



# The Impact of Pedagogical Translanguaging on Students' Learning in EFL Classrooms

Supriadin<sup>1</sup>, Amirullah Abduh<sup>2</sup>, Muhammad Basri<sup>3</sup>,  
Geminastiti Sakkir<sup>4</sup>, Sultan Baa<sup>5</sup>

<sup>1,2,3,4,5</sup>Pendidikan Bahasa Inggris, Universitas Negeri Makassar, Makassar, Sulawesi Selatan

Article Info	Abstract
<p>Received: 2026-02-15 Revised: 2026-02-27 Accepted: 2026-03-31</p> <p><b>Keywords:</b> Classroom, EFL, learning, pedagogy, translanguaging</p> <p><b>DOI:</b> 10.24256/ideas.v14i1.9944</p> <p><b>Corresponding Author:</b> Supriadin <a href="mailto:supriadin1991@gmail.com">supriadin1991@gmail.com</a> Pendidikan Bahasa Inggris, Universitas Negeri Makassar, Makassar, Sulawesi Selatan</p>	<p><i>Translanguaging pedagogy, regarded as a contemporary trend in 21st-century bilingual and multilingual education, prompts EFL teachers to embrace this technique to facilitate the students' learning of the target language by employing their entire linguistic repertoire. This study seeks to examine the impacts of employing translanguaging pedagogy on students' learning in English as a foreign language classroom in Indonesian high schools. The study examines how translanguaging pedagogy supports the students in English language learning particularly to the weaker of English language proficiency. This study utilized a multiple case study with three English educators and 50 secondary school students in Indonesia. Data were gathered using surveys and direct observation. The results indicate that translanguaging promotes students' English proficiency and improves their communication skills in the target language. Moreover, translanguaging pedagogy enhances students' vocabulary acquisition, promotes active engagement in EFL classrooms, facilitates meaningful learning experiences, and encourages motivation and support among students. Thus, the researchers recommend incorporating translanguaging in EFL teaching, as this approach is deemed essential and beneficial from various multilingual perspectives.</i></p>

## 1. Introduction

In teaching and learning English as a foreign language (EFL), numerous students need help acquiring and mastering English in academic settings, resulting in subpar English learning outcomes (Supriadin, 2022; Liando et al., 2022). In the Indonesian EFL setting, numerous students perceive English as challenging because it is infrequently utilized in daily communication (Saputra, 2015). Liando et al. (2022) examined students' initiative about their speaking performance. They found that many English-studying students become a liability throughout their education despite the language taught from elementary to higher education levels. They suggested that teachers incorporate students' L1 and the target language (English) into their teaching methods.

Furthermore, studies on incorporating L1 in target language learning bring more benefits to learners. Teachers using L1 also ensure that tasks are understood and completed appropriately (Masood, 2019; Rajendram, 2019; Rayman, 2018; Supriadin, 2022). It also helps educate vocabulary and grammar, which encourages linguistic metathinking. This is especially true for low-proficient learners (Scopich, 2018; Masood, 2019). Giving space for learners to utilize their L1 as a social and cognitive tool while acquiring their L2 can help them comprehend the target quickly (Cook, 2001; Cummins, 2007; McLachlan, 2018; Rayman, 2018). Therefore, using L1 in the target language is now called Translanguaging.

The concept of translanguaging has developed considerably since its early formulation. Colin Baker initially introduced the term as “translinguifying,” which was later refined to “translanguaging” in collaboration with Can Williams (Lewis et al., 2012). The concept originated from the Welsh term *trawsieithu*, coined in the 1980s to describe the systematic use of two languages within a single teaching and learning session, particularly in bilingual classrooms in Wales where English and Welsh were integrated to enhance students' motivation and language learning (Baker, 2003, 2011; Williams, 1994, 2002).

Building on this foundation, García (2014) expanded translanguaging to refer to the dynamic use of learners' full linguistic repertoires to support comprehension, communication, and academic development in bilingual and multilingual contexts. This reconceptualization has gained significant attention, encouraging a shift from monolingual to multilingual perspectives in foreign language instruction and challenging traditional monolingual ideologies in language classrooms (Liu & Fang, 2022; Heltai, 2021; Madkur et al., 2022).

Translanguaging offers substantial pedagogical benefits for both educators and learners in bilingual and multilingual contexts. Baker (2011) highlights that translanguaging enhances students' subject comprehension and content knowledge, supports the development of lower and higher language skills, fosters home-school collaboration, and improves learners' proficiency in a second or foreign language. Complementing this view, García and Wei (2014) conceptualize translanguaging as a pedagogical tool that creates a supportive environment for English language acquisition by enabling learners to draw on their full linguistic

repertoires. Furthermore, Macawile & Plata (2022) identify three key features of translanguaging pedagogy: it facilitates language learning, expands the use of multiple named languages (including English, national, and local languages) beyond rigid linguistic systems, and supports the achievement of lesson plan quality indicators such as content knowledge, pedagogy, learner participation, and inclusivity.

In EFL contexts, translanguaging has been shown to positively influence both teaching and learning processes (Putrawan, 2022), as it does not merely signal a shift between languages but rather promotes dynamic interaction among them. This allows learners to strategically utilize their first language when encountering unfamiliar target language forms, thereby demonstrating the interconnected nature of languages in meaning-making and communication (García, 2009; Creese & Blackledge, 2015).

Finally, regarding the previous research on translanguaging in the context of EFL classrooms in Indonesia, several studies have investigated the attitudes and perceptions of both teachers and students about translanguaging (Supriadin et al., 2025; Rasman, 2018; Siregar, 2019; Khairunnisa & Lukmana, 2020; Putrawan, 2022; Raja et al., 2022; Liando et al., 2022). Most of this research concluded that the implementation of translanguaging in EFL classrooms is typically supported by teachers and students. This is because translanguaging is regarded as valid and benefits the teaching and learning process in EFL settings. Nonetheless, some students and teachers hold contrasting views, suggesting that translanguaging could negatively impact students' proficiency in the target language (Putrawan, 2022).

Further investigation into the impact of translanguaging in EFL classrooms is still recommended (Liando et al., 2022) since the previous studies mainly examined the advantages, perceptions, and attitudes related to this activity (Siregar, 2019). Therefore, to address the gaps in previous research, this study explores the pedagogical impact of translanguaging in EFL classrooms at Indonesian secondary schools. In this research aims to examine how translanguaging pedagogy supports students' learning in EFL classrooms?"

## **2. Method**

This study employed the multiple case study approach as one of the types in case study research. Merriam & Tisdell (2015) defined a multiple case study as an investigation that focuses on a collective case study, cross-case study, multi-case study, multisite study, or comparative case study. This study's data acquisition and analysis are based on various sources, including numerous cases, diverse programs across multiple research locations, or multiple programs within a single location. The methodology employed in this study is a multiple-case study, as delineated by Yin (2018).

The study's objective is to acquire, analyse, and compare data on translanguaging practices in Indonesian high schools, which is well-aligned with this research design. This study employed a purposive sampling strategy to select information-rich cases relevant to the research objectives. Three secondary schools in Indonesia, Vocational High School (SMKN 1 Monta), Senior High School (SMA N 1 Monta), and Islamic Boarding School (MA Al-Mukhlishin), were intentionally chosen to represent diverse educational contexts and enable cross-case comparison.

These schools share a multilingual environment where Bimanese, Indonesian, and English are actively used in classroom interaction, making them suitable for examining translanguaging practices. Participants consisted of three English teachers and 50 students selected through criterion-based purposive sampling. Teachers were chosen based on their active role in teaching English and their use of multiple languages in instruction, while students were selected from observed classes to represent varying levels of English proficiency. All participants shared similar linguistic backgrounds, which provided a relevant context for exploring the pedagogical impact of translanguaging in EFL classrooms.

Data in this study were collected using a questionnaire, classroom observations, and video recordings to capture students' translanguaging practices comprehensively. The questionnaire consisted of 15 items adapted from Sahar Elashhab (2020) and was designed to examine how students employ translanguaging strategies in EFL classrooms. The instrument was selected due to its established validity and relevance in investigating translanguaging practices among multilingual learners. In addition, classroom observations were conducted using structured observation sheets to document real-time interactions between teachers and students, while video recordings were used to support data accuracy and enable detailed analysis of classroom discourse. These multiple instruments ensured a more robust and comprehensive understanding of translanguaging practices in the observed settings.

Data analysis in this study integrated quantitative and qualitative techniques. Quantitative data obtained from the 15-item questionnaire were analyzed using descriptive statistics, including percentages and frequency distributions, to identify patterns of students' translanguaging practices in EFL classrooms. These results provided an overview of the extent to which students utilized their linguistic resources during learning activities. Meanwhile, qualitative data derived from classroom observations and video recordings were analyzed using thematic analysis, following the procedures proposed by Braun and Clarke (2006).

This process involved several stages, including data familiarization, initial coding, theme identification, theme review, and interpretation. The integration of these two analytical approaches allowed for a more comprehensive understanding of translanguaging practices by combining numerical trends with in-depth contextual insights, thereby strengthening the overall interpretation of the findings.

The last, to ensure the trustworthiness of the data, this study employed several strategies aligned with qualitative research rigor, including credibility, triangulation, and methodological transparency. Credibility was established through prolonged engagement in the field and direct classroom observations, allowing the researchers to gain an in-depth understanding of translanguaging practices in natural settings. Data triangulation was achieved by integrating multiple data sources, namely questionnaires, classroom observations, and video recordings, to cross-validate the findings and enhance their consistency.

In addition, methodological triangulation was applied by combining quantitative data from the questionnaire with qualitative insights from observations. The use of a validated questionnaire adapted from Sahar Elashhab (2020) further strengthened the reliability of the data collection instrument. To ensure analytical rigor, the researchers followed systematic procedures of thematic analysis, including coding, categorizing, and interpreting patterns in the data. These strategies collectively ensured the credibility, dependability, and overall trustworthiness of the study findings.

### 3. Result

This section presents two types of data namely the data gained through survey in term of questionnaires and the data gained through observation.

#### *Survey Statements from 50 Students in Indonesian High Schools*

The data presented in this section were obtained through direct observation and survey/questionnaire. Initially, we present the result of survey of students' translanguaging practice that included a total of 15 questions. It aims to examine the way in which students engage in pedagogical translanguaging in an EFL classrooms, as illustrated in the table below:

Table 1. Results of the Survey Statements from 50 Students in Indonesian High Schools

No	Survey Items	Never	Rarely	Sometimes	Often	Always
1	I prepare my ideas in Indonesian/my mother tongue first before writing	3	6	19	13	9
		6.00%	12.00%	38.00%	26%	18.00%
2	To understand the sentence structure, I recall similar Indonesian/mother tongue structures	2	5	23	10	10
		4.00%	10.00%	46.00%	20.00%	20.00%

3	To understand the grammatical rules, I compare them with Indonesian/mother tongue rules	2	3	12	20	13
		4.00%	6.00%	24.00%	40.00%	26.00%
4	To confirm my comprehension of new words or phrases, I translate them into Indonesian/my mother tongue.	2	3	13	20	12
		4.00%	6.00%	26.00%	40%	24.00%
5	I prepare my sentences in Indonesian/mother tongue before saying them in English	3	2	12	16	17
		6.00%	4.00%	24.00%	32.00%	34.00%
6	I think in Indonesian/mother tongue while reading	1	2	13	21	13
		2.00%	4%	26.00%	42%	26.00%
7	To process a reading text, I use Indonesian/my mother tongue	1	9	14	16	10
		2.00%	18.00%	28%	32.00%	20.00%
8	I use Indonesian/my mother tongue, to understand the meaning of new vocabulary	2	3	13	16	16
		4%	6.00%	26%	32.00%	32.00%
9	I use Indonesian/my mother tongue, to understand a concept	3	5	12	20	10
		6.00%	10.00%	24.00%	40.00%	20.00%
10	I use my Indonesian/mother	0	6	11	14	19

	tongue to ask for permission					
		0%	12.00%	22.00%	28.00%	38%
11	I use Indonesian/my mother tongue, to respond to the teacher's questions	0	1	14	18	17
		0%	2.00%	28.00%	36.00%	34.00%
12	I use Indonesian/my mother tongue, to explain problems not related to the content	2	4	10	19	15
		4%	8.00%	20%	38%	30%
13	I use my Indonesian/mother tongue to brainstorm during class activities	0	2	12	16	20
		0.00%	4%	24.00%	32.00%	40.00%
14	I use my Indonesian/mother tongue to assist peers during activities	0	7	20	14	9
		0.00%	14.00%	40%	28.00%	18.00%
15	I use my Indonesian/mother tongue to discuss content or activities in small groups.	1	4	9	18	18
		2.00%	8.00%	18%	36%	36.00%
<b>AVG</b>		<b>2.93%</b>	<b>8.34%</b>	<b>28.00%</b>	<b>33%</b>	<b>27.73%</b>

The survey results indicate that translinguaging is frequently employed by students in EFL classrooms. Overall, the highest proportion of responses falls under the category “often” (33%), followed by “sometimes” (28%) and “always” (27.73%), suggesting that students regularly draw on their first language to support English learning. This pattern indicates that translinguaging functions as a routine learning strategy rather than an occasional practice. In particular, a considerable number of students reported using Indonesian or their mother tongue while

reading (42%), understanding concepts and grammatical rules (40%), and verifying the meaning of new vocabulary (40%), highlighting its role in facilitating comprehension and cognitive processing.

In addition, translanguaging is evident in students' productive language use, as many reported preparing ideas and sentences in their first language before expressing them in English, suggesting a mediating function between thought and target language production. In collaborative contexts, translanguaging also plays a significant role, with students using their first language for brainstorming (40%), participating in group discussions (36%), and responding to teachers' questions (34%).

This finding implies that translanguaging supports not only individual understanding but also interaction and participation in classroom activities. In contrast, only a small percentage of students reported rarely (8.34%) or never (2.93%) using their first language, indicating that translanguaging is a dominant and integral strategy in EFL learning rather than a marginal practice.

### ***Classroom Observation on Pedagogical Translanguaging***

This section, we present the data were taken from the classroom observations concerning translanguaging practices that assist students in English language acquisition, enhancing comprehension of the target language and improving lower levels of English competence.

#### **Extract one**

- Teacher : Any body knows the long animal lives in the mood? (*ada yang tau binatang yang panjang tinggal di lumpur?*)
- Student 1 : *Au si nggahi guru ka? Ngoa ja pun ahu!* (what does the teacher say? please tell me!)
- Student 2 : *ohh, Nggahi guru ka, ma bade ngara Binatang ma nge'e di wono ro?* (The teacher said the animal lives in the mood)
- Student 1 : *Lindu* (eel)
- Teacher : *au bahasa Inggris na 'Lindu'?* (what is 'lindu' in English) Any body knows?
- Student 3 : Eel
- Teacher : Correct!

The extract one demonstrates that the teacher facilitates students' English vocabulary development by translanguaging in a multilingual context. In this scenario, students are advised to collaborate in pairs while discussing the teacher's instructions. Students discuss the topic using English, Bimanese, and Indonesian to understand the English vocabulary. The excerpt indicates that the teacher initiates enquiries in English, yet the class remains silent, suggesting that the students are unaware of the teacher's question.

One student raised a question to her classmate by stating in Bimanese, “*Au si nggahi guru ka?* (what does it mean?)” The other pupils who comprehend the teacher’s inquiry assist their colleague by stating, “*Nggahi guru ka, ma bade ngara Binatang ma nge’e di wono ro?* (teacher said, do you know the name of animal lives in the mood)”. When the kids comprehend the teacher’s question, they might respond in Bimanese due to their lack of English vocabulary. The teacher employs Indonesian to facilitate classroom discussion by asking, “Does anyone know the English term for ‘*lindu?*’” Consequently, in some conditions, students utilize translanguaging to facilitate their remarks due to their inability to find the appropriate English vocabulary. Students utilize translanguaging in the classroom as a strategy to articulate complex ideas using a more adaptable language.

### Extract two

- Teacher : Any body knows the meaning of “develop”? *ada yang tau arti “develop”?* (The class was silent, then the teacher asks one of his students named Ilham)
- Ilham : *saya kurang tahu pak, mungkin memukul? (I don’t know exactly. Sir, may be ‘hit’)*
- Teacher : *No, what about you, Nadila?*
- Nadila : *Membangun, pak. (develop, sir)*
- Teacher : *cou ma loa ndawi kai kalimat dari kata “develop”?* (Who can make a sentence using the word “develop”)
- Student 3 : *Mada pak, “ au bahasa Inggris kalimat “ saya mengembangkan kemampuan bahasa Inggris (Me Sir, How to say in English.. “I develop my English skill” ?)*
- Teacher : *ada yang bisa? (any body knows?)!*
- Widia : *I develop my English skill.*
- Teacher : *Great! Siapa yang tau lawan katanya? (any body knows its opposition?)*
- Nayla : *menurunkan, pak (decrease, sir)*
- Teacher : *How to say it in English?*
- Elsa : *Decrease (Elsa looks for the word in the dictionary)*
- Teacher : *Well done!*

Extract two indicates that the rules of pedagogical translanguaging not only enhance students' vocabulary acquisition but also foster classroom interaction and engagement in the learning material. The process in which the English teacher fosters student participation in the classroom by applying question and answer strategies using Multilanguage. The teacher poses a question regarding the meaning of 'develop' to assess the students' comprehension of the vocabulary. Nonetheless, there is no response from his students (the class remained silent) as the teacher consistently employs English. Suddenly, the teacher integrates English with Indonesian and Bimanese, permitting his students to utilize their linguistic

resources while prompting them to infer the meaning of the words uttered by the teacher.

### **Extract three**

- Intermediate student : How do you spend your spare time?
- Beginner student : *au si ede de? Ti bade kue.* (What do you mean? I do not understand.)
- Intermediate student : *ede de nahu ne'e sodi au hobi mu. Kamu jawab saja dengan hobi atau kebiasaanmu dirumah. Ayo ra! Moda mpa ede de ni.* (it is about a hobby. So, you just answer it with your hobby.. oh come on! That is easy, right.)
- Beginner student : Oh, I like cooking, washing clothes, and working.
- Intermediate student : great!

This situation the students are recommended to discuss a short dialogue of English given by the teacher. The teacher distributes the students' pair to work cooperatively based on the level of English comprehension between beginner and intermediate student. The extract three above indicates the students help and motivate each other using translanguaging practice. One student who have low English proficiency does not understand about the utterance of "spare time" but her interlocutor tried to help by saying in Bimanese to simplify and explain how to answer that question by saying "*Kamu jawab saja dengan hobi atau kebiasaanmu dirumah* (Just answer it with your hobby)". Her pair also motivate her friend by saying "*Ayo ra! Moda mpa ede de ni* (oh come on! That is easy, right)".

#### **4. Discussion**

This section discusses the findings which can be highlighted into five points: translanguaging impacts on students' communicative strategies, vocabulary learning, participation in the classroom, meaningful content learning, and students' assistance and motivation of each other.

#### ***Translanguaging and Communication Strategies***

Translanguaging promotes students' communication strategies by enabling them to utilize their full linguistic repertoire to overcome limitations in target language proficiency and maintain meaningful interaction in the classroom. In this sense, translanguaging functions as a strategic resource that allows students to negotiate meaning, clarify ideas, and sustain communication when they encounter linguistic gaps in English. It is a common collaborative approach used by both students and teachers in EFL classrooms to support interaction while achieving communicative and learning goals. Somerville & Faltis (2019) argue that

translanguaging can be understood as a flexible linguistic strategy that challenges rigid language separation by allowing students to connect prior knowledge with new information, relate content to real-life experiences, and provide more elaborate explanations. As a result, this practice fosters more contextualized and meaningful communication in the learning process.

Classroom observations showed that students mainly used Bimanese and Indonesian in small groups to discuss tasks, ask questions, and negotiate meaning, reflecting the active role of L1 in their thinking. They often asked how to pronounce English words, indicating the simultaneous use of multiple languages in EFL learning. This aligns with survey data where 36% of students always used translanguaging, supported by teachers as an effective strategy. Additionally, both teachers and students used strategies such as simplification, repetition, and L1 support to overcome language difficulties, with most students reporting they often (36%) or always (34%) relied on L1 to clarify unfamiliar vocabulary.

Thus, from a cognitive perspective, translanguaging facilitates information processing by enabling students to connect new linguistic input with their existing knowledge, allowing them to interpret meaning more efficiently, organize ideas, and construct responses in the target language with greater confidence, reflecting the integrated nature of multilingual language systems; at the same time, it supports collaborative communication by fostering peer interaction and mutual scaffolding, as students flexibly use multiple languages to co-construct meaning, seek clarification, and provide feedback, thereby creating an inclusive environment, especially for lower-proficiency learners, and ultimately functioning as both a cognitive and social strategy that enhances communicative competence, deepens understanding, and sustains meaningful interaction in EFL classrooms.

### ***Translanguaging and Vocabulary Learning***

Translanguaging plays a crucial role in supporting students' vocabulary development by enabling them to access meaning through their existing linguistic knowledge. Rather than relying solely on direct translation, students use their first language as a cognitive resource to interpret, negotiate, and internalize new lexical items in English. This process facilitates deeper vocabulary learning by linking unfamiliar target language forms with prior knowledge, thereby reducing cognitive load and enhancing retention.

The survey results reveal that 32% of the participants, constituting the largest proportion, consistently employ Bimanese and Indonesian to facilitate their understanding of specific English lexical items. This finding indicates that a considerable number of students strategically draw on their first language to interpret unfamiliar vocabulary and confirm meanings, thereby demonstrating that translanguaging functions as a systematic and effective strategy for enhancing lexical comprehension in EFL contexts.

In addition, classroom observations provide evidence, as seen in Extract 1, where students collaboratively interpret unfamiliar vocabulary by discussing it in Bimanese and Indonesian before producing the correct English equivalent. The movement between languages enables learners to clarify meaning and confirm their understanding, reflecting how translanguaging supports incremental vocabulary acquisition. Similarly, extract 2 illustrates how students engage in hypothesis testing when encountering the word *develop*, using their first language to propose and refine meanings before successfully applying the word in context. These classroom interactions demonstrate that vocabulary learning is not a linear process but involves active meaning-making supported by multiple linguistic resources.

From a cognitive perspective, translanguaging enhances lexical development by activating prior knowledge and facilitating semantic connections across languages. This is further supported by survey responses indicating that many students compare grammatical structures and meanings between their first language and English, suggesting that they construct vocabulary knowledge through cross-linguistic mapping. Such processes allow learners to organize new vocabulary within their existing mental lexicon, making it easier to retrieve and use in communication.

Moreover, the flexible use of multiple languages encourages learners to take risks in using new words, as they are not constrained by limited English proficiency. Therefore, translanguaging functions as an effective pedagogical strategy that promotes deeper, more meaningful vocabulary learning by integrating cognitive processing with classroom interaction.

### ***Translanguaging and Students' Participation***

Translanguaging significantly enhances students' participation in EFL classrooms by creating a more inclusive and supportive learning environment in which learners can actively engage despite limitations in English proficiency. By allowing students to use their first language alongside the target language, translanguaging reduces linguistic barriers that often hinder participation, particularly among lower-proficiency learners. The survey findings reflect this pattern, indicating that many students use their first language when responding to teachers' questions, participating in group discussions, and engaging in classroom activities, suggesting that translanguaging facilitates broader and more consistent student involvement.

It indicates that most respondents (40%) consistently utilize Bimanese and Indonesian to comprehend new vocabulary or sentences in English. As supported by Nurhikmah et al. (2020) demonstrated that multilingual conversation can swiftly and effectively elucidate the meanings of words in the target language. Students at the intermediate and beginner levels who study English using their linguistic repertoire will find this helpful.

Furthermore, in this EFL class, our observations indicate that most students utilized Bimanese and Indonesian to talk with their peers about the tasks they needed to accomplish during discussions (see extract two). Their peers subsequently offered more comprehensive elucidations of the tasks in their language. Furthermore, they employed Bimanese to ensure their comprehension of work execution. In their communications, they shared thoughts or comments to provide confidence, utilizing either Bimanese and Indonesian. Students with weak English proficiency frequently spoke with their peers in Bimanese to formulate sentences in English (see extract three).

Notably, beginners corrected one another's responses in Bimanese and Indonesian while reinforcing their English answers with their home languages. This method illustrates how translanguaging promotes active involvement and student engagement in classroom activities. Small group talks have demonstrated efficacy in improving interactive communication among students. This is in line with (Tan et al., 2020), who stated that a relaxed learning atmosphere, where formerly passive students engage more actively, facilitates the sharing and growth of varied knowledge and experiences through well-designed activities.

Thus, as mentioned earlier, students with intermediate English competence were concerned about using translanguaging in the classroom, even while thinking about making progress in their English learning. Sure, students perceived the teacher's utilization of L1 as a challenge to their proficiency in English. Nonetheless, most pupils regarded it as a sincere effort by the teacher. Despite the debate surrounding the utilization of Bimanese and Indonesian in EFL classrooms, the predominant perception among students is that translanguaging offers an advantageous and effective method.

Students with limited English proficiency acknowledged that teachers utilizing Bimanese and Indonesian aimed to facilitate content delivery to developing multilingual learners. Therefore, translanguaging not only increases the quantity of student participation but also improves its quality by enabling more meaningful, confident, and sustained engagement in EFL classroom activities.

### ***Translanguaging and Meaningful Content***

Translanguaging can help EFL teachers improve subject learning. Teachers who prohibit students from using their L1 in class and require just the L2 often make students passive and less engaged in studying because they need more vocabulary to express their thoughts. When teachers encourage students to use all their languages, they help them integrate family and community experiences. According to Supriadin et al. (2025), translanguaging provides the conceptual material from one language can help one understand another. Translanguaging in EFL classrooms helps students understand and assess English texts using their complete linguistic skills. The survey findings indicate that the majority of participants (36%) use their first language during group discussions and content-

related activities, suggesting that translanguaging plays a central role in facilitating understanding and knowledge construction in EFL classrooms.

This process is evident in classroom interactions, where students draw on Bimanese and Indonesian to interpret English texts, clarify concepts, and relate new information to familiar contexts. For instance, as reflected in classroom observations, students identify similarities between English and their first language when encountering certain terms, which helps them infer meaning and understand content more effectively. Such practices demonstrate that translanguaging supports not only linguistic development but also conceptual learning, as students are able to process and internalize information through multiple linguistic pathways.

From a cognitive perspective, translanguaging enhances meaningful learning by reducing the cognitive demands associated with processing unfamiliar language input. By accessing prior knowledge through their first language, learners can focus more on understanding the content rather than struggling solely with language form. This aligns with the perspective of Lev Vygotsky, whose sociocultural theory emphasizes the role of language as a mediating tool in cognitive development. In this context, translanguaging functions as a form of mediation that enables learners to construct meaning, solve problems, and engage in higher-order thinking. Therefore, translanguaging not only facilitates language learning but also enhances students' ability to understand and engage with meaningful academic content in EFL classrooms.

### ***Translanguaging and Collaboration***

Translanguaging promotes students' assistance and motivation by fostering a collaborative learning environment in which learners can support one another using their full linguistic resources. In multilingual EFL classrooms, students are not limited to the target language when interacting with peers; instead, they strategically use their first language to provide explanations, clarify misunderstandings, and encourage participation. The survey findings indicate that 40% of the participants frequently use their first language to support their peers during classroom activities. This suggests that translanguaging plays a significant role in facilitating peer assistance and promoting collaborative learning, as students actively draw on their shared linguistic resources to enhance mutual understanding and engagement in the learning process.

This dynamic is clearly illustrated in Extract 3, where a more proficient student assists a peer in understanding the concept of "spare time" by explaining it in Bimanese and Indonesian before encouraging a response in English. This interaction demonstrates how translanguaging enables peer scaffolding, allowing students to co-construct understanding and complete tasks collaboratively. Importantly, such assistance not only helps lower-proficiency learners grasp the content but also builds their confidence to participate in English-based activities.

From a pedagogical and psychological perspective, transanguaging enhances motivation by reducing anxiety and creating an inclusive learning environment, allowing students to participate more actively without fear of making mistakes; it also strengthens social interaction through peer support, as students help each other understand tasks while providing encouragement, thereby fostering both cognitive and emotional engagement and ultimately supporting more effective and inclusive EFL learning.

### **Pedagogical Implications**

The findings of this study offer several important pedagogical implications for EFL teachers working in multilingual classrooms. First, teachers should strategically use students' first language (L1) as a pedagogical resource rather than viewing it as an obstacle to target language acquisition. The purposeful integration of L1 can facilitate comprehension, support meaning-making, and enhance students' ability to engage with learning tasks more effectively. Second, teachers need to employ transanguaging as a scaffolding strategy to support students' cognitive and linguistic development. By allowing learners to draw on their full linguistic repertoire, teachers can assist

### **5. Conclusion**

This current study reveals that pedagogical transanguaging plays a significant role in developing communication and supporting language learning in multilingual classrooms. Transanguaging, the ways learners utilize their entire linguistic resources, is employed to engage in discussions and debates, ask questions, respond, request permission, provide explanations, or participate in various communicative activities in the classroom. This study found that transanguaging significantly impacts learning English, particularly for those students with lower English proficiency.

These students often rely on transanguaging strategies, constructing sentences by integrating the Bima language and Indonesian, then mentally translating these constructions into English as the target language. Dependence on their native or national language, in which they are more proficient, facilitates their discussions on English language materials.

This study proves that students with basic and intermediate English skills combine their native and national languages during the classroom interaction to clarify grammar rules, show the words meaning, support and encourage each other, check their answers, be given tasks, and make sure they understand those tasks or other language activities. The study indicates no significant distinction between students with low and intermediate English skills in how they employ pedagogical transanguaging.

As a result, translanguaging makes the classroom more interesting for EFL students. Translanguaging enhances students' linguistic proficiency, psychological development, and comprehension of the subject matter. According to the study, teachers often allow students to use pedagogical translanguaging when teaching English (EFL). Conversely, suppose teachers forbid using the mother tongue and Indonesian and only emphasize English. In that case, it becomes challenging to attain learning objectives since students need help to express their thoughts in English. The result is a potential decline in students' passion for language acquisition.

Thus, a recent study found that using many languages in a session can serve numerous communication goals and improve target language proficiency. Future research is recommended to investigate the implementation of pedagogical translanguaging in different EFL contexts and among students with varying levels of English proficiency to gain a broader understanding of its impact on language learning.

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