

Translanguaging in the EFL Classroom: Bridging Language Barriers for Inclusive and Motivated Learning

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Abstract

Experiencing the increased linguistic diversity in classrooms due to globalisation, translanguaging is a transformative pedagogical strategy to support students. This study examined the significance of translanguaging in enhancing language acquisition and content comprehension, addressing the challenges faced by English teachers in geographically diverse settings. Using a mixed-method approach, we conducted the research in Indonesia with culturally and linguistically diverse student populations. Data collection included open- and closed-ended questionnaires to capture comprehensive insights into translanguaging practices. The findings of this study indicated that translanguaging promotes an inclusive environment, enhancing student participation and confidence by allowing students to speak their native languages in the EFL classroom. The participating teachers generally had positive perceptions of translanguaging, stating that it was a facilitative practice that helps students increase their motivation and engagement. However, concerns remain regarding the overreliance on the native language and its potential impact on students' outcomes in the EFL classroom. This study highlights the need to integrate translanguaging systematically to create inclusive and equitable educational practices, offering valuable insights for teachers, school principals and policymakers seeking to promote inclusive and equitable educational environments.

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Introduction

Globalisation has reshaped educational landscapes in many parts of the world, including Indonesia. Schools that were once linguistically homogeneous now serve students with different mother tongues, living in cross-cultural communities and using various languages every day. For English teachers, these varieties may enrich the learning process, yet they can also lead to significant challenges, especially in terms of classroom norms and the curriculum framework that still hold monolingual teaching beliefs. Students with limited English competencies may struggle to engage or participate actively, particularly during lessons delivered in the target language (Akintayo et al., 2024; Smeins et al., 2022).

Schools that were once linguistically homogeneous now serve students who speak different mother tongues, live in intercultural communities, and navigate multiple languages daily. For English teachers, this diversity can enrich the learning process but can also introduce significant challenges, particularly when the classroom norms and curriculum frameworks still assume monolingual instruction. Students who have limited proficiency in English may feel overwhelmed, disengaged, or unable to participate meaningfully, especially when lessons are delivered exclusively in the target language (Akintayo et al., 2024; Smeins et al., 2022).

In recent years, translanguaging has received growing attention as a promising approach to addressing the needs of multilingual learners. Rather than treating languages as isolated systems that must remain separate, translanguaging recognises the reality that multilingual individuals often draw on multiple linguistic resources simultaneously to make sense of new ideas, express themselves, and participate socially (Wei & García, 2022). Instead of restricting students to English, translanguaging gives them permission to use all the languages they know as tools for learning, which can help reduce linguistic strain, promote inclusion, and enhance engagement.

Translanguaging, as defined by Poza (2017), helps us understand why this concept is worth exploring. He illustrates an approach that considers languages as actual communication practices among bilinguals and multilinguals, rather than as languages that are unattached to each other. Such a framework shifts the focus of learning from rigid boundaries to dynamic and creative learning, where learners use their linguistic repertoires comprehensively.

Although research has highlighted the academic, cognitive, and socioemotional benefits of translanguaging, its implementation remains uneven across educational contexts. The beliefs held by teachers, the policies implemented by schools, the assessment requirements, and the availability of training all influence the extent to which translanguaging is accepted, permitted, or rejected. In several contexts, teachers face

experiences that contradict their willingness to scaffold students' understanding and the need to follow the English language policy.

Very little is currently known about the translanguaging practices in the Indonesian context. Considering this tension, it is essential to explore teachers' perceptions of incorporating students' native languages within EFL classrooms. This research aims to address the existing gap by exploring educators' insights regarding the advantages, disadvantages, and obstacles associated with translanguaging practices in Indonesian educational settings.

Three research questions guided this investigation:

RQ1: What benefits do teachers perceive in using students' native languages in EFL classrooms?

RQ2: What harms or drawbacks do teachers associate with native-language use?

RQ3: What challenges do teachers face in relation to language barriers in EFL classrooms?

Literature and Theoretical Background

The body of literature on translanguaging has grown substantially over the past decade, reflecting broader interest in multilingual education and inclusive pedagogies. While translanguaging is sometimes mistaken for code-switching, it differs in both philosophy and pedagogical intention. Code-switching assumes that languages are distinct systems that students alternate between, whereas translanguaging views language practices as fluid and interconnected, emphasising the flexible ways students use all their linguistic resources to make meaning (Canagarajah, 2011; García, 2009; Goodman & Tastanbek, 2021).

García's (2009) foundational work conceptualises translanguaging as a classroom practice that legitimises multilingual students' lived realities. By allowing them to draw upon their existing language skills, translanguaging can deepen understanding and support more meaningful engagement. This is especially significant in contexts where students may otherwise feel silenced or marginalised due to linguistic expectations that do not align with their everyday experiences.

Similarly, Creese and Blackledge (2010) highlight the identity-related benefits of translanguaging. Their work shows that when students are allowed to use their home languages for academic purposes, they experience a stronger sense of belonging and agency. These affective dimensions are not merely incidental; research has repeatedly shown that emotions, identity, and confidence significantly influence language learning outcomes (Berlianti & Pradita, 2021; Tai & Wong, 2022; Wang & Liu, 2026).

Recent research has also expanded the conversation on translanguaging by examining its impact across different educational systems and disciplines. Studies such as Ali (2026),

Hamman-Ortiz et al. (2025), Huang and Chalmers (2023), and Lu et al. (2025) show how intentional translanguaging design—rather than sporadic or accidental use—can improve students' comprehension and participation. These studies emphasise planned translanguaging activities such as multilingual group discussions, bilingual scaffolding, cross-linguistic analysis, and the use of multilingual resources.

Despite growing scholarly support, translanguaging continues to face institutional barriers. National curricula, teacher certification systems, and assessment frameworks in many countries still rely on monolingual ideologies that prioritise mastery of a single language. Research in Norway and Cyprus (Karpava et al., 2025; Neokleous & Natlandsmyr, 2025) underscores this contradiction: while educational documents increasingly mention multilingualism, teachers often receive limited guidance or training on how to enact it. As a result, teachers interpret multilingual policies inconsistently, and many default to English-only instruction for fear of appearing unprofessional or non-compliant.

The Canadian context offers an interesting contrast. Studies by Almashour (2024) and Ghazani (2025) show how digital environments and immersion programs have opened up more flexible spaces for translanguaging, allowing students to leverage their linguistic strengths. Yet even in these innovative settings, sustainability is a concern. Much of the success depends on teachers' creativity and informal efforts, rather than systemic support.

Another concern widely discussed in the literature relates to teachers' interpretations of translanguaging. Although scholars conceptualise it as a holistic use of linguistic repertoires, many teachers associate translanguaging strictly with the use of L1. This misunderstanding can limit the transformative potential of translanguaging and reduce it to occasional translation rather than a broader pedagogical philosophy (Prilutskaya, 2021; Treffers-Daller, 2025).

The practical realities of the classroom further complicate the picture. While students may benefit from using their native languages to understand new vocabulary or clarify instructions, teachers often express concerns about reduced exposure to English. For example, excessive translation can lead students to rely on word-by-word equivalence, which may hinder their ability to think and communicate directly in English (Emerick et al., 2020; Sakkir, 2024). Balancing translanguaging and target-language immersion is therefore a critical yet challenging aspect of teaching in multilingual contexts.

This study builds on these theoretical and empirical contributions by exploring how Indonesian English teachers perceive translanguaging in their day-to-day classroom experiences. By focusing specifically on their views of benefits, potential harms, and

perceived challenges, the study helps bridge the gap between conceptual frameworks and classroom realities.

Methodology

The methodology of this study is designed to explore the use of translanguaging in multilingual classrooms, with a specific focus on the perspectives of English teachers.

Research Design

The study employed a convergent mixed-methods design, integrating quantitative and qualitative approaches, to gain a deeper understanding of the data. This approach enables an in-depth exploration of translanguaging practices in multilingual classrooms, offering rich and detailed insights into the lived experiences of teachers. By focusing on specific cases, the study can capture the nuances of language use and educational experiences, offering a comprehensive understanding of translanguaging in practice. The quantitative component consisted of structured Likert-scale items that measured the frequency with which teachers encouraged or allowed students to use their native languages in various classroom situations. These items provided a broad overview of teachers' instructional patterns and preferences.

The qualitative component, meanwhile, stemmed from open-ended questions that explored teachers' rationales for using or restricting their L1, their perceptions of the benefits and drawbacks, and their experiences dealing with linguistic diversity. This qualitative data was particularly valuable because translanguaging is influenced by contextual and affective factors that are difficult to quantify.

Research Setting and Participants

The study was conducted with English teachers working in schools known for their linguistic diversity. Indonesia's educational landscape is inherently multilingual: while Bahasa Indonesia serves as the national language, hundreds of regional and local languages continue to play active roles in students' daily lives. As a result, classrooms often become spaces where multiple languages naturally coexist.

Participants for this study were recruited through purposive sampling, ensuring that only teachers with direct experience teaching multilingual learners were included. This sampling technique was important because translanguaging practices tend to emerge authentically in environments where students bring multiple linguistic resources into the classroom. Eighteen English teachers participated in this study, teaching at primary schools (5.6%), junior secondary schools (50%), and senior secondary schools (44.4%). Twelve English teachers hold undergraduate degrees, while six teachers have finished their master's degrees. There were 72.2% of the teachers teaching on Java Island, 16.7% are English teachers on Sumatra Island, and one teacher each from Papua and Sulawesi. The profiles of the participants are presented in the following table. Pseudonyms are used

throughout this article to ensure the confidentiality of the participants. These variations in regional background, school level, and professional experience were considered contextual variables that could shape teachers' beliefs and classroom language practices. Table 1 summarises participants' demographic information.

Table 1
Teachers' Profile

Teacher	Age	Teaching Experience (Year)	Origin / Island	Total of Students
Winda	25	3	Betawi / Java	35
Demi	37	15	Minang / Sumatera	264
Eros	45	21	Sundanese / Java	216
Valia	52	29	Sundanese / Java	300
Isan	33	12	Sundanese / Java	200
Sami	36	14	Sundanese / Java	102
Umi	28	6	Sundanese / Java	200
Imas	46	20	Sundanese / Java	477
Ari	39	18	Minang / Sumatera	96
Iman	38	11	Sundanese / Java	200
Anas	35	10	Mandailing Natal / Sumatera	100
Cesi	42	21	Sundanese / Java	208
Ina	47	22	Javanese / Java	192
Wanti	43	19	Sundanese / Java	200
Uni	51	19	Sundanese / Java	464
Nisa	48	24	Sundanese / Java	432
Prio	50	13	Sangir / Sulawesi	87
Nani	26	1	Lani / Papua	30

Data Collection Instruments

Data collection involved the use of closed and open-ended questionnaires, allowing for an in-depth exploration of teachers' experiences and perceptions regarding translanguaging. The open-ended items provided flexibility for participants to share their insights freely and reflect on their practices. Chowdhury et al. (2022, p.183) describe the difference between closed and open-ended questionnaires well: "Closed-ended questions help the researcher to compare the different answers and also carry out statistical analysis easily. Open-ended questions allow the respondents to answer freely and descriptively, encouraging the researcher to delve into alternative findings". The closed-ended items measured the frequency and purpose of native-language using a five-point Likert scale ranging from Never to Always. The open-ended items invited teachers to elaborate on perceived benefits, harms, and challenges of using native languages in their classrooms. The dual format enabled the collection of both quantitative trends and qualitative insights.

The questionnaires adapted from Nambisan (2014) were administered to English teachers to gather insights into their experiences with translanguaging. The questions focused on the teachers' perceptions of the benefits and harms of using the native language and the challenges related to language barriers in their EFL classrooms. In this

study, the term "native language" refers not only to the Indonesian language as the national language but also to the folk languages commonly used by teachers and students in classroom practices.

Prior to data collection, participants were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Completion and submission of the questionnaire were considered as an indication of informed consent. No identifying information was collected, and pseudonyms were assigned to ensure anonymity.

Data Triangulation

Data triangulation is an effective method for ensuring the validity and dependability of findings when researching translanguaging techniques in the classroom. Noble and Heale (2019, p. 67) described the benefits of doing triangulation as it "can enrich research as it offers a variety of datasets to explain differing aspects of a phenomenon of interest". Researchers can collect quantitative and qualitative data by mixing closed-ended and open-ended surveys, resulting in a more complete understanding of the phenomenon. The closed-ended questionnaire collects standardised data on the frequency and purpose of translanguaging, enabling comparisons and statistical analysis. Meanwhile, the open-ended questionnaire provides deeper insights into teachers' viewpoints, experiences, and rationales for translanguaging, revealing nuances that structured responses may miss. This combination strengthens the study by cross-verifying data from various formats, resulting in a more comprehensive understanding of how and why translanguaging is used in classroom settings.

Data Analysis

The data collected from the open-ended questionnaires were analysed using thematic analysis, a qualitative data analysis method that is well-suited for identifying patterns and themes within narrative data. Braun and Clarke (2024, p.7187) define thematic analysis as "a set of methods for developing and interpreting patterns of meaning across qualitative data". Thematic analysis in this study involved coding the responses to identify recurring themes, which were then organised into categories that addressed the key research questions. This approach allowed for a thorough examination of teachers' perceptions and experiences, ensuring a nuanced interpretation of their responses. Loeb et al. (2017, p. 1) mentioned that "Quantitative descriptive analysis characterises the world or a phenomenon by identifying patterns in data to answer questions about who, what, where, and to what extent". The data analysis for the closed-ended questionnaire sought to identify patterns and trends in teachers' opinions and practices surrounding translanguaging in English classrooms. Descriptive data, such as frequencies and percentages, were used to summarise responses, indicating how frequently teachers encouraged students to use their native language for a variety of purposes, such as discussing activities in small groups, aiding peers, and clarifying complex grammatical

rules. To identify prevailing practices, responses were categorised according to frequency (e.g., "Never," "Not Often", "Somewhat Often", "Often", "Always"). Visual representations such as bar charts and pie charts were used to depict the distribution of responses, allowing for easier comparison of trends across settings.

Results

Based on the data analysis, three themes emerged: the benefits of using Indonesian or folk language in the EFL classroom, the harm of using native language in the EFL classroom, and challenges related to language barriers.

The Benefits of Using Indonesian or Folk Language in the EFL Classroom

We asked how often participants encouraged the use of Indonesian or folk language in the English classroom under certain circumstances (see Table 2). The findings indicate that teachers vary in how often they encourage using students' native language in the classroom, depending on the specific purpose. Native language use is most frequently encouraged to enable participation by lower proficiency students and to respond to teachers' questions. These purposes consistently received the highest frequency of responses in the "often" and "always" categories, suggesting that teachers view native language as a valuable tool for fostering inclusivity and ensuring comprehension. For classroom activities such as discussing content in small groups, brainstorming during class, and assisting peers, teachers moderately encourage the use of the native language. These activities reflect a recognition of their utility in collaborative tasks while maintaining a balance with the target language. However, the native language is less frequently encouraged for non-academic purposes, such as explaining problems unrelated to content or asking for permission. This pattern suggests that teachers prioritise native language use for academic and communicative purposes, where it can directly support learning outcomes and classroom engagement. Overall, the findings underscore a strategic approach to native language use, emphasising its role in supporting understanding and participation, particularly for students with lower language proficiency.

The data suggested that the majority of the participants used Indonesian or folk language in the EFL classroom for a range of functions, particularly in collaborative tasks and supporting lower-proficiency students. However, the frequency of use varied depending on the activity in the classroom. Table 2 above shows that a significant proportion of participants frequently used L1 to discuss content activities in small groups, highlighting its role in facilitating collaboration and comprehension during these activities. L1 was also frequently used to clarify or support peers during activities, particularly for those who needed additional explanations. Surprisingly, one teacher consistently used the L2 (English language) to assist their peers. For brainstorming, L1 was moderately used, with over two-thirds relying on it to some extent.

Table 2*Teachers' Perceptions on the Benefits of Using Native Language*

Items	Always		Often		Somewhat often		Not often		Never	
	<i>n</i>	%	<i>n</i>	<i>n</i>	%	%	<i>n</i>	%	<i>n</i>	%
To discuss content or activities in small groups	2	11.11	6	33.33	6	33.33	4	22.22		
To provide assistance to peers during activities	1	5.56	6	33.33	6	33.33	4	22.22	1	5.56
To brainstorm during class activities	1	5.56	6	33.33	6	33.33	5	27.78		
To explain problems not related to content	1	5.56	7	38.89	6	33.33	3	16.67	1	5.56
To enable participation by lower proficiency students	2	11.11	6	33.33	7	38.89	2	11.11	1	5.56
To respond to teachers' questions	1	5.56	8	44.44	7	38.89	1	5.56	1	5.56
To ask permission	2	11.11	6	33.33	3	16.67	4	22.22	3	16.67

When students are permitted to use their native language to discuss ideas, clarify concepts, or collaborate with peers, they are more likely to participate actively in learning activities. This active engagement reduces feelings of alienation that can arise when students are required to operate solely in a language they are not fully proficient in. Moreover, the use of students' native languages fosters a sense of belonging, as it signals that their identities and backgrounds are valued within the educational space. Many educators recognise the advantages of translanguaging in promoting linguistic diversity and enhancing student engagement (Lu, 2023). Eleven English teachers in this study reported that translanguaging strategies have been beneficial for teaching English in the classroom. Umi, in the open-ended questionnaire, for example, expressed:

"It's helpful to use the native language to make things clearer, especially when you're introducing new material or talking about difficult grammar rules. This method can also help teachers and students get to know each other better. At my school, approximately 90% of the students struggle to understand English. Then I need to explain it to them in their own language".

The statement above highlights the essential importance of incorporating students' native language in educational settings, especially in situations where proficiency in English is limited. Incorporating the native language can serve as a valuable tool for teachers, particularly when it comes to elucidating complex material, such as introducing new topics or explaining challenging grammar rules. This practice not only enhances academic outcomes but also cultivates stronger relationships between teachers and students, effectively bridging linguistic divides and fostering a more inclusive learning atmosphere.

Ina asserted, *"The use of students' native language in the English language classroom can facilitate learning by clarifying complex concepts, building vocabulary connections, enhancing comprehension, and reducing anxiety and frustration"*. This assertion is consistent with earlier research indicating that permitting students to utilise their native languages leads to diminished anxiety and increased confidence, thereby positively influencing their academic outcomes (Liando, 2022; Yuzlu & Dikilitaş, 2022).

This finding highlights the essential role of utilising students' linguistic resources, particularly in educational settings where many students struggle with English comprehension. By strategically incorporating the native language, educators can improve understanding, alleviate cognitive demands associated with challenging material, and cultivate a sense of connection and trust among students. This academic enhancement and relational development significantly impact the use of native language as a pedagogical strategy in multilingual classrooms. It illustrates that language instruction transcends mere teaching of the target language; it is also about addressing students' needs to facilitate their learning and personal growth.

The Harm of Using the Native Language in the EFL Classroom

The utilisation of the native language (L1) in English as a Foreign Language (EFL) classroom frequently generates debate among educators and learners alike. Although the use of the first language can provide support for novice learners, an overdependence on it may hinder the learning and application of the target language, as emphasised by the perspectives of teachers such as Dina, Kiki, and their colleagues. Their reflections highlight the negative impact that excessive reliance on the first language can have on students' language learning experiences.

Umi noted that students who often engage in translating between their native language and English are likely to lag in their language development. She explained, "*They are late in learning English because they have to translate back and forth into Indonesian and then into English, which takes up their learning time.*" This process not only consumes valuable classroom time but also hinders students from participating in meaningful practice that fosters natural language acquisition. Additionally, she observed that excessive dependence on L1 limits students' engagement with the challenges of using English, which in turn reduces their chances to confront the intricacies of the target language and ultimately impedes their overall proficiency.

Nisa expressed comparable concerns, highlighting how the excessive use of the first language affects students' speaking abilities and cognitive skills in English. She articulated, "*If students rely excessively on their native language, they miss out on valuable opportunities to practise speaking and thinking in English. This tendency can hinder their learning, as it fosters a reliance on translation rather than encouraging direct comprehension in English.*" Such a reliance on translation constrains students' capacity to engage in critical thinking and to process information in English, both of which are vital for attaining fluency. When students consistently rely on their first language, they forfeit valuable opportunities to engage with English, a crucial component for developing instinctive language proficiency.

A different teacher involved in the discussion offered a more comprehensive viewpoint on the matter, highlighting that an overreliance on the first language limits students' opportunities to engage with English and hinders their capacity to practise the language proficiently. Winda noted "*It may also make students rely on translation instead of thinking in English, weakening their fluency. It can prevent them from fully engaging in communication and cultural learning essential for mastering language*". This statement highlights a significant drawback of excessive use of the first language: it not only impacts linguistic proficiency but also limits students' capacity to engage in cultural exchanges, which are vital for language acquisition.

The overdependence on the first language (L1) can foster a classroom atmosphere that diminishes students' motivation to push their boundaries in English. When students

predominantly use their native language for communication, they may be hesitant to take risks with English, such as experimenting with complex sentence structures or engaging in spontaneous conversations. This reluctance to take risks can hinder the growth of both confidence and fluency. Furthermore, excessive use of L1 can compromise the immersive experience of the English as a Foreign Language (EFL) classroom, which is crucial for students to cultivate the ability to think and communicate directly in the target language. Furthermore, the excessive reliance on the first language can unintentionally perpetuate the belief that learning English is simply about translation, rather than an immersive process that involves internalising and applying the language in practical situations. This method not only hinders the pace of language acquisition but also robs learners of the cognitive and cultural advantages associated with mastering a foreign language. By adopting an English-speaking mindset and interacting with authentic materials, learners can cultivate a deeper understanding of the language and its nuances, which is essential for achieving effective communication skills.

Challenges Related to Language Barriers

Translanguaging promotes an inclusive educational setting by acknowledging and utilising the complete linguistic resources of students, which in turn boosts their engagement, understanding, and academic achievement. Nonetheless, the incorporation of translanguaging within educational frameworks presents several challenges that need to be tackled to fully harness its advantages.

The primary challenge lies in facilitating students' balanced use of English. The situation presents challenges, as the disparity in students' abilities within a classroom can lead to significant obstacles. Certain students with a high level of English proficiency might find it beneficial to engage with the language less frequently, whereas those with lower proficiency levels may need increased opportunities for exposure. Nonetheless, an overreliance on English can pose significant challenges for individuals who are already struggling. This excessive emphasis may hinder their ability to keep pace, ultimately diminishing the effectiveness of their learning experience and adversely affecting their overall progress. Educators face the intricate challenge of managing the coexistence of various languages within the classroom, all while striving to provide equitable access to the curriculum for every student. It necessitates meticulous planning and an openness to exploring innovative teaching methods. Furthermore, it is essential for educational institutions to offer the requisite support and resources that enable the seamless incorporation of translanguaging into daily teaching methodologies. This support encompasses both the professional development of educators and the creation of instructional materials and resources designed to enhance multilingual learning.

Reducing the need for balancing can be achieved by providing adequate support to those who require it most, which in turn minimises the adverse effects on learning. This method enables individuals who require less to utilise L1 without obstructing their advancement,

thereby ensuring they experience a beneficial outcome. Therefore, the effective execution of translanguaging necessitates a joint endeavour involving educators, policymakers, and communities. Involving parents and community members in this process can cultivate a collective appreciation for the significance of translanguaging and create a nurturing atmosphere conducive to its implementation. Collaboration among stakeholders can lead to the formulation of strategies aimed at addressing the obstacles to translanguaging, ultimately fostering a more inclusive and equitable educational framework.

Another significant obstacle to implementing translanguaging is the deeply rooted monolingual ideologies that prevail in many educational systems. These systems frequently implement stringent language policies and standardised testing requirements that emphasise a singular language of instruction. This approach tends to marginalise the linguistic resources of students, ultimately hindering their capacity to engage comprehensively in the learning process (Чайка, 2023). These policies not only restrict the opportunities available to multilingual students but also perpetuate a limited understanding of linguistic competence, failing to acknowledge the complexities of our increasingly globalised society.

The persistence of monolingual instruction in schools underscores the need for a paradigm shift towards more inclusive, multilingual frameworks that recognise and validate students' diverse linguistic backgrounds (Cinaglia & Costa, 2022; Mahayanti, 2024). Umi shared the reason why language barriers existed in her EFL classroom:

"As an English teacher in a small town with students who have limited English proficiency, I have encountered numerous challenges related to the language barrier. Some of the most significant obstacles include a lack of a common language, limited vocabulary, pronunciation difficulties, cultural differences, and a lack of confidence".

Ina shared similar challenges: *"Students struggle with understanding complex vocabulary, grammar and pronunciation due to language barriers, limiting their ability to communicate effectively in English".* The inclusive environment created by translanguaging also promotes positive teacher-student relationships. Teachers who integrate students' native languages demonstrate cultural responsiveness and a willingness to meet students where they are, building trust and rapport. This inclusive atmosphere not only enhances academic outcomes but also supports students' social-emotional development, making the classroom a more supportive and equitable space for learning (Bachtiar et al., 2024).

Discussion

Research indicates that translanguaging fosters a learning environment that is both inclusive and supportive. The recognition and appreciation of students' linguistic diversity can foster greater participation and enhance their sense of belonging (Beatty et

al., 2021; Matiso, 2025; Silalahi, 2023). Translanguaging fosters an inclusive atmosphere by enabling students to draw upon their entire linguistic repertoire, incorporating their native languages into the educational setting. This practice recognises the variety of linguistic and cultural resources that students contribute to the classroom, which are frequently neglected in conventional monolingual methods. Through the validation and integration of these resources, translanguaging enhances understanding while simultaneously enabling students to communicate their true selves. The attitudes and preparedness of teachers are essential factors in the effective implementation of translanguaging. A significant number of educators might not possess the requisite training or confidence to implement translanguaging practices, which can result in a reluctance to incorporate these strategies into their teaching methodologies (Yusri et al., 2022). The challenges faced are frequently exacerbated by insufficient institutional support and resources, which can impede teachers' capacity to effectively integrate translanguaging into their classroom practices. In order to tackle these challenges effectively, it is crucial to implement thorough professional development programs that highlight both the theoretical underpinnings and the practical uses of translanguaging. Programs ought to incorporate practical workshops, collaborative planning sessions, and chances for educators to observe and reflect on the implementation of translanguaging practices (Wei & García, 2022; Yuan, 2024). By cultivating a translanguaging mindset, educators can come to recognise the significance of students' complete linguistic resources and devise methods to incorporate these assets into their instructional practices (Putrawan et al., 2022; Yuan & Yang, 2020). The incorporation of a student's first language within classroom environments significantly impacts their comprehension of academic material. Studies show that when students have the opportunity to use their native languages, they demonstrate improved understanding of complex concepts and a deeper engagement with the material (Wang, 2022; Yan, 2024). The dual-language approach serves to connect students' home languages with the academic language, thereby enhancing their understanding and retention of content (Guan, 2023; Yan, 2024). Translanguaging facilitates a more inclusive environment by permitting students to utilise their first languages in conjunction with the language of instruction. This practice enables students to feel valued and empowered in their self-expression (Garcia & Schleppegrell, 2021; Чайка, 2023). This method fosters engagement and empowers students to assume responsibility for their learning, which in turn enhances their motivation and participation (Song et al., 2022; Чайка, 2023).

The incorporation of translanguaging within the curriculum carries important consequences for both educational policy and practice. It is essential for policies to encourage the creation of curricula that integrate translanguaging as a teaching method, while also ensuring that assessments and instructional strategies are consistent with this approach (Fang & Xu, 2022; Lei, 2024). For example, assessments should be designed to measure students' comprehension and abilities across multiple languages, rather than being limited to the primary language of instruction. This approach would not only offer

a more precise representation of students' abilities but also promote the adoption of translanguaging as a recognised and beneficial learning strategy.

Embracing translanguaging carries significant implications that reach beyond the confines of individual classrooms, influencing the wider educational landscape. Translanguaging has the potential to create a more inclusive and equitable learning environment, thereby bridging gaps in educational attainment and fostering social cohesion among diverse student populations. As educational systems navigate the complexities of globalisation and linguistic diversity, integrating translanguaging into teaching and learning practices can promote educational equity and create a more inclusive learning environment for every student (Triastuti, 2023; Zhou & Mann, 2021). The implications of this study extend far beyond the confines of individual classrooms, influencing the broader educational landscape. Embracing translanguaging as an essential element of teaching and learning enables educational systems to enhance equity and foster a more inclusive learning environment for all students. This method effectively addresses the diverse linguistic needs of students while simultaneously promoting social unity and enhancing educational outcomes in increasingly globalised and diverse societies.

This research contributes to the current understanding of multilingual education by presenting empirical evidence on the advantages and obstacles associated with translanguaging in practical classroom settings. This work offers valuable insights for educators, policymakers, and researchers seeking to promote linguistic diversity and inclusive educational practices. The findings emphasise the significant impact of translanguaging and stress the necessity of cultivating an educational setting that appreciates and utilises the full range of linguistic resources available to students.


Future research could explore the long-term effects of translanguaging on student outcomes and its application across different educational contexts and age groups. Additionally, further studies could investigate the specific strategies and resources that are most effective in supporting translanguaging practices, as well as the role of community and parental involvement in facilitating the adoption of translanguaging in schools. By continuing to explore these areas, researchers can contribute to the development of more effective and inclusive educational practices that reflect the linguistic diversity of the globalised world.


Conclusion


By creating an environment where students feel valued and empowered to express themselves in their native languages and the language they need to learn, translanguaging encourages greater engagement and ownership of the learning process. The findings of the study suggested that most of the participating teachers regarded the use of their native language (Indonesian or folk language) as important. One of the key findings of

this study is the positive impact of translanguaging on student participation and confidence. The findings also highlighted the challenges associated with implementing translanguaging in EFL classrooms, particularly in balancing the use of language with the diversity of English language capabilities and learning approaches that prioritise monolingual approaches. Balancing the use of English according to students' varying proficiency levels while aiming to improve students' English proficiency remains problematic. Entrenched language policies, standardised testing requirements, and teacher attitudes often pose significant barriers to the adoption of translanguaging practices. To overcome these challenges, the study emphasises the need for comprehensive professional development programs that equip teachers with the theoretical knowledge and practical skills necessary to integrate translanguaging into their pedagogy effectively. Furthermore, the study advocates for a shift in educational policies towards more inclusive, multilingual frameworks that recognise and validate students' diverse linguistic backgrounds.

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Juhana Juhana: Conceptualization, Methodology, Investigation, Data curation, Writing – Original Draft

Maya Puspitasari: Investigation, Formal analysis, Validation, Writing – Review & Editing, Supervision, Project Administration, Visualization

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Generative AI Use Disclosure Statement

In accordance with the policy of Language Teaching Research Quarterly on transparency in generative AI use, we confirm that OpenAI's ChatGPT (GPT-5, 2025 version) was used

to refine the language, structure, and clarity of the revised manuscript. Additionally, QuillBot was employed for sentence-level paraphrasing with an academic tone, and Grammarly Pro was used to ensure grammatical accuracy and consistency. Google Translate was used to translate the participants' responses from Indonesian into English.

Ethics Declarations

World Medical Association (WMA) Declaration of Helsinki–Ethical Principles for Medical Research Involving Human Participants

This study was conducted in accordance with established ethical guidelines. Informed consent was obtained from all participants prior to data collection, and their confidentiality and anonymity were strictly ensured throughout the research process.

Competing Interests

We have no conflicts of interest to disclose.

Data Availability

The data of this study has been stored, and it is available on the pertinent request by the interested party.

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