari ini (today) is Kartini Day, let's discuss its importance in English."

Lecturer: "This chart should go di sini (here) on the board, and we will write our notes di sebelahnya (beside it)."

Students can more successfully visualize task arrangement with the use of the spatial deixis. These purposes are consistent with those of Wey & Garcia (2022) and Cenoz & Gorter (2021), who stress that translanguaging is about establishing a single communicative space rather than just changing languages.

Deixis Enhances Cognitive Engagement

Deixis is used strategically to help students actively integrate and connect knowledge from different settings. For instance:

Student: "Let's work on this together because we haven't done it yet."

Lecturer: "Betul, kita kerjakan sama-sama supaya hasilnya lebih jelas."

(Translation: "Correct, we'll work on this together so the result is clearer.")

The inclusive "kita" (we) promotes collaborative involvement and mental activity. Conversation and contact are encouraged by personal deixis, which promotes group meaning-making.

Lecturer: "After the break nanti, we will have a group discussion. Make sure your notes are ready." The phrase "after the break nanti" (later) creates anticipation and helps students prepare for the next phase of the lesson.

Temporal deixis fosters higher-order thinking abilities by assisting pupils in remembering past teachings and making connections to present assignments.

Student: "Let's look at the diagram over there (di sana), and then we'll discuss it here (di sini)."

The spatial deixis promotes active participation by tying physical spaces to group learning. By assisting students in traversing both conceptual and physical resources, spatial deixis fosters problem-solving and experiential learning. These results corroborate Dooly & Vallejo's (2020) claim that deictic anchoring, when combined with translanguaging, enables students to interact intimately with the content.

3. Practical Recommendation

The study found a number of useful suggestions for instructors on how to successfully combine deixis and translanguaging to improve student comprehension and involvement in bilingual classes. These suggestions are supported by observations, an examination of classroom dynamics, and current research:

To enhance student comprehension in bilingual classrooms, lecturers can apply several strategies for effectively integrating translanguaging and deixis. First, teaching both languages' deictic markers explicitly can greatly benefit students' understanding. By highlighting personal, temporal, and spatial deixis in both the target language and students' native tongue, lecturers can reduce miscommunication. For instance, drawing attention to subtle differences like "kita" (inclusive "we") and "kami" (exclusive "we") in Bahasa Indonesia alongside their English counterparts helps clarify their meaning and application during classroom activities. Second, scaffolding learning through translanguaging is another effective strategy. Encouraging students to transition between languages as needed supports their cognitive and linguistic development. Lecturers can model this practice by introducing complex ideas in Bahasa Indonesia and then reiterating them in English. This method allows students to access their full verbal repertoire, facilitating a deeper understanding of the content and enhancing their engagement with both languages.

Additionally, incorporating activities rich in context enables students to practice and internalize deictic expressions in real-life communication scenarios. Activities like role-playing, group projects, and storytelling encourage students to use deixis in context, such as using "di sini" and "there" to indicate locations or "besok" and "tomorrow" to refer to future times. These activities provide opportunities for students to strengthen their multilingual communication skills and use deixis more effectively in both languages. Fourth, establishing

frameworks for inclusive participation can foster a sense of belonging and community in the classroom. Lecturers can use inclusive personal deixis, like "kita" (we), when addressing the whole class, promoting a collaborative and welcoming atmosphere.

This strategy is essential in multilingual environments, as it encourages participation from all students and ensures that everyone feels included. Lecturers should also provide both verbal and visual cues to reinforce deictic references. For example, pointing to an object while saying "di sini" (here) or showing a location when using "there" strengthens the connection between language and context. This multimodal approach helps bridge linguistic gaps and improves students' comprehension. Lastly, promoting metalinguistic analysis encourages students to think critically about how they use translanguaging and deixis. Engaging students in discussions about the function and context of different deictic markers allows them to develop a deeper understanding of the cultural and linguistic nuances involved in multilingual communication. This reflection on language use supports students' linguistic awareness and enhances their overall language proficiency.

The results are consistent with recent research highlighting the advantages of incorporating deixis and translanguaging into bilingual education. While deixis improves contextually grounded communication, translanguaging offers bilingual learners a flexible framework to access their whole language repertoire (Seals, et al, 2020; Cenoz & Gorter, 2022). When combined, these tactics foster inclusion, clarity, and engagement, which benefits kids' language and cognitive development.

Deixis instruction reduces ambiguity in classroom interactions and increases linguistic competence in both the first and second languages (Wey & Garcia, 2022). The difference between the inclusive and exclusive versions of "we" ("kita" vs. "kami"), for example, has cultural significance in Bahasa Indonesia but frequently has no exact English equivalent. By drawing attention to these variations, multilingual communication becomes more accurate and cross-linguistically aware. Research also supports the use of translanguaging as a scaffold, emphasizing its ability to bridge cognitive gaps, particularly when students struggle to absorb information in the target language (Galante, 2020; Tian et al, 2020). Lecturers can help students negotiate meaning more skillfully by letting them switch between languages strategically, which leads to deeper engagement and comprehension. The emphasis on context-rich activities and visual aids is congruent with findings by Vallejo & Dooly (2020), who believe that deictic markers are best learnt in realistic, interactional situations. For students, especially in bilingual settings, deixis becomes more relevant and useful when they participate in activities like group projects, storytelling, or visual-based explanations. Last but not least, promoting introspection is consistent with Wu et al.'s (2023) findings that metalinguistic awareness greatly enhances bilingual students' capacity to control linguistic borders. Students get better at using deixis and translanguaging to negotiate complicated relationships when they reflect on how they use language.

In conclusion, these recommendations not only improve understanding but also tackle more general educational objectives including encouraging critical thinking, cultural sensitivity, and participation in multilingual environments. By combining deixis and translanguaging successfully, lecturers may design classrooms that are linguistically and cognitively inclusive, helping all learners in realizing their academic potential.

D. CONCLUSION

Deixis is an important linguistic tool that supports understanding and engagement in bilingual learning contexts, especially in translanguaging activities, as this study has shown. The study illustrates how deixis (personal, temporal, and spatial) promote more seamless communication, cultural inclusion, and cognitive comprehension in bilingual classrooms by defining the three forms of deixis and examining their contextual roles. While temporal and spatial deixis enable clarity in structuring classroom assignments and conversations, bridging the gap between languages and improving mutual comprehension, personal deixis promotes relationship dynamics and inclusion among students. The findings underline the need of integrating translanguaging and deixis as complimentary techniques for developing meaningful and effective bilingual education. Students can use their whole language repertoire through translanguaging, and deixis provide the contextual anchors required for coherent and understandable communication. These techniques foster active engagement and metalinguistic awareness in addition to understanding, making the classroom more welcoming and stimulating.

In summary, there are significant ramifications for pedagogical and linguistic development when deixis and translanguaging are incorporated into bilingual classrooms. By using these techniques, instructors may promote fair participation, improve student comprehension, and cross linguistic gaps. In order to ensure that bilingual education keeps developing as a tool for inclusion, engagement, and academic achievement, more study is advised to examine how these findings might be applied in other cultural and language situations.

E. REFERENCES

- Arisandi, V., Sudrajat, A., & Fajrin, Y. (2023). Penerapan Praktik Translanguaging dalam Pembelajaran Bahasa Inggris Disalahsatu Universitas Di Karawang. *Jurnal Kajian Penelitian Pendidikan dan Kebudayaan*, 1(1), 140-153. <https://doi.org/10.59031/jkppk.v1i1.87>
- Cenoz, J., & Gorter, D. (2020). Pedagogical translanguaging: An introduction. *System*, 92, 102269. <https://doi.org/10.1016/j.system.2020.102269>
- De Los Reyes, R. A. (2019). Translanguaging in multilingual third grade ESL classrooms in Mindanao, Philippines. *International Journal of Multilingualism*, 16(3), 302–316. <https://eric.ed.gov/?id=EJ1221117>
- Dooly Owenby, M., & Vallejo Rubinstein, C. C. (2020). The evolution of language teaching: Towards plurilingualism and translanguaging. *International Journal of Bilingual Education and Bilingualism*. 23(1), 17–35.
- Dovchin, S., & Dryden, S. (2022). Translingual discrimination: Skilled transnational migrants in the labour market of Australia. *Applied Linguistics*, 43(2), 365-388. <https://doi.org/10.1093/applin/amab041>
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. <https://doi.org/10.17763/0017-8055.85.2.149>
- Galante, A. (2020). Plurilingual and pluricultural competence (PPC) scale: the inseparability of language and culture. *International Journal of Multilingualism*, 19(4), 477–498. <https://doi.org/10.1080/14790718.2020.1753747>

- García, O., & Otheguy, R. (2019). Plurilingualism and translanguaging: commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), 17–35. <https://doi.org/10.1080/13670050.2019.1598932>
- Kleyn, T., & García, O. (2019). Translanguaging as an act of transformation: Restructuring teaching and learning for emergent bilingual students. *The Handbook of TESOL in K-12*, 69-82. <https://doi.org/10.1002/9781119421702.ch6>
- García, O., & Lin, A. M. (2017). Translanguaging in bilingual education. *Bilingual and multilingual education*, 117-130.
- Hernández, S. (2022). Translanguaging in Bilingual Teacher Education: What's at Stake?. *CABE 2022*.
- Liu, J. E., Lo, Y. Y., & Lin, A. M. (2020). Translanguaging pedagogy in teaching English for Academic Purposes: Researcher-teacher collaboration as a professional development model. *System*, 92, 102276. <https://doi.org/10.1016/j.system.2020.102276>.
- MacSwan, J. (2017). A multilingual perspective on translanguaging. *American educational research journal*, 54(1), 167-201. <https://doi.org/10.3102/0002831216683935>
- Moses, L., Hajdun, M., & Aguirre, A. A. (2021). Translanguaging together: Building bilingual identities con nuevos amigos. *The Reading Teacher*, 75(3), 291-304. <https://doi.org/10.1002/trtr.2060>
- Pennycook, A. (2017). Translanguaging and semiotic assemblages. *International Journal of Multilingualism*, 14(3), 269–282. <https://doi.org/10.1080/14790718.2017.1315810>
- Piller, I., Zhang, J., & Li, J. (2020). Linguistic diversity in a time of crisis: Language challenges of the COVID-19 pandemic. *Multilingua*, 39(5), 503-515. <https://doi.org/10.1515/multi-2020-0022>
- Putrawan, G. E. (2022). Translanguaging practices in efl classrooms: evidence from indonesia. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 8(1), 69-86. <http://dx.doi.org/10.30872/calls.v8i1.7973>
- Seals, C. A., & Olsen-Reeder, V. (2020). Translanguaging in conjunction with language revitalization. *System*, 92, 1–11. <https://doi.org/10.1016/j.system.2020.102277>
- Seals, C. A., Newton, J., Ash, M., & Nguyen, B. T. T. (2020). Translanguaging and task based language teaching: Crossovers and challenges. *Envisioning TESOL through a translanguaging lens: Global perspectives*, 275-292. https://doi.org/10.1007/978-3-030-47031-9_13
- Tian, Z., Aghai, L., Sayer, P., & Schissel, J. L. (2020). Envisioning TESOL through a translanguaging lens in the era of post-multilingualism. *Envisioning TESOL through a translanguaging lens: Global perspectives*, 1-20. https://doi.org/10.1007/978-3-030-47031-9_1
- Vallejo, C., & Dooly, M. (2020). Plurilingualism and translanguaging: Emergent approaches and shared concerns. Introduction to the special issue. *International Journal of Bilingual Education and Bilingualism*. 23(1), 1–16. <https://doi.org/10.1080/13670050.2019.1598932>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>
- Wei, L., & García, O. (2022). Not a First Language but One Repertoire: Translanguaging as a Decolonizing Project. *RELC Journal*, 53(2), 313-324. <https://doi.org/10.1177/00336882221092841>

Maulana & Muniroh: Deixis in Translanguaging Practices ...

Wu, Y., García, O., & Wei, L. (2023). Translanguaging and metalinguistic awareness in bilingual education: A longitudinal study. *Applied Linguistics*, 44(2), 345–367.