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Translanguaging in Multilingual Classrooms: A Perspective From EFL Setting

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Abstract

This study investigates the pedagogical role of translanguaging in multilingual English as a Foreign Language (EFL) classrooms, centering on the perspectives of both students and lecturers, along with the underlying factors that inform these views. Adopting a phenomenological approach, the research draws on data from semi-structured interviews, preceded by classroom observations that served to contextualize the phenomenon and refine participant selection. The findings suggest that translanguaging facilitates deeper comprehension, stimulates active learner engagement, and reinforces linguistic confidence. Nonetheless, its enactment is mediated by institutional norms, asymmetrical language practices, and a general lack of pedagogical awareness. Participants' perspectives are further influenced by variables such as linguistic background, language engagement, academic expectations and goals, classroom environment and lecturer practices, peer influence and collaborative dynamics, teaching experience and curriculum policy. These insights point to the pressing need for a coherent and principled framework that integrates translanguaging as a deliberate instructional resource rather than an incidental coping mechanism. The study contributes to the evolving discourse on multilingual education and offers implications for enhancing EFL pedagogy in higher education contexts.

Keywords: Translanguaging, multilingual education, EFL pedagogy, higher education.

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INTRODUCTION

Translanguaging has gained prominence in English as a Foreign Language (EFL) learning, particularly in multilingual contexts such as Indonesia, where students navigate multiple languages daily. This practice enables learners to utilize their full linguistic repertoire to enhance comprehension and engagement in the classroom (García & Wei, 2014). In higher education, where academic English poses challenges, translanguaging supports students by validating their linguistic identities and fostering inclusivity (Rasmin & Nur, 2023). Integrating students' home languages enhances academic engagement and language proficiency (Bonacina-Pugh et al., 2021).

Research highlights the benefits of translanguaging for student participation, confidence, and literacy development (Berlianti & Pradita, 2021; Mahayanti et al., 2024). Its implementation in EFL instruction has been linked to improved learning outcomes, particularly when coupled with digital technologies (Mahayanti et al., 2024). Lecturers' attitudes play a crucial role in shaping students' engagement with translanguaging, influencing its effectiveness as a pedagogical strategy (Khairunnisa & Iwa Lukmana, 2020).

The theoretical foundations of translanguaging are rooted in sociolinguistics and education. García (2011) conceptualizes it as a dynamic process beyond code-switching, emphasizing meaning construction through flexible language use. Vygotsky's sociocultural theory underscores the role of language in cognitive development, highlighting translanguaging as a tool for fostering collaboration and deeper engagement (Vygotsky 1978). An integrated approach to language use strengthens comprehension across disciplines (Cenoz & Gorter, 2022), aligning with the perspective of language as a resource for knowledge construction (Heller & Martin-Jones, 2001).

Empirical studies support the effectiveness of translanguaging in EFL classrooms. Lecturers who actively implement translanguaging strategies report improvements in comprehension and participation (Madkur et al., 2022). While some educators express concerns about its potential to hinder English acquisition, strategic application scaffolds learning and strengthens language proficiency (Wei,

2018). The impact of lecturers' perspectives on students' engagement further underscores its significance in multilingual education (Al Amir et al., 2023).

Despite its recognized advantages, a gap exists in the awareness and systematic implementation of translanguaging among lecturers and students. In multilingual EFL classrooms, translanguaging is often used unconsciously rather than as an intentional pedagogical tool. This limits its potential to support language acquisition and cross-linguistic understanding. Research predominantly focuses on its effectiveness in structured settings, leaving its unintentional use underexplored. This study examines its role in multilingual higher education EFL classrooms, analyzing its impact on learning outcomes and its pedagogical implications.

METHOD

This study employs a phenomenological framework (Moustakas, 1994) to explore translanguaging in multilingual English as a Foreign Language (EFL) classrooms. By focusing on students' and lecturers' lived experiences, this approach provides a deeper understanding of how translanguaging functions as a pedagogical tool. The study follows Moustakas's empirical phenomenology, which involves bracketing preconceptions to capture unbiased insights. Data collection consists of semi-structured interviews with students and lecturers, alongside classroom observations to document real-time translanguaging practices. Previous studies, such as Ticheloven et al., (2019), have demonstrated the effectiveness of this framework in examining translanguaging in educational contexts. Data analysis follows Moustakas's modified Van Kaam method, ensuring a structured examination through horizontalization, thematic clustering, and validation. This methodological design enables the study to assess whether translanguaging supports language learning or merely compensates for linguistic challenges.

The research takes place in the English Language Education Study Program at Universitas Negeri Gorontalo, where translanguaging is commonly practiced. Participants include six students from semesters 1, 3, and 5, selected for their diverse linguistic backgrounds and proficiency levels. Additionally, two lecturers are chosen based on their engagement with translanguaging as part of their teaching approach. The researcher assumes a complete observer role, allowing for unobtrusive data collection using audio and video recordings. Observations are not analyzed independently but serve to contextualize interview responses (Ticheloven et al., 2019). Interviews are conducted in Indonesian to ensure participants can express their experiences comfortably. Through semi-structured interviews, the study investigates perceptions of translanguaging, its implementation, and the factors influencing its effectiveness in multilingual EFL settings.

The data analysis in this study follows Moustakas's (1994) modified Van Kaam method, which provides a systematic approach to uncovering participants' lived experiences. This method ensures that qualitative data are rigorously examined and structured into meaningful findings. The analysis consists of the following steps:

1. Horizontalization – Identifying all significant statements from interview transcripts and classroom observations, ensuring that each statement is given equal value.
2. Reduction and Elimination – Filtering statements to retain only those that are essential to understanding the phenomenon of translanguaging. Repetitive or irrelevant data are excluded.
3. Clustering and Thematizing – Grouping core statements into meaningful themes related to translanguaging practices, perceptions, and pedagogical impact.
4. Validation of Themes – Cross-referencing themes with full transcripts to confirm their accuracy and alignment with participants' experiences. Any inconsistencies are re-evaluated.
5. Individual Textural Description – Constructing narratives for each participant, incorporating direct quotes to illustrate their perspectives on translanguaging.
6. Individual Structural Description – Analyzing underlying factors influencing participants' experiences, such as institutional policies, language ideologies, and cognitive engagement.
7. Textural-Structural Synthesis – Integrating both descriptions to produce a holistic representation of how translanguaging functions in multilingual EFL classrooms.

This analytical framework enables a rigorous exploration of translanguaging as a pedagogical tool, distinguishing between its role in enhancing learning and its use as a compensatory strategy. The findings contribute to a deeper understanding of how translanguaging supports language acquisition, classroom engagement, and academic performance in multilingual higher education contexts.

RESULTS AND DISCUSSION

Students' Perspectives Towards Translanguaging in EFL Learning

This section explores students' perspectives on translanguaging in EFL learning through interviews with first-, third-, and fifth-semester students, investigating their awareness of the concept, perceived functions, and encountered challenges.

Students exhibit diverse perspectives and interpretations of translanguaging

The data reveal that students possess varying understandings of translanguaging, with a common initial unfamiliarity with the term. None of the participants had prior knowledge of its formal definition, as illustrated by statements such as, *"Never heard of translanguaging; it's my first time hearing the term"* (Participants 1 and 6), and *"Never heard of it before"* (Participant 2). This aligns with (Zhang & Jocuns, 2022), who assert that both students and educators may unconsciously engage in translanguaging without recognizing its theoretical foundations. Some participants associated translanguaging with translation, reflecting a limited conceptual grasp. Participant 3 noted, *"Translanguaging? I've only heard of the word 'translate'."* while Participant 5 stated, *"It's about transmitting language from different languages."* These responses reflect a common misconception that translanguaging is synonymous with code-switching or direct translation, echoing Goli (2021), who emphasized the need to differentiate translanguaging as a pedagogical strategy from translation. Despite their initial misconceptions, participants recognized that they had intuitively used translanguaging in their learning, particularly when using Indonesian to support comprehension of English. Participant 5 remarked, *"It makes things easier... you can reflect on your first language,"* while Participant 2 added, *"Mixing English and Indonesian helps a lot."* This realization fostered a shift in perception, as students began viewing translanguaging as a strategic learning aid rather than an incidental habit. Participant 4's statement, *"Perhaps to get more used,"* indicates an emerging intention to rely less on L1 as proficiency in English grows, highlighting the potential for translanguaging to scaffold rather than replace target language use, as supported by (Cummins, 2017).

Students view translanguaging as a means to facilitate learning

Participants emphasized the role of translanguaging in enhancing comprehension, particularly for complex or abstract material. Several reported that explanations in Indonesian significantly improved their understanding of English content. For instance, Participant 2 stated, *"It helps, improves our comprehension,"* while Participant 6 added, *"I understand better; it makes difficult English concepts clearer."* These insights underscore the cognitive value of translanguaging, which allows students to bridge gaps in understanding and process content more effectively, consistent with Cummins (2017). Translanguaging was found to be particularly beneficial when grappling with abstract ideas, as Participant 5 noted, *"Using the first language increases my comprehension of difficult expressions."* This function supports Duarte (2019), who emphasized that translanguaging helps learners connect new material to existing linguistic knowledge. Additionally, translanguaging contributed to students' confidence and classroom engagement. Participant 3 shared, *"I feel more confident, I understand what the lecturer says, so I'm more willing to interact in class,"* suggesting that comprehension facilitated by translanguaging empowers students to participate more actively and assertively in academic settings. Thus, translanguaging not only supports cognitive processes but also fosters affective factors crucial for sustained language development (Panagiotopoulou et al., 2020).

Students encounter challenges and devise strategies in using translanguaging

Despite its benefits, students identified several challenges related to translanguaging. A key issue was the imbalance in language use, particularly when lecturers relied excessively on Indonesian, which participants believed hindered their English proficiency. Participant 1 remarked, *"Only helps with material. For practice, if we mix too much, we won't get used to English,"* while Participant 5 noted, *"If lecturers use Indonesian most of the time, it makes me feel less motivated to use English."* To counter this, students adopted strategies such as enrolling in external English courses, as stated by Participant 4: *"Beside learning English in class, I also taking a course".* Another challenge was the use of the Gorontalo dialect by lecturers, which led to confusion and exclusion among students unfamiliar with the language. Participant 2 shared, *"Sometimes I get confused when the lecturer mixes in local*

languages like Gorontalo,” and Participant 5 emphasized that “my friends from other areas... might struggle with the use of local languages.” To navigate this, students often sought clarification from peers, as illustrated by Participant 3: “I often ask friends if the lecturer uses a language I don’t know.” Students also voiced concerns over the lack of strategic implementation of translanguaging. They expressed the need for planned and consistent use, with Participant 4 stating, “Students feel that translanguaging should be planned to maintain consistency,” and Participant 5 warning that “Excessive reliance on Indonesian might detract from English learning.” These observations align with Zhang & Jocuns (2022) call for structured translanguaging frameworks. Students advocated for clearer language policies to balance comprehension support with immersion, demonstrating a desire for a pedagogically sound approach that promotes both accessibility and proficiency.

Lecturers’ Perspectives Towards Translanguaging in EFL Learning

This section explores lecturers’ perspectives on translanguaging in EFL instruction, focusing on their awareness, pedagogical views, and implementation challenges. The analysis offers insight into how translanguaging functions within higher education and its implications for multilingual pedagogy.

Lecturers Exhibit Diverse Perspectives and Interpretations of Translanguaging

The findings reveal that lecturers demonstrate varying degrees of theoretical awareness of translanguaging. Lecturer 1 presents a detailed academic understanding, stating, “I’m quite familiar with the concept of translanguaging... The term was popularized by linguists like Ofelia García and Li Wei...”, reflecting familiarity with the term’s scholarly background and relevance in applied linguistics. In contrast, Lecturer 2 offers a more practical explanation: “Translanguaging means using multiple languages/mother tongue together in a lesson in order to help students learn better.” These differences illustrate how one lecturer situates translanguaging within a broader theoretical framework while the other views it as a pedagogical strategy aimed at facilitating learning. Both lecturers recognize translanguaging as a flexible and adaptive practice that can enhance learning across disciplines. Lecturer 1 emphasizes its broader educational implications, stating, “Translanguaging is not confined to one approach but has broad implications across various disciplines... students can draw upon their entire linguistic repertoire.” Similarly, Lecturer 2 notes, “The use of multiple languages/mother tongue together help multilingual students learn better.” These views underscore the recognition of translanguaging as a dynamic tool that empowers students to utilize their full linguistic capacities, aligning with Wei (2022) who highlights translanguaging’s relevance beyond language instruction, including in cognitive science and multilingual communication.

Lecturers View Translanguaging as a Means to Facilitate Learning

Lecturers perceive translanguaging as an effective strategy for enhancing student engagement and language development. Lecturer 1 asserts, “Translanguaging can serve as an effective tool for improving students’ engagement and skills in English... especially in environments where students are multilingual.” Lecturer 2 affirms this view more succinctly: “Translanguaging helps students improve their skills and stay engaged.” Both statements support the idea that translanguaging allows students to access prior linguistic knowledge, promoting deeper comprehension and active participation, consistent with García & Wei (2014) who argue that translanguaging facilitates critical thinking and cognitive engagement. The lecturers also emphasize that the effectiveness of translanguaging depends on its alignment with specific learning contexts. Lecturer 1 explains, “Using translanguaging... can be a highly effective and inclusive strategy, depending on the context and objectives of the lesson,” while Lecturer 2 adds, “This helps them understand concepts deeply and feel more confident.” These comments indicate that lecturers value translanguaging for its ability to adapt to diverse learner needs and enhance comprehension, a view echoed in Bonacina-Pugh et al. (2021) who advocate for translanguaging as a tool for linguistic inclusivity. Both lecturers agree that translanguaging challenges traditional “English-only” pedagogies. Lecturer 1 notes, “While traditional language teaching often focuses on maintaining strict boundaries between languages, translanguaging allows for more fluid, flexible, and resourceful ways of teaching and learning,” while Lecturer 2 reinforces, “Translanguaging as a way to support students by allowing them to use all their language skills.” These perspectives highlight a shared belief in the need for more inclusive and realistic language practices that validate students’ multilingual identities.

Lecturers Encounter Challenges and Devise Strategies for Implementing Translanguaging

Despite acknowledging its benefits, lecturers report encountering challenges when implementing translanguaging. A key issue is resistance from both institutions and students, as Lecturer 1 explains: *“Some students or institutions may resist the idea of using their first language... Students also might feel guilty about switching to their first language, fearing it will hinder their progress in English.”* This resistance often stems from longstanding beliefs in the effectiveness of immersion and “English-only” approaches, which can discourage students from drawing on their full linguistic repertoire and limit the potential benefits of translanguaging. Another challenge involves maintaining balance in language use. Lecturer 2 states, *“One challenge is when balancing the language use... setting clear rules by using native languages only during brainstorming and switching to English for final outputs.”* This approach reflects an effort to structure translanguaging in a way that supports comprehension without undermining English language development. It aligns with Ticheloven et al. (2019), who argue that translanguaging strategies should be carefully planned to prevent overdependence on the first language. To address these challenges, both lecturers emphasize the importance of structured implementation and attitudinal shifts. Lecturer 1 suggests, *“These challenges can be addressed with proper guidelines and a shift in mindset,”* while Lecturer 2 notes, *“By establishing clear boundaries... educators can ensure that students do not depend excessively on their home language.”* These perspectives support the view that effective translanguaging requires clear instructional strategies, supportive institutional policies, and a reconceptualization of multilingualism as a resource rather than a hindrance. This aligns with Canagarajah (2012) and Creese & Blackledge (2005), who advocate for structured and strategic translanguaging to optimize educational outcomes.

Factors Influencing Students’ Perspectives Towards Translanguaging in EFL Learning

This section outlines key factors influencing how students perceive translanguaging in EFL contexts. These include linguistic background, language engagement, academic goals, classroom dynamics, lecturer practices, and peer influence.

Linguistic Background

Students’ linguistic backgrounds significantly shape their perceptions of translanguaging. Those familiar with Bahasa Indonesia or local languages like Gorontaloese find translanguaging helpful for bridging comprehension gaps in English learning. Switching between English and Indonesian provides a familiar scaffold, especially for beginners, as reflected in comments highlighting how the practice facilitates understanding of complex vocabulary and grammar. Nonetheless, students unfamiliar with local dialects report feeling excluded when these are used. For instance, some from other regions expressed difficulty understanding classroom interactions involving Gorontalo language. This underscores a potential drawback—overusing local languages can create an exclusionary atmosphere. Thus, instructors must balance translanguaging practices to accommodate students’ diverse linguistic repertoires.

Language Engagement

Students’ exposure to English outside the classroom influences their reliance on translanguaging. Those who engage with English via online platforms or social media report increased confidence and reduced need for translanguaging. For example, Participants 3 and 5 attributed their comfort with English to interacting with English-speaking friends online. In contrast, students with limited English exposure rely more heavily on translanguaging. Participant 6 noted she comprehended material better when explained in Indonesian: *“If it’s explained multiple times in Indonesian, I end up understanding it.”* Participant 2 expressed difficulty with grammar and speaking, reinforcing the link between low exposure and high reliance on translanguaging. These contrasting experiences highlight that external engagement with English plays a pivotal role in shaping attitudes toward language practices in the classroom.

Academic Expectations and Goals

Students’ academic expectations influence their acceptance of translanguaging. While early stages of the program are seen as appropriate for mixed-language instruction, students expect a shift toward English-only learning as they advance. Participant 2 remarked, *“At first, mixed classes were okay, but in semester 3, I think full English would be better,”* reflecting the belief that immersion is key to proficiency. When these expectations are unmet—particularly in skill-based courses—students

express dissatisfaction, perceiving extensive use of Indonesian as misaligned with program goals. This misalignment impacts motivation and perceived learning outcomes, indicating that students evaluate translanguaging not just by its utility but also by how it aligns with their academic trajectory.

Classroom Environment and Lecturer Practices

Lecturers' language choices shape how students perceive translanguaging. Strategic alternation between English and Indonesian to clarify difficult content is appreciated while excessive use of Indonesian particularly in formal presentations, is viewed negatively. Participant 3 commented, *"It feels like I'm not really in an English class when we keep switching to Indonesian"*. The unexpected use of local dialects also creates confusion among students unfamiliar with them. Participant 6 stated, *"I just ask my friends what it means,"* underscoring the need for clarity and consistency in language use. These findings align with Friday Nyimbili & David Sani Mwanza (2021), emphasizing that classroom language must support cohesion and inclusivity.

Peer Influence and Collaborative Dynamics

Peer dynamics strongly influence how students engage with translanguaging. Students often rely on classmates for help when struggling with unfamiliar terms or dialects, fostering a collaborative environment. One student shared, *"I just ask my friends what it means, and they help me keep up"*. Peers also shape students' language attitudes. Those surrounded by peers favoring English immersion are more likely to adopt similar views, while others witnessing peers navigate coursework via translanguaging may view it more positively (Kleyn & García, 2019). Thus, peer influence operates at both cognitive and ideological levels, shaping students' perceptions and use of translanguaging in multilingual EFL settings.

Factors Influencing Lecturers' Perspectives Towards Translanguaging in EFL Learning

This section outlines the factors influencing lecturers' perceptions of translanguaging in EFL contexts, including their linguistic backgrounds, teaching experience, and curriculum policy. These elements shape how lecturers conceptualize and implement translanguaging in multilingual classrooms.

Linguistic Background

Lecturers' multilingual experiences strongly influence their attitudes toward translanguaging (Almashour, 2024). Lecturer 1 emphasized, *"Ultimately, my approach to teaching English in a multilingual classroom is rooted in the belief that language is a resource and not a barrier. I leverage the linguistic and cultural diversity of my students as a strength."* Those who speak multiple languages, such as Indonesian, English, and Gorontalo, are more likely to view students' native languages as assets rather than obstacles. Their personal experiences navigating multilingual contexts inform inclusive pedagogies that empower learners by validating their full linguistic repertoires. These lecturers tend to encourage native language use, recognizing its potential to scaffold learning and improve comprehension. Lecturer 2 affirmed this stance, reiterating the importance of multilingual diversity in promoting confidence and deeper learning engagement. By fostering environments where students feel their linguistic identities are respected, these lecturers advocate for translanguaging as a bridge toward stronger English proficiency.

Teaching Experience

Extensive teaching experience, particularly in multilingual classrooms, informs lecturers' nuanced perspectives on translanguaging (Hamman, 2018). A lecturer with 15 years of undergraduate teaching experience stated, *"The key is to honor students' existing linguistic and cultural knowledge while also providing them with the tools and scaffolds they need to succeed in English."* Veteran lecturers tend to recognize the limitations of English-only policies, instead favoring dynamic translanguaging strategies that allow students to express complex ideas in their first language before transitioning to English. This approach supports both comprehension and deeper academic engagement. Lecturer 2 emphasized that respecting students' native languages, alongside structured English instruction, creates equitable learning environments. Years of classroom observation have led experienced lecturers to value translanguaging for its role in empowering students and boosting participation. However, institutional constraints such as standardized assessments and rigid syllabi may limit these practices (Khairunnisa & Iwa Lukmana, 2020). Despite recognizing the pedagogical efficacy of translanguaging, experienced lecturers often face structural barriers that challenge its consistent application.

Curriculum Policy

Curriculum frameworks substantially shape how translanguaging is implemented in EFL instruction (Charamba, 2022). Lecturer 1 highlighted the role of Outcome-Based Education (OBE), noting, *"In the context of English as a Foreign Language (EFL) class, an OBE curriculum can be especially effective in addressing the challenges of multilingualism."* The flexibility inherent in OBE allows students to draw on their full linguistic resources to meet specific learning outcomes, facilitating comprehension in diverse classrooms. Under such frameworks, lecturers are empowered to adopt adaptive, student-centered strategies, using translanguaging to bridge linguistic gaps and enhance understanding. For example, enabling students to process information in their native language before transitioning to English helps support both retention and critical thinking. Conversely, rigid curricular structures can inhibit effective translanguaging. Lecturer 2 remarked, *"There's no written policy, but in practice, incorporating multilingual resources and respecting students' linguistic backgrounds."* This highlights the informal, often unsupported nature of translanguaging in institutions without explicit multilingual policies. When curricula prioritize monolingual instruction or emphasize rigid assessment norms, lecturers face challenges in integrating translanguaging, even when they recognize its educational value (Khairunnisa & Iwa Lukmana, 2020). To maximize the benefits of translanguaging, curriculum policies must align with linguistic diversity. Frameworks like OBE, which emphasize adaptability and learner agency, provide a more supportive environment. In contrast, inflexible or monolingual curricula can restrict its use, limiting opportunities for inclusive and effective language teaching (Mbirimi-Hungwe, 2023).

DISCUSSION

The findings reveal that students initially possessed a limited understanding of translanguaging, often conflating it with mere translation. This aligns with Mbirimi-Hungwe (2023), who attributes such misconceptions to the communicative focus of educational institutions, which often overlook the strategic use of multilingual resources. The frequent reduction of translanguaging to code-switching reflects a broader issue noted by García & Wei (2014), who argue that translanguaging is a dynamic meaning-making process rather than a simple alternation between languages. Duarte (2019) supports this, emphasizing its role in fostering academic engagement and linguistic confidence.

Despite this limited conceptual clarity, students were found to use translanguaging intuitively to aid comprehension, particularly in vocabulary acquisition, echoing Tian & Macaro (2012) findings. This reflects Putrawan (2022) view that translanguaging is an indispensable scaffold in Indonesian EFL contexts. Furthermore, the affective dimension emerged strongly, with students reporting reduced anxiety and enhanced belonging when allowed to use their L1, in line with García & Wei (2014) and Panagiotopoulou et al. (2020). Students also voiced concerns over excessive reliance on L1, which they feared might impede English fluency, a drawback also noted by Saputra & Akib (2018) and Zhang & Jocuns (2022). The use of regional dialects like Gorontalo introduced additional challenges for non-local students, confirming findings by Friday Nyimbili & David Sani Mwanza (2021) regarding the exclusionary effects of linguistic mismatches. Students often navigated these challenges through peer-assisted learning, consistent with Hafidzah et al. (2023), yet the absence of institutional guidelines remains a barrier, echoing Gorter & Arocena (2020).

Lecturers largely demonstrated a theoretical understanding of translanguaging, viewing it not merely as a communicative tool but as a pedagogical strategy that challenges monolingual ideologies (Afriadi, 2021; Mbirimi-Hungwe, 2023; Putrawan, 2022). Lecturer 1 emphasized its cognitive benefits, while Lecturer 2 highlighted its practical contributions to comprehension and inclusivity—both views aligning García & Wei (2014). Their perspectives reinforce García & Lin (2016) and Adinolfi & Astruc (2017) assertions that translanguaging enhances metalinguistic awareness and cognitive engagement. Additionally, translanguaging was acknowledged as a tool for promoting linguistic equity and challenging deficit views of multilingualism (Kirsch, 2020).

Despite recognizing its benefits, lecturers noted institutional resistance and student apprehension due to prevailing English-only ideologies, a concern supported by Saputra & Akib (2018) and Soruç & Griffiths (2023). Lecturer 2 stressed the importance of structured implementation, aligning with Canagarajah (2012) and Creeese & Blackledge (2005), while also cautioning against reducing translanguaging to translation (Goli, 2021). Their ability to implement translanguaging effectively appeared influenced by professional experience and institutional frameworks. As Khairunnisa & Iwa Lukmana (2020) and Yuvayapan (2019) suggest, a gap exists between positive perceptions and practical

enactment due to systemic constraints. Both lecturers supported gradual integration and clearer pedagogical objectives, reinforcing the importance of professional development (Charamba, 2022; Galante, 2020) and assessment frameworks that measure translanguaging's impact (Yasar Yuzlu & Dikilitas, 2022).

Students and lecturers converged in viewing translanguaging as vital for comprehension and engagement, echoing theoretical positions from Duarte (2019) and García & Wei (2014). Both groups noted its confidence-boosting effect, validating the affective benefits discussed by Mbirimi-Hungwe (2023). Nonetheless, divergences emerged in practice. While lecturers advocated for structured use, students expressed concern over overreliance on L1, highlighting the tension between scaffolding and immersion (Canagarajah, 2012). Institutional resistance further constrained its implementation, reflecting a monolingual bias in education (Soruç & Griffiths, 2023). These shared and contrasting views underscore the need for intentional and policy-driven translanguaging strategies.

Various factors shaped students' perceptions. Linguistic backgrounds played a key role—students fluent in Bahasa Indonesia and local dialects embraced translanguaging as a scaffold (García & Wei, 2014), while those unfamiliar with regional dialects felt excluded, resonating with Muis et al. (2023). Engagement with English outside class also influenced reliance on translanguaging, with digitally active students reporting greater confidence (Putrawan, 2022). Academic expectations contributed to a nuanced view: while students accepted translanguaging early on, they expected a gradual shift toward English immersion, consistent with García & Wei (2014). The strategic alternation of languages by lecturers was positively received, though excessive use of L1 raised concerns about program integrity. The use of dialects such as Gorontalo further complicated inclusivity, reinforcing the caution raised by Kleyn & García (2019). Peer influence also shaped attitudes—collaborative environments supported translanguaging, whereas monolingual peer groups discouraged it.

Lecturers' perspectives were shaped by their multilingual experiences, teaching backgrounds, and institutional policies. Those with multilingual experiences viewed translanguaging positively, supporting García & Wei (2014), while those lacking such backgrounds favored monolingual approaches. Teaching experience in multilingual settings fostered greater appreciation of translanguaging's pedagogical value (Aba Sha'Ar & Rofiah, 2024; MacSwan, 2017), while less experienced educators remained cautious. Institutional frameworks also played a crucial role—lecturers under Outcome-Based Education (OBE) models reported greater (Cenoz & Gorter, 2022), while rigid policies constrained innovation (Khairunnisa & Iwa Lukmana, 2020). Rajendram (2022) argues, curriculum flexibility is essential for effective translanguaging integration.

CONCLUSION

This study investigated the pedagogical role of translanguaging in multilingual English as a Foreign Language (EFL) higher education classrooms, centering on the perspectives of both students and lecturers, along with the underlying factors that inform these views. The findings indicate that translanguaging enhances comprehension, engagement, and confidence in English learning. Students benefit from its role in clarifying complex concepts and reducing language anxiety, while lecturers recognize its value in fostering an inclusive learning environment. Despite these advantages, concerns arise regarding its unstructured implementation and the potential for over-reliance on students' first languages, which may limit English proficiency development.

Students' perspectives on translanguaging are shaped by their linguistic background, language engagement, academic expectations and goals, classroom environment and lecturer practices also peer Influence and Collaborative Dynamics. Multilingual students are generally more receptive to translanguaging, while those from monolingual learning settings sometimes view it as a barrier to English acquisition. Lecturers' attitudes are influenced by their linguistic background, teaching experience, curriculum policy. More experienced educators acknowledge translanguaging as a pedagogical tool, while some express concerns about its long-term impact on English immersion.

A key challenge identified is the lack of structured translanguaging implementation. Many students and lecturers engage in translanguaging without a clear understanding of its pedagogical function. Inconsistent application can lead to linguistic imbalances, limiting students' exposure to English. The use of local dialects, while beneficial for some, may exclude students unfamiliar with them. These findings highlight the need for institutional policies and educator training to ensure translanguaging is applied strategically.

This study advocates for a structured and intentional approach to translanguaging in multilingual EFL classrooms. Educators should receive training to integrate translanguaging effectively, ensuring it serves as a support mechanism rather than a substitute for English learning. Institutions should establish guidelines to balance language use, creating an environment where translanguaging facilitates learning while promoting English proficiency. Future research should investigate the long-term effects of translanguaging on academic performance and language acquisition across different learning contexts.

Translanguaging presents significant potential as a pedagogical strategy in multilingual EFL settings, promoting inclusivity and enhancing learning outcomes. Its effectiveness depends on intentional implementation that aligns with students' linguistic development. By recognizing translanguaging as a structured instructional strategy, educators and institutions can maximize its benefits while ensuring students achieve proficiency in English.

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