

Practices of Translanguaging in English Classroom in Indonesian

EFL context: A Case Study

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Abstract

Translanguaging has been widely studied in the multilingual context of English language learning, but in-depth research on specific cases has not been conducted yet. This study aims to identify translanguaging practices in Indonesian classroom. Through a case study, this qualitative research collected data from classroom observations and analysis of teacher-student interactions recordings. Based on the classroom observation data, this study highlights various translanguaging practices carried out by teachers and students using Indonesian, English, and Javanese in English classes of 36 students. Translanguaging practices were implemented during learning sessions, including openings, main activities, and closings. The data reflect interlanguage interactions in EFL contexts in a multicultural and multilingual country like Indonesia. The findings indicate that translanguaging is an effective and natural practice in Indonesian EFL classrooms and has the potential to support a more inclusive and communicative language learning process. The data from the classroom observations highlight various translanguaging practices by both teachers and students using Indonesian, English, and Javanese in combination. The data reflect interlanguage interactions in EFL contexts in a multicultural and multilingual country like Indonesia.

Keywords: *Classroom; Practices; Translanguaging*

Introduction

Translanguaging has become a prominent practice in the context of English as a Foreign Language. Students in EFL classes generally have different language abilities and multilingual backgrounds, so that teachers may face challenges in delivering materials effectively and inclusively. Empirically, many students have difficulty in fully understanding and delivering the English materials (Sari, Syafryadin, 2024; Thani, Ageli, 2020; Akbar & Taqi, 2020). Such difficulty may be bridged through the use of relevant teaching strategies.

One potential strategy to help EFL students comprehend English material is the use of translanguaging. Translanguaging is the practice of flexible use of two or more language repertoires by teachers and students to facilitate communication, comprehension, and learning (García, Wei, 2014). Cummin (2021) states that a critical translanguaging approach involves teaching strategies that engage students' multilingual repertoires. When English is a foreign language and learners have one or

more language repertoires other than English as the target language, translanguaging can serve as a bridge in English language learning. This case is also emergent in the EFL context in Indonesian. Having thousands of local languages and Indonesian as the official language, Indonesian students learning English have a very diverse social and linguistic context. However, the application of translanguaging in EFL classes in Indonesia has not been explored in depth, either from the perspective of teachers or students.

A study by Wei (2018) emphasizes that translanguaging is not only the practice of switching between two languages but also the practical theory of language that describes how humans actively think and communicate. In 21st-century linguistic practice, multilingual speakers harmoniously utilize their entire linguistic, semiotic, and cognitive repertoires. Through this practice, individuals can cross linguistic, cultural, and ideological boundaries, which also demonstrates creativity and critical awareness in constructing meaning as well as identity. This study presents two key concepts: Translanguaging Space and Translanguaging Instinct. The Translanguaging Space is defined as a social and cognitive space in which individuals combine experiences, ideologies, and identities through creative, reflective, and transformative linguistic practices. Meanwhile, Translanguaging Instinct is defined as the natural human urge to use various verbal and nonverbal communication resources at the same time to achieve meaningful effectiveness.

The study by Amerian and Mehri (2014) describes scaffolding as a form of help and support directed and focused on cognitive development. The goal is to make students independent, self-managing, and able to learn how to learn. The scaffolding assists students to complete tasks more independently. The significant roles of translanguaging in supporting language learning has also been empirically highlighted in previous studies. Improved student understanding of concepts and enhanced participation (García, Wei, 2014), and dynamic interaction between students and teachers through the use of language repertoire (Canagarajah, 2011) are among the reported benefits. Studies in the multilingual Indonesian context highlight that English and Indonesian (and sometimes Arabic) are consistently used by the teachers in the teaching and learning process, particularly in explaining and clarifying difficult concepts and in providing instructions (Lewis, Jones, and Baker, 2012). Studies by Sari (2019) and Putrawan (2022) found that translanguaging helps teachers explain difficult material and build rapport with students. Berlianti et al. (2021) investigated the use of translanguaging in EFL to facilitate material delivery and explain material when students do not understand. Liando, et.al (2022) found that translanguaging is applied by teachers who use language as a means of communication with students so that they can convey their intentions/ideas/suggestions or comments to other students or to them efficiently. Furthermore, Edy and Ashadi (2025) found that translanguaging in a secondary school in rural Yogyakarta is used by teachers to create a more inclusive learning environment. Jegede (2025) states that translanguaging as a pedagogical strategy and linguistic practice in English classes engages the flexible and integrated use

of multiple languages to facilitate learning, communication, and identity formation in bilingual and multilingual environments.

Several studies have highlighted translanguaging in the context of social media. Oktaviana et.al (2024) found six reasons why Gen Z uses translanguaging. When discussing specific topics, the majority of Gen Z typically uses translanguaging. The most dominant function reported in this study was metalinguistic. In addition, most previous studies have only observed translanguaging from one aspect of the interaction, thus not providing a holistic picture of translanguaging practices in EFL classrooms. Misbah and Syamsudin (2024) highlighted the importance of translanguaging as a key strategy for effective communication and identity expression in digital media, providing insights into how creators such as Zhafira interact with multilingual audiences in today's global environment. A study by Shalihah (2024) highlighted the importance of translanguaging as an effective means of expressing messages, expressions, and cultural identities in the evolving and diverse field of digital communication.

Currently there are many studies related to translanguaging. Previous studies have explored issues related to the use of translanguaging in EFL context (Garcia, Wei, 2014; Canagarajah, 2011; Sari, 2019; Putrawan, 2022; Liando, et.al, 2022; Edy, Ashadi, 2025). Those studies have focus more on the role of the teacher and have not discussed the translanguaging practices carried out by students actively. Similarly, studies related to translanguaging in social media context (see Oktaviana, et.al, 2024; Misbah&Syamsudin, 2024; Shalihah, 2024). Many studies only focus on one side of translanguaging interactions (e.g., only the speakers), which limits understanding of the overall communication dynamics, for example in English as Foreign Language (EFL) classrooms. This highlights the need for research that captures the roles of both the speakers and the listeners.

Although previous research has extensively explored EFL teachers' use of translanguaging as a communication tool to convey and understand material to students, these studies seem to have paid little attention to students' translanguaging practices, and studies that simultaneously describe translanguaging interactions between teachers and students are scarce. A comprehensive understanding of both parties' translanguaging practices is essential for designing effective and contextualized learning strategies (Cummin, 2021; Wei, 2018). A study by Rabbidge (2019) found that translanguaging has been established as a pedagogical strategy in language teaching. In addition, there are still few studies using a case study approach to reveal the dynamics of translanguaging in real-life situations in EFL classrooms in Indonesia. Thus, a case-study in the context of Indonesian multilingualism is worthwhile to enrich the literature on translanguaging in the context of foreign language learning in Indonesia.

Based on this analysis, this study aims to identify and describe the forms of translanguaging used by teachers and students during the English language learning process. This is intended to address the limitations of existing research that examines translanguaging practices from both sides of classroom interaction, as well as to provide a more holistic and contextual understanding of multilingual communication in the context of English as a foreign language learning in Indonesia. Particularly, this study

investigates (1) how teachers and students use translanguaging in the classroom and (2) the contribution of translanguaging to learning of English as foreign language.

Method

The research is a qualitative case study. Gillham (2000) states that case studies are a unit of human activity embedded in the real world and can only be studied in its context. A case can be an individual or group such as a family, a class, an office, or a hospital ward, as well as an institution such as a school, an orphanage, or a factory; it can also be a large-scale community such as a city, an industry, or a profession. Case study is relevant to the research objectives because they provide an in-depth understanding of translanguaging practices as human activities within the context of English as foreign language classroom, a real-world context in English teaching in Indonesia. Case study allows the researchers to examine the phenomenon of translanguaging contextually and in detail, in accordance with the purpose of the study which is to reveal how teachers and students practice translanguaging in everyday learning interactions.

The research subjects consisted of an English teacher and thirty-five eleventh-grade EFL students in a secondary school in Indonesia. Research subjects were purposefully selected based on their active participation in using translanguaging during the language learning process. This aimed to enrich the data and represent translanguaging practices in a real and diverse learning context. Data collection was conducted through several techniques: participant observation in the classroom to record verbal interactions between teachers and students, as well as documentation in the form of teaching notes, recordings, and learning materials used. The development of this observation guide follows existing theories on translanguaging, including elements of type, frequency and purpose of the translanguaging as presented in Table 1 below.

Table 1

Table of Observation Instrument

Actor / Speaker	Activities	Time	Expressions showing practice of translanguaging	Vocabulary used	Language represented	Functions
				javanese	English Arabic Indonesian Other language possibilities	

This study used qualitative thematic analysis by transcribing teacher and student language expressions during the teaching and learning process. The table above was developed by considering the aspects related to the speaker, activities that provide

context for translingual practices, expressions and language used as well as the function of the translanguaging. These categories serve as a guide in the coding process, enabling researchers to identify examples of translanguaging use in various learning phases using a structured approach, assisting data collection for the first research question. The function column assists data collection for the research question on the contribution of translanguaging the EFL learning. Coding was applied to collect data on forms, purposes, and effects of translanguaging practices. The iterative process of this analysis aims to ensure that the data were robust and deep.

Through this case study, extensive insights into the translanguaging practices of EFL teachers and learners in Indonesia can be gained. Hence, further development of English pedagogy in teaching multilingual contexts such as in Indonesia to be empirically informed.

Result and Discussion

This following section presents the findings and discusses within the framework of translanguaging. Any relevant excerpts supporting the claims on the findings are presented to enhance the clarity of the data presentation. There are many translanguaging practices and the various forms and purposes of translanguaging used by the teachers and students, as well as their impact on classroom activities.

1. *Translanguaging Practices by Teachers*

Observations in educational contexts suggest that teachers skillfully apply translanguaging as a means of achieving understanding and maintaining student interest. This is consistent with Jegede (2025) findings, where translanguaging as a teaching strategy entails the flexible and cohesive use of multiple languages to aid learning and communication in situations requiring teaching in multiple languages.

Teachers are not limited to one language, but switch flexibly switch between English, Indonesian, Javanese, and Arabic, depending on the communication objective. Teachers uses Translanguaging at almost all stages of learning including the opening, main activity, and closing. The translanguaging techniques used by teachers in teaching English as a Foreign Language (EFL) can be seen in the following excerpt.

Opening the Class

Greeting

During the opening, teachers often combine greetings in Arabic and English. The greeting that appears is “*Assalamualaikum Warahmatullahi Wabarakatuh*, good morning, how is your morning?” The use of this bilingual Arabic and English greetings serves a cultural and pedagogical function. The Arabic greeting respects students’ religious backgrounds. Hence, translanguaging has a cultural function in English teaching and learning. This is in accordance with Shalihah (2024) that translanguaging creates a learning environment that values students’ cultural and religious diversity.

This means that when teachers and students use more than one language in learning, they not only learn words or grammar, but also acknowledge and respect each other's backgrounds and religious belief. The use of English here, in its expression, marks the beginning of the English lesson and sets the tone for the class. In this context, translanguaging serves as a pedagogical strategy (Jegade, 2025, Cummin, 2021). On the other hand, the use of greetings in English, such as “*Good morning, how are you this morning?*” marks the beginning of foreign language learning.

The use of Arabic greeting alongside English greetings shows a translanguaging practice that provides a simple and familiar context for introducing English as the target language. This practice has the potential to effectively reduce student confusion early in the learning environment. Students respond using ‘*waalaikum salam, morning...*’ confirm the findings of Sari (2019) and Putrawan (2022) that translanguaging helps teachers build good rapport with students.

Main Activity

Introduction the Lesson

During the introduction phase, the teacher used translanguaging to introduce the learning topic. This can be seen from the teacher's utterance “So today we are going to learn about Comparative and Superlative degree, *sudah ada yang pernah....dengar apa ini comparative dan superlative?*” This sentence shows that the teacher begins by using English to convey the learning objective, namely learning about degrees of comparison and superlatives. After that, the teacher immediately switches to Indonesian to ask whether students have heard these terms before.

In translanguaging, the use of two languages in one sentence is a form of intra-sentence translanguaging. The purpose is to ensure students understand the learning direction from the beginning. In the English section, “comparative and superlative degrees” provides a direct introduction to the learning objectives, while in the Indonesian section, “*sudah ada yang pernah dengar apa ini*”, serves to activate prior knowledge and provide a safe space for students to respond without fear. This practice helps students connect these terms to a language they are more familiar with. Translanguaging acts as a bridge between students' understanding of their native language and their target language, which is called scaffolding.

Teachers strategically combine English and Indonesian to bridge new grammatical concepts with students' existing linguistic knowledge. This practice demonstrates that translanguaging serves as a cognitive bridge, helping students approach unfamiliar academic material with greater confidence. Therefore, this data is an example of translanguaging as a pedagogical strategy to bridge the linguistic, cognitive, and affective aspects of learning, and to help students connect their prior knowledge with new English input effectively.

Clarifying

The data indicates that teachers consciously use translanguaging as a pedagogical and affective strategy in English language learning. In the utterance “I hear someone say *pernah*”, the teacher combines English and Indonesian to clarify

the meaning conveyed by the student. The use of both languages is a form of inter-sentential translanguaging, where the teacher does not directly correct the student's language but repeats the word "*pernah*" to ensure understanding and confirm the meaning of the student's answer. Translanguaging practices demonstrate acceptance of student participation and recognition of their efforts to improve communication.

The finding of the expression "*Sama yes, sama gantengnya, sama tampannya*" reveals a form of translanguaging, namely intra-sentence, where the addition of the word "yes" creates an affirmative and relaxed classroom atmosphere. Translanguaging functions affectively to create emotional closeness in order to minimize the formal distance between teachers and students. Findings that show the teacher's spontaneous use of translanguaging to make improvements without changing the context of meaning can be found in the sentence "*Makan dengan tenang, yangpaling tenang eh sorry makan dengan tenang.*"

Another finding in the statement "*kalian bisa memindai ini kalau tidak mencatat, silakan pindai QR*" is that the teacher gave clear instructions to students in two languages. The teacher gave a direct explanation of the target language in English, while using Indonesian to ensure there were no misunderstandings. The use of two languages can help students gain linguistic context when understanding the lesson content and also stimulate their involvement in learning. Students can be more confident and less afraid to participate if the teacher explains in a language they are familiar with and easy to understand.

Another finding appears in the utterance "Have you eum, heard about the most handsome, why this use most, *padahal* handsome, how many syllables in handsome, handsome its two, so let me explain *biar kalian gak salah paham nanti.*" This utterance reflects intra-sentential translanguaging used by the teacher to explain the grammatical concepts of comparative and superlative degrees. The teacher begins the explanation in English to introduce the target term, then switches to Indonesian to provide a more detailed explanation so that students understand the concept more clearly. This interaction demonstrates that the use of translanguaging can help maintain a comfortable and emotionally supportive classroom atmosphere throughout the learning process.

Checking Understanding

Classroom observations show that teachers use translanguaging practices to check students' understanding and encourage their participation strategically. There are instances where teachers mix English and Indonesian in a single sentence, which is called intrasentential mixing, as in the sentence, "*Jadi, apa yang kamu ketahui tentang superlatif dan komparatif? Ya, bolehdicampur deh*" The phrase "*Ya, bolehdicampur deh*" shows tolerance for language mixing to encourage students to express their ideas freely and reduce their anxiety. These findings support Rabbidge's (2019) view that translanguaging helps increase student confidence and reduce affective barriers. This is in line with Garcia & Wei's (2014) view that

translanguaging allows learners to use their linguistic resources to the fullest for deeper conceptual understanding.

For instance, in the sentence “What is that? What do you think about this lamp? For the second and third, *“kata yang paling sering kita gunakan ketika lihat lampu itu apasih?”*. Here the practice of translanguaging in these findings was done by teachers switching to other languages to help students understand. In this case, the teachers intended to maintain English discourse while meaning was captured in Indonesian to elicit response from students. This corresponds to Wei (2018) framework on Translanguaging Space, within which educators modify their communicative approaches. The same thing was found in studies conducted by Sari (2019) and Putrawan (2022) regarding the impact of translanguaging on the smooth delivery of complex material and teacher-student relationships.

Regarding the next illustration, “So I want ten students *siapa cepat dia dapat*, I will give you a point *untuk kalian yang maju.*” This relates to the integration of English and Indonesian in the formulation of commands which, in this case, fosters participation. English fulfills the instructional purpose while Indonesian plays a ‘fun’ and ‘culturally’ contextualized role via *“siapa cepat dia dapat”*. This parallels the works of Wei (2018), and Cummins (2021) which state that translanguaging facilitates the construction of an inclusive, engaging, and culturally relevant instructional space.

Translanguaging fulfills various educational and affective functions in the building understanding and encouraging engagement, as well as the bridging scientific and cultural realms. The teachers’ blending of English and Indonesian demonstrates the possible value of translanguaging in constructing an adaptable bilingual educational setting.

Giving Instructions

Typically, people would find instructional translanguaging occurring in the sentence “Next I will give you a paper, *kertas ini berisi pertanyaan nah kalian harus menjawabnya*”. In this example, the teacher explains the assignment in both English and Indonesian and uses “Next I will give you a paper...” in English in order to direct students to the target language and to accommodate *“kertas ini berisi pertanyaan nah kalian harus menjawabnya”* in Indonesian to clarify the assignment. This construction is an example of intersentential translanguaging because the teacher uses a different language in a different sentence. This provides a safety net for students in understanding the content. This section highlights the use of translanguaging in classroom management, where bilingual instruction helps students to complete tasks with greater confidence and efficiency.

As a cognitive process, translanguaging works to elucidate instructions and diminish uncertainty. From the affective factor, the translanguaging process provides ease and trust, part of students' overall impression. The analysis of the teacher's purposeful switching into English and Indonesian demonstrates the teacher's use of translanguaging as an effective scaffolding approach to ensure

learners' active involvement and engagement in the English as a foreign language (EFL) classroom.

Explaining Material

There are three Translanguaging utterances that emerge from observations of how a teacher delivers material. In the first example, the teacher captured the audience's attention by blending English and Indonesian. The English "So we can..." and "So please pay attention" denote an academic English lesson, while a simpler Indonesian "*masuk ke materinya, nah yang pertama ada positive degree*" aids comprehension of a segue into an explanation of the topic. This switching demonstrates cognitive preparation for an explanation at the grammar's most fundamental level, and is a reflection of Wei's (2018) understanding Translanguaging Space, in which both languages serve interdependently to facilitate attention and comprehension.

As for the second example, these frames best represent cognitive scaffolding. The teacher is primarily delivering the explanation in English about the positive degree while adding the Indonesian expression "*saat kita tidak membandingkan apapun*" to guarantee comprehension. This supports Baker (2012) and the concept of translanguaging wherein two languages are used for the input and output functions system; English is input for learning and Indonesian is input for conceptual understanding. Garcia & Wei (2014) suggest that a learner is permitted to access all their linguistic resources to create meaning and understanding a text through a translanguaging approach.

In the third utterance, "So in comparative degree we use verbs for one syllable, but it's only *berlaku untuk* adjective," the teacher uses translanguaging as a clarification strategy for explaining a rule in grammar. By switching to Indonesian language, the teacher differentiates adjective from verb and thus limits potential ambiguity. This is in line with Lewis, Jones & Baker (2012) who views translanguaging as a deliberate strategy in teaching for comprehension and engagement.

These findings indicate that translanguaging serves both pedagogical and affective functions. Regarding pedagogical functions, teachers bridge students' understanding of abstract grammatical concepts by linking explanations in English to familiar linguistic resources. The affective translanguaging functions to maintain students' attention and reduces anxiety during complex explanations. These findings were consistent with studies in Indonesia by Sari (2019) and Putrawan (2022), who reported that translanguaging helps teachers explain difficult material and strengthens teacher-student relationships. However, this study expands on those findings by showing that translanguaging occurs dynamically across various stages of learning classroom, including reinforcement, classroom management, humor, and peer interactions involving English, Indonesian, Arabic, and Javanese simultaneously.

Research highlights the use of translanguaging as an aspect of reflection within the teaching cycle, where teachers assist the integrated use of English and Indonesian to aid students in grasping the content, structure, and grammar of texts and help students participate within a supportive and friendly classroom environment.

Affirming

Based on the conducted classroom observation, the findings exemplify teacher affirmation of the students. The utterances “*Semua sudah menjawab* the questions right?” and “Yes, *gambarnya lebih cantik dari lembarku*” exemplify the teacher affirmation strategy of translanguaging. The affirmation here refers to the teacher’s use of the language to acknowledge students’ participation, effort, understanding, and teacher in the classroom.

In “*Semua sudah menjawab* the questions right?” The teacher employed a friendly tone, and switched from English to Indonesian. The Indonesian part “*Semua sudah menjawab...*” ensured understanding, and the English phrase “the questions right?” enhanced the learning atmosphere and positioned English as the language of learning. This is also a case of affirmation from inter sentence translanguaging and in this case, still voice supportive engagement.

In “*Yes, gambarnya lebih cantik dari lembarku,*” the teacher offers feedback as a case of interphrasal translanguaging. The teacher “Yes” in English directly confirms the student’s answer, “Yes” and the rest of the statement in Indonesian personal appreciation. Feedback in this case is marginally attained in answering the student and forming emotions in the teacher-student relationship, motivating active participation.

The affective dimension of translanguaging found in Garcia & Wei (2014) and Wei (2018) is also noted in this study. Teachers emotionally scaffold students by integrating the full range of their linguistic resources, while also providing cognitive scaffolding. The praise given by a teacher helps to construct an emotionally secure space, allowing students to feel appreciated, and to freely exercise their bilingualism and code-switching in classroom exchanges.

These results also coincide with Lewis, Jones, and Baker (2012) on improved interaction and participation in the classroom, and with Rabbidge (2019) on translanguaging and students’ lowered anxiety around the language. Sari (2019) and Putrawan (2022) also built on the classroom analyzed in this study where the affirming practices, as with those described in this classroom, built motivation and self-confidence in learners, particularly in the EFL contexts. These results also highlight inclusivity as the center of the EFL.

These tell us that translanguaging constitutes an affirmative, and a relational strategy. The incorporation of translating during the process of English language learning acknowledges the students’ efforts and communicates that the teacher has confidence in the students.

Closing

Closing the Lesson

The teacher's expression "*Okay, wassalamualaikum warahmatullahi wabarakatuh*" was found at the end of the lesson, indicating a form of translanguaging between sentences. The teacher combined English and Arabic in one expression. The word "*okay*" serves as a marker to end learning activities in the context of EFL, while the expression "*wassalamualaikum warahmatullahi wabarakatuh*" serves as a closing greeting that has strong religious and cultural significance in the context of Indonesian language classes.

Through translanguaging, teachers reflect their academic, social, and cultural abilities by combining two languages. To maintain the learning context and exposure to the target language, teachers use English, while to strengthen religious identity in creating a respectful and meaningful closing atmosphere for students, teachers switch to Arabic. These findings are in line with Lewis, Jones, and Baker (2012), who state that the use of mixed languages in the classroom has social and emotional functions, not just pedagogical ones. This allows teachers to use different languages to connect the learning process with students' real experiences. This is also in line with Wei's (2018) concept of Translanguaging Space, which is a dynamic space where linguistic and cultural resources interact to construct meaning and identity. In this context, the classroom becomes a translanguaging space that harmoniously combines elements of global English and spiritual elements as Arabic.

Thus, translanguaging functions as a pedagogical and socio-religious strategy in the utterance "*Okay, wassalamualaikum warahmatullahi wabarakatuh*", which closes the lesson in a warm, respectful manner, and bridges global and local linguistic identities in an inclusive classroom.

2. *Translanguaging Practice by Students*

Students also actively use translanguaging in classroom interactions, both when discussing with friends and when responding to teacher questions. Students' translanguaging practices include:

Opening the Class

Greeting

The student's utterance "*Walaikumsallam warahmatullahi wabarakatuh, morning, couldn't sleepy, want more sleep*" shows a form of inter-sentential translanguaging, where the student combines Arabic and English in one conversational context. The utterance "*Walaikumsallam warahmatullahi wabarakatuh*" is a greeting in Arabic that reflects religious customs and class culture, while the utterance "*morning, couldn't sleepy, want more sleep*" is spoken in English as a form of student response in the use of the target language.

This practice of translanguaging shows that students are able to use their entire language repertoire flexibly to interact. Students use Arabic to show respect and social closeness, while using English for informal and communicative expressions to convey personal feelings. This is in line with Wei (2018) regarding the concept of Translanguaging Space, where learners are free to use various

linguistic resources to construct meaning and self-identity. It is also consistent with the theory proposed by Garcia and Wei (2014), which suggests that multilingualism among students can be a means of negotiating their identity as bilingual learners living between two cultural, religious, and academic contexts.

This practice is not only theoretical but also relevant to students' willingness to actively participate in an English as a Foreign Language (EFL) learning environment without fear of making mistakes. As reported in studies by Sari (2019) and Putrawan (2022), multilingualism can boost students' self-confidence and reduce their anxiety when speaking a foreign language. Thus, translanguaging in this utterance has a social and affective function, namely strengthening the sense of togetherness between students and teachers, expressing religious identity as well as English language proficiency, and creating a relaxed and inclusive classroom atmosphere.

Main Activity

Responding Teacher

The student's statement "*Can I mix? As far as I know, comparative is a comparison between two objects*" shows a form of intra-sentential translanguaging, where students combine English and Indonesian to explain the concept of comparative degree. The expression "*Can I mix?*" indicates linguistic awareness that the use of two languages is permitted in the learning process, while the Indonesian part is used to clarify the grammatical concept in question.

This practice serves as a cognitive strategy to verify understanding. Students use English to maintain the academic context, while using Indonesian helps bridge the understanding of the concepts to be explained. This is in line with Garcia & Wei's (2014) theory that translanguaging allows students to utilize their entire linguistic repertoire in constructing meaning, as well as Lewis, Jones & Baker's (2012) view that the simultaneous use of two languages can deepen understanding of academic concepts. Therefore, translanguaging in this data functions as a natural reflective strategy used by students to explain ideas and strengthen their understanding of English grammar concepts.

Discussion

Two instances of translanguaging were found when students were discussing with their peers. The first was "*yaopo carane scan iki*" and the second was "*iki smarter iku comparative, yo? Tapi nek paling pinter berarti superlative e smartest?*" This shows the practice of translanguaging between the local language (Javanese) and English in the context of learning. Students used Javanese to ask questions and confirm their understanding, while mixing it with English when referring to grammatical terms relevant to learning, such as "*comparative*" and "*superlative.*" This usage illustrates a form of interlingual translation within a single sentence, where two languages are used alternately in one utterance for cognitive and social purposes.

Students use the local language as a cognitive tool for the comparative degree concepts without prompting. Javanese enables them to perform corrective thinking to determine the difference between the comparative “*smarter*” and the superlative “*smartest*”. This illustrates Garcia and Wei (2014) where, through translation, learners are able to access the full range of their language resources.

Conducting a lesson in Javanese fosters a sense of familiarity and equity among students in a classroom setting. This sense of familiarity might prompt students to engage in classroom discourse and share their articulation of understanding without fear of linguistic barriers. This aligns with Wei’s (2018) concept of multilingual spaces, in which cross local and global languages (English and Javanese) interact. Moreover, this practice complements the claims of Lewis, Jones, and Baker (2012) that the use of a mother tongue in conjunction with other languages amplifies understanding of complex academic concepts and translanguaging. Sari (2019) and Putrawan (2022) built on this vision and specifically in the context of English classrooms, documented students’ use of translanguaging to pose explanations of complex academic concepts which, in turn, boosted their confidence with the English language.

It can be concluded that translanguaging in this data functions as a cognitive and social tool. The local language is used to process understanding, while English is used to connect academic terms. This shows that students do not simply switch languages but use both to strengthen their understanding of grammar concepts and build meaningful interactions in EFL classes.

Closing

Responding Teacher

The utterance “*Walaikumsallam warahmatullahi wabarakatuh, thank you miss*” appears at the end of class when students respond to the teacher’s greeting and closing remarks. In this case, students use two languages, Arabic and English, in one sentence. The phrase “*Walaikumsallam warahmatullahi wabarakatuh*” is a greeting in Arabic that reflects religious values and politeness in Islamic culture, while “thank you miss” is an expression in English that shows gratitude and respect to the teacher. This utterance is classified as inter-sentential translanguaging, the switching of languages between sentence segments with different functions, namely for social-religious aspects and for academic and polite aspects.

This statement describes the social, emotional, and religious functions of translanguage performed by students at the end of the learning process. The use of Arabic serves as a form of respect and marks the end of the lesson with spiritual values and manners characteristic of Indonesian schools. In this case, the academic expression aligns with the context of the English lesson, demonstrating students’ understanding and application of the target language in the right situation.

Research by Lewis, Jones, and Baker (2012) explains that the use of translanguaging can strengthen the relationship between teachers and students in an interpersonal context by using two languages academically and emotionally.

Arabic in this context creates an atmosphere of respect and spirituality, while saying “thank you, Ma'am” strengthens the positive relationship between students and teachers through expressions of gratitude.

Conclusion

The findings indicate that translanguaging practices by teachers and students occur at all stages of English language learning activities, from the opening to the closing, both naturally and deliberately. In the classroom, teachers consider translanguaging as a pedagogical and affective strategy. Facilitating content comprehension, clarifying and explaining difficult meanings, bridging emotional distance with students, and fostering an inclusive classroom atmosphere all fall within the scope of transcending language barriers. On the other hand, students also engage in translanguaging to negotiate meaning, articulate their linguistic and cultural identities, and alleviate speaking anxiety when using English.

This study aligns with García and Wei (2014) concept of pedagogical translanguaging, which views the flexible combination of various language uses as a powerful resource for the construction of understanding and enhancing engagement in learning. Furthermore, translanguaging, as a cognitive and social phenomenon in a translanguaging space (Wei, 2018) involves various languages including Indonesian, Javanese, Arabic, and English to collaboratively achieve learning goals and configure meaning and identity.

Socio-culturally, translanguaging serves as a form of scaffolding (Amerian & Mehri, 2014) that facilitates students' transition from a more dominant language, commonly referred to as their familiar mother tongue, to mastery of the target language, or English. Teachers use multiple languages as a cognitive technique. This aims to bridge challenging conceptual gaps in the learning framework, thus making it easier for students to understand the material.

In the Indonesian context, when working with English as a Foreign Language (EFL) learners, the use of translanguaging is a valuable teaching technique because it integrates linguistic, cultural, and affective pedagogical dimensions into learning. Translanguaging practices have demonstrated their potential in promoting inclusion in the classroom, building learners' confidence, and enhancing in-depth understanding of English language material. Further studies on translanguaging practices at other educational levels and in different educational contexts would significantly contribute to the literature on the theory and practice of multilingual education in Indonesia.

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