

# **Teacher's translanguaging technique in vocational schools: does it influence EFL students' competence?**

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## **ABSTRACT**

Translanguaging has emerged as a pivotal pedagogical approach, facilitating bilingual and multilingual practices that affirm the dynamic and flexible nature of language use in educational settings. This qualitative case study investigates the implementation of translanguaging techniques by an English teacher at Vocational High School 2 Wonosari. Data were collected through non-participant classroom observations and semi-structured interviews with a single teacher participant, selected through a purposive sampling. Thematic analysis of the data revealed that the teacher strategically employed translanguaging for key pedagogical functions, including concept explanation, instruction delivery, student motivation, and responsive feedback. These practices were further categorized into three distinct techniques: inter-sentential, intra-sentential, and tag translanguaging. From the teacher's perspective, translanguaging served to diminish linguistic barriers, support vocabulary acquisition, and foster a more supportive and engaging classroom climate. The study concludes that translanguaging represents a strategic and effective pedagogical resource in multilingual EFL contexts, provided it is implemented flexibly and with sustained emphasis on target language exposure.

**Keywords:** *Translanguaging technique; English language teaching; Multilingual classroom; EFL; Pedagogical strategy*

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## **1. Introduction**

People mostly use more than one language to communicate, particularly for countries with diverse languages and cultures such in Indonesia. The ability to use and produce more than one language is associated with the language ability called bilingual. Herlina Ningsih (2023) argues that most individuals are bilingual in case they can master or use two languages within a certain communication, for instance, it is not only mastering the mother tongue but also the national language as its official language for communicating. Thus, Kanwal et al. (2022) argues bilingualism is concerned with the understanding of either merely the basic forms of both languages or evolving fluency; due to maximizing the use of the language whether both or just the preferred one, in terms of dominance and the level of fluency. Therefore, it can be inferred that bilingualism is concerned with how people comprehend and utilize the use of more than one language for communicating.

Thereby, bilingualism in the field of education is closely linked with translanguaging particularly in language teaching and learning. Thus, the role of translanguaging is pivotally essential in teaching and learning due to the promotion of bilingual or multilingual language practice and new pedagogical approaches which indicates the flexibility of language use in the classroom (Prada & Turnbull, 2018). In addition, translanguaging is an inseparable part of the language system from a bilingual speaker; and it is focused not only on language but also on communication as a distinction lens which evolving language use for reinforcement of learners' understanding and engagement in learning activities (Goodman & Tastanbek, 2020a). As a statement by Putri and Rifai, (2021a) translanguaging serves as a tool for acquiring knowledge when learning foreign languages, particularly in a superdiverse society due to the advantages for both teachers and students. Moreover, some experts as well argue that translanguaging is separately associated with code-switching, because of the distinction between conceptualization and characteristics of both (Garcia & Wei, 2013). Thereby, translanguaging is understood here as a pedagogical whether as strategy or technique that incorporates the use of multiple languages within the classroom setting not only to facilitate and enhance but also to develop proficiency in the learning process (Berlianti & Pradita, 2021; Gelong & Widhiatama, 2024). Whereas code-switching occurs when a speaker alternates sentence or clause-level elements with those from another language during interaction (Dewirahmadanirwati & Aditiawarman, 2023). Goodman and Tastanbek (2020b) argue both are important for understanding bilingualism, such as translanguaging providing options for learners to select the linguistic unit and strategies for expressing experience in meaning through first (L1) or second language (L2), while the code-switching concerns as a portion practical derived from translanguaging. Therefore, it emphasizes that both have distinct lenses of the theoretical concept.

Thus, teaching English as a foreign language (EFL) in Indonesia presents unique challenges because of the multilingual context and varied levels of English proficiency (Liando et al., 2023a). It is supported as well by Titania and Ashadi (2024) considering

to the multilingual aspect in EFL classrooms which are numerous challenges remaining present in teaching and learning practice. Due to the advantages of translanguaging and the need to align with students' learning backgrounds, many teachers or educators have recently implemented various approaches in teaching and learning, including translanguaging (Ngo, 2025a). Therefore, many studies have been conducted regarding how translanguaging affects, particularly in an EFL Classroom. Efendi (2024) revealed the reasons and impacts of translanguaging, including addressing students' low English vocabulary proficiency, providing clearer instructions and understanding, encouraging students to participate actively and comfortably in learning, and minimizing misconceptions about the learning materials. In addition, Putri and Rifai (2021b) reveal that translanguaging empowers the teacher to achieve the goals in teaching such as aiding students in comprehending material explained in English better.

However, translanguaging is still debatable or disputed because translanguaging should be used strategically in foreign language classrooms (Ngo, 2025b). As it is revealed by Sinaga and Putrawan, (2024) translanguaging as a teaching approach faces various challenges for implemented by teachers; recent evidence indicates that teachers have mixed feelings and attitudes toward translanguaging practices. As a result, the role of the teacher in implementing the translanguaging strategy is crucial in the classroom. Furthermore, from the students' view, it seems that numerous students still struggle to understand and excel in English classes at school, which is a drawback of the impact of poor academic achievement of English in national assessments (Liando et al., 2023a). Besides the issues, the researcher also found similar cases at a school in Central Java that are associated with the implementation of translanguaging by teachers due to the students' lack of English ability. Thus, this study focuses to investigate translanguaging as it occurs specifically at Vocational School 2 Wonosari in Central Java during the teaching of English as foreign language.

The primary objective of this study is to identify the translanguaging techniques employed by the teacher in EFL classrooms. To achieve this, the study guided by the following research questions; (1). What are the translanguaging techniques that are used by the teacher? (2). How does the teacher's perspective on translanguaging. Through answering this questions, the study aims to provide insight into how translanguaging practices can support language learning in EFL contexts.

## **2. Literature review**

### *2.1. The concept of translanguaging*

Translanguaging was first introduced by Cen Williams in 1994. As an overview, Garcia (2016) and Ulum (2024) state that translanguaging is a concept that has gained significant attention in language education and sociolinguistics, which originated from the Welsh term *trawsieithu*, introduced by Cen Williams in the 1980s to describe pedagogical practice in bilingual classrooms in Wales. García (2016) also note that this term is now commonly used in academic studies and broadly used to describe how

bilinguals naturally move between languages, and how teachers can build on these practices in their lessons. In addition, it is also noted that translanguaging is not merely about switching between languages, but rather about accessing an integrated linguistic repertoire to make meaning, express identity, and interact effectively. As stated by García and Wei (2013), translanguaging is understood as the active use of all the language resources a bilingual or multilingual person possesses, rather than simply switching between languages; it allows for more natural and effective communication. Thereby, this concept is somehow quite difficult to distinguish from the concept of languages for switched only, which refers in terms of code-switching.

Thus, the concept of translanguaging is highlighted differentt with code-switching in the lenses of the theory implementation. Cahyani et al. (2018), García and Lin (2016) state that translanguaging similar to code-switching, involves using more than one language naturally in communication; while unlike code-switching, which switches between two separate languages, translanguaging treats both languages as part of one system. Hereby, bilingual speakers use elements from both languages to communicate more clearly and effectively. Moreover, in the context of practice and implementation, Sobkowiak (2022) revealed that somehow educators stated they prioritized the exclusive use of English within the classroom, while in the actual practice, they showed a more flexible and practical approach to the use of the students' first language (L1). He also noticed that despite accepting the students' use of their mother tongue as a helpful tool to support learning, switching between languages was not something they considered as a regular part of daily classroom activities. In addition, Sobkowiak (2022) also emphasized that teachers view students as emerging bilingual learners and are still treated as a separate system of languages used, although incorporating flexible (*L1 and L2*) bilingualism in teaching and learning. In contrast with translanguaging, which involves not just the use of two languages, but also constructing meaning and acquiring knowledge through their integration (Berlianti & Pradita, 2021; Cahyani et al., 2018).

## 2.2. *The implementation of translanguaging in EFL*

Numerous studies have documented the benefits of translanguaging practices in the classroom. As revealed by Masoudi (2025) found that translanguaging provided motivational benefits for EFL students at Taibah University, including enhanced language proficiency, clearer understanding of complex concepts, and better support in bridging linguistic and cultural gaps. Thereby, the implementation of translanguaging influenced both teachers and students. Darío Cardona Alvarez (2020) noted that translanguaging helped teachers and students in several ways; it reduced the students' anxiety, clarified lesson changes, explained complex instructions and grammar, and supported students' thinking processes, making it natural and essential in the EFL classroom. As noted by Bolkvadze (2023), effective EFL instruction includes purposeful L1 integration and the use of structured translanguaging. Roderick Julian Robillos (2022) on the other hand, reported on specific skill that students' L2 listening was improved on

four quizzes; including structure, grammar, details, vocabulary, and organization and they did not view TLAN as disrespectful. Meanwhile, Rafi'ah Nur (2020) revealed that findings show notable improvement in reading comprehension, supporting translanguaging as an effective instructional strategy; students exposed to translanguaging demonstrated greater gains than those receiving translation-focused instruction.

Overall, it consistently shows that translanguaging offers multiple benefits in EFL classrooms. It enhances students' language proficiency, helps them better understand complex concepts, reduces anxiety, and supports their cognitive processes. It is also supported by Yusri et al. (2022), based on teachers' perception which generally had a positive view of translanguaging; through strategies in teaching, such as using content clues, working together, focusing on students' needs, and two-way translation. In addition, through translanguaging, it assists teachers in managing lesson adjustments and explaining difficult material more clearly, indicating a positive impact on both students and teachers. Thereby, incorporating students' first language through structured translanguaging methods should be considered as an essential component of effective EFL instruction.

### *2.3. Translanguaging in Indonesia as EFL context*

Indonesia is a multilingual country where students frequently speak more than one language in their daily lives. Halim et al. (2023), "Indonesia, well-known for its multicultural and multilingual country". Nugraheni et al. (2023) argue this also appeared during teaching and learning by teachers and students; teachers were employed in EFL instruction through the use of Indonesian, the local language, and English to support student understanding due to the limited English proficiency, while also promoting the preservation of their native languages.

Meanwhile, there are still few studies conducted in the Indonesian or Southeast Asian context which research has explored translanguaging in primary and secondary schools, but the empirical data are still not much as enough. As stated by Putrawan (2022), translanguaging has gained attention in bilingual and multilingual education due to the limited and lacks of clear findings. Particularly, in the vocational classrooms emerge as promising, through underexplored, ecologies for investigating translanguaging. Siregar (2020) examined translanguaging among vocational EFL teachers and found that they began in English and then shifted to Indonesian to scaffold comprehension, sustaining students' interest and participation. While, Ramdani and Marsal (2024) as well revealed three translanguaging moves; code-switching, translation, and interpretation were observed with an English-first sequence and subsequent L1/L2 support or reformulation, which enhanced clarity of instructions and materials in Vocational High School settings.

On the other hand, Putrawan (2022) revealed that teachers mostly agree that translation influences the improvement of learning due to its use of not merely one language, while some others hold opposing views, thus emphasizing attention on the

caution of L1. Moreover, Khairunnisa and Lukmana (2020) found that translanguaging is positive and finds Indonesian and local languages helpful for learning; using them flexibly, but the study focuses merely on attitudes, and further research is needed for classroom practices. Meanwhile, Raja et al. (2022) most students responded negatively to student-directed translanguaging, but showed positive attitudes toward teacher-directed translanguaging, which their comments offer insight into multilingual pedagogy and suggest direction for further research. Therefore, this current study focused on the implementation of translanguaging techniques by teachers and examines their perspectives in the EFL classroom context.

### **3. Method**

#### *3.1. Research design*

The researcher used the qualitative research approach. In addition, concerning the research design, the researcher plans to utilize descriptive qualitative case study, Tisdell, (2016) explains that a case study is primarily concerned with the researcher's role as the main instrument in collecting and analyzing data. The researcher employs an inductive investigation strategy, leading to a final outcome that is richly descriptive. Therefore, through this design, the researcher could reveal and answer the phenomenon that occurred.

#### *3.2. Participant*

The researcher conducted the research at Vocational High School 2 Wonosari which is located in Central Java. The research participant was an English teacher which implemented the translanguaging during teaching English in the Classroom. The researcher used purposive sampling to explore the social situation as an object of the research; since the teacher at there had the unique characteristic due to the geographic location which influenced by cultural diversity, with the majority of students originating from the Javanese community and using the local Javanese language. Purposive sampling was used to select a culturally diverse school, shaped by its geography, where most students are Javanese and use the local language. The focal teacher worked within this setting. Consequently, in the context of education at Vocational High School 2 Wonosari, the research chose a teacher who met specific criteria for the study; first, the teacher's qualifications included the application of translanguaging during teaching and learning in English as a Foreign Language (EFL) classroom. second, the teacher can increase student engagement in the learning process by using language they are familiar with, making learning more relevant and engaging. Third, the school support in which provides the teacher opportunity for the translanguaging implementation and creating a conducive environment for the used; and the last is because of the specific local context which makes it as a high interest in further exploring translanguaging.

### *3.3. Instrument of the research*

The researcher used the interview guide and observation instrument to gather the data from the research participants. Meanwhile, according to Smulowitz (2017) the interview guide is made up of either questions, topics, or a mix of both, ranging from unstructured to very structured depending on the research preferences; a widely used interview guide technique is the semi-structured interview, which includes several specific questions, their follow-up queries, and a handful of topic areas. Therefore, the researcher observed and interviewed an English language teacher who teaches an English subject in the classes to be studied.

### *3.4. Data collection technique*

To examine the phenomenon of translanguaging that occurred by the teacher at Vocational High School 2 Wonosari, the researcher used some techniques to ensure a comprehensive understanding of the translanguaging practice and its impact on teaching and learning particularly in bilingual and multilingual class that researcher being to be conducted. First, the non-participant observation was conducted to analyze the implementation of translanguaging techniques, allowing the research to capture the existing interactions and instruction. Second, interview was carried out with the teacher to gather insights related to the perspectives, reasoning or challenges during the implementation of translanguaging in the classroom. Third, as further validate findings and ensure systematic documentation, the research employed a document checklist to assess key relevance instructional components, and language use patterns that support translanguaging practices. Thereby, through combining these data, the study would improve the credibility, providing a triangulated and well-rounded analysis of translanguaging to the result of the study.

### *3.5. Data analysis technique*

The process of data analysis was conducted after the researcher finished conducting the data as a further process and procedure in research. Moreover, the researcher used the thematic analysis. Naeem et al. (2023) explain some steps or procedures to conduct the thematic analysis; (1) Transcription, familiarization data, and selection of quotations; (2) Selection of keywords; (3) Coding; (4) Theme Development; (5) Conceptualization through interpretation of keywords, codes, and themes and (6) Development of conceptual model. Furthermore, the researcher analyzed the data through the translanguaging theory which was developed by Gracia (2017) and Wei (2011). Finally, the researcher formed a conclusion about the translanguaging techniques that were used by the teacher and the teacher's perspective on translanguaging.

## **4. Findings**

This part guides the statement that associates to the research objectives providing the result of data analysis to answer the research questions which are the first what are

the translanguaging techniques that used by the teacher and how is the teacher perspective on translanguaging.

#### 4.1. *Translanguaging techniques used by the teacher (RQ1)*

This section presents the findings related to the first research question, which investigates the translanguaging techniques employed by the teacher during English language instruction. The analysis of the classroom observation data revealed several recurring themes that illustrate the teacher's use of translanguaging as an instructional strategy.

##### 4.1.1. *Translanguaging for explaining the concepts material*

It means that the teacher in the classroom used translanguaging to give the students clear explanation about the concept of material. Here are as follows some of teacher's talk for explaining the concepts material to the students.

###### Extract 1

T: "And? Many other. Dan masih banyak lagi ya. Now, today we are going to focus on the structure of descriptive text. Hari ini kita fokus di generic structure. Generic structure of descriptive text. Kita fokus di struktur text deskripsinya. Do you still remember our aim? Our goal? Of this material? You know goal? Goal. Biasanya yang di sepak bola."

In this section, the teacher applies the translanguaging technique to provide an explanation of the material to be studied such as in "*Now, today we are going to focus on the structure of descriptive text. Hari ini kita fokus di generic structure. Generic structure of descriptive text. Kita fokus di struktur text deskripsinya.*" The sentence indicates that teacher use English as L2 and then followed by Bahasa Indonesia as L1 to help provide students with understanding of the material that is studied. Thus, Liando et al., (2023a) states that teachers should be able to incorporate not only target language (L2) but also the first language (L1) as a method for teaching by alternating between languages familiar to students in the classroom; in case it can helps minimize confusion in learning and enhances student comprehension, rather than solely focusing on mastering the target language which is English. Therefore, teachers consciously utilize both languages not only to translate, but also to increase student engagement and make learning more effective. This is in line with the translanguaging approach in education, as argued by García (2017), where the flexible use of language supports comprehension and learning. It also appeared to the sentences as follows.

###### Extract 2

T: "Sewing tools. And you watched many of sewing tools in the video. Do you still remember what are they? Sewing machine. Yang paling diingat ya. Sewing machine. Okay. Because it is the main. The main tool. The main tool. Apa? Main tool? Sewing machine is the main tool. Apa artinya the main tool?"

Hereby, the teacher's talk as overviewed above indicates the support for teachers to do reinforcement and engagement with the purpose students continue to understand what is explained which helps them (students) understanding the target language (L2) in learning English. Therefore, Liando et al. (2023a) as well as argue that teacher is necessarily needed to clarify the material when it is difficult to grasp by students because of their restricted vocabulary knowledge; due to through incorporating translanguaging in English teaching and learning is not just beneficial, but essential, particularly in schools where there is limited access to English for communication purposes.

Extract 3

T: "Oh reproduce fabric. Fabric itu apa sih? Kain. Okay, fabric itu kain. Users can create or upload custom designs. User, what is user? User? Orang yang? pengguna. Pengguna yang menggunakan mesin ini ya. Orang yang menggunakan mesin ini disebut bisa mengupload custom design. Design yang dia inginkan. Lewat komputer atau design software, kemudian disambungkan di mesin bordir then reproduce on the fabric. Langsung jadi di kainmu itu. Terus apalagi? Embroidery machine operates using specialized thread and needle. Oh, ternyata menggunakan thread and needle-nya yang specialized. Apa kemarin thread?"

As Zano (2022) states in a language class, translanguaging allows for the use of multiple languages alternately at each stage of learning, so there is no rigid separation between languages during learning process. The teacher explicitly using of language alternately during teaching and learning caused the factor of considering to the students' comprehension to the target language, due to language barriers; thus, teacher must alternately use both the language between L1 and L2. In addition, García also overviews in Ibarra Johnson et al. (2017) the purpose of translanguaging which gives the students encouragement to comprehend complex material and provide a chance to build the linguistic practices for academic context. Therefore, it can be inferred that the teacher used translanguaging technique for explaining the concepts of a material to provide solution of languages barriers to the students in learning to keep them engage to the target language.

*4.1.2. Translanguaging for giving activity instruction/classroom management*

Teachers in this case use translanguaging not only to explain the material or learning concept but also to provide instructions to students to make it easier for them to understand learning instructions as seen in the following teacher's instructions.

Extract 1

T: "Has every table got the handout? Yes? Apa? Maksud Bu Deno apa tadi nanyain? "Has everybody got the handout? This is the handout. Ini namanya handout. Kertas yang saya bagi itu saya sebut dengan handout. Sudah dapat semuanya ya? So, now please have a look on this page. I forgot to give the page. Saya lupa mengasih halaman. Jadi mungkin kalian bingung. Please have a look on

this page. This page. Okay? And on point three. Can you read the instruction? Can you read the instruction loudly? Yes. Can you read the instruction loudly?"

In the part of the instruction that given by the teacher using the target language, namely English, then the teacher makes sure that the instruction delivered can be understood properly using Indonesian, this is because students can follow the learning objectives while still emphasizing the exposure of the target language. Therefore, as overviewed by Muguruza et al. (2023) the implementation of translanguaging pedagogies in an English medium instruction course indicate that most students responded positively to the flexible language use.

#### Extract 2

T: "Okay. Read the structure of descriptive text below. So, you have to read it. Please read the structure of descriptive text below with your table mate. With your friend sitting next to you. Dengan teman semeja. Yang engga punya teman semeja mau berdua apa sendiri? Coba kamu ke sini! You move here! Okay, everyone has the pair. Semua punya pasangannya sekarang. Now, please read the explanation on this big bullet. Please read! Dibaca. Okay. The explanation on this big bullet. I will give you five minutes to read. Read. Not only reading. Tidak hanya dibaca tapi understand it. Dibaca dan dipahami. Nah nanti yang akan menjelaskan kamu. Apa sih isinya? Baca dulu okay. Read it first. If you find difficult words, you can ask me or your friend.

It is also supported by the teacher interview result which is states that the students still need to be guided to make them on right way as it instructed whatever the instruction using the first language. In addition, the instruction can also be seen when the teacher allows students to be more active in discussions and interactions in the classroom because the teacher use language that is more comfortable for them. On the other hand, by using the student's first language (L1) and target language (L2) alternately, teachers can explain concepts or instructions that may be difficult for students to understand to be more clearly. Aniceto (2023) argues however English still become the primary instruction, teacher should consider the alternating language for students to make them able to understand well such as how language function and how it works to enhance their linguistic repertoires. On the other hand, he also states that translanguaging that associates to the language management provides solution for learners to be more confident in learning.

#### *4.1.3. Translanguaging for motivation like support or creating relax atmosphere*

Teachers use translanguaging to motivate in order to create a more supportive and comfortable environment for students to be able to participate and engage in the learning process that takes place in the classroom; As in the sentence delivered by the following teacher as support to convince students to remain artful in the learning process.

Extract 1

T: "Who wants to tell us what is in paragraph one? Ada yang mau tellin us? Menceritakan kepada kita semua? isi dari paragraf satu. Saya tu punya keyakinan ya, kelas ini tu sebenarnya pada bisa, cuman masih pada malu - malu."

In that part, the teacher gave reinforcement which was previously preceded by a question using the target language learned, but the student had not given feedback and then the teacher convinced them with encouragement and motivation to use the first language, namely Indonesian. The reason is because it can increase the confidence of students in which they will feel more confident and participate in the learning process when they use the language they master and understand well. This is in line with the finding revealed by Capati (2022) revealing that students generally believe that having L1 in the classroom can be aided for learning English in which enhanced the comprehension and the motivation growth; while teacher think that using L1 can help students in specific circumstances, while they do not completely depend on L1 usage to enhance students' abilities.

Extract 2

T: "Belum? Paragraf satu, engga usah lihat selesai belum selesainya. Saya ingin salah satu dari kalian menceritakan isi dari paragraf satu. Isinya ya, isinya tentang apa sih? Ada yang mau angkat tangan? raise your hand please!"

This can also be seen in the next sentence as overviewed which delivered by the teacher so that they dare to be active in the learning process not only to check their understanding but also supporting to be exposed to the target language (L2) through alternating language use. Thus, Çelik Korkmaz (2021) states among various elements influencing students' foreign language acquisition are teacher talk, being the primary input in EFL environments that can be considered one of the most significant factors that aid students' advancement in the target language (L2). Therefore, it can be concluded that teacher become the primary important bridge in learning to create a convenient learning atmosphere by utilizing translanguaging.

#### *4.1.4. Translanguaging for asking and responding to students; questions*

The use of asking and responding to the students' questions through translanguaging can be occurred during learning in the points and content to their prior knowledge. Moreover, the act of asking questions holds promise for boosting a student's motivation, as this method emphasizes a student-centered focus on both obtaining information and constructing knowledge (Jin, 2016).

Extract 1

T: "Okay, what do you get after you read this, what do you get? Apa yang kamu dapat setelah membaca tadi?"

S: "Structure"

T: "Okay, structure of descriptive text. Oh, saya tahu structure of descriptive text bu. What are the structures of descriptive text?"

S: "Identification"

Despite of that, by using language that is more familiar to students, teachers can ensure that they understand the questions well before attempting to answer in the target language. This helps reduce language anxiety and increases students' participating in discussions. In addition, translanguaging allows students to think in multiple languages simultaneously, so they can relate new concepts to the knowledge they already have. In a multilingual classroom environment, translanguaging also creates a more inclusive learning atmosphere, where all students feel supported in the learning process.

#### *4.2. Translanguaging techniques used by the teacher (RQ1). Teacher's perspective on translanguaging (RQ2)*

The thematic analysis of the interview data revealed four main themes regarding the teacher's perspective on the use of translanguaging in English language instruction.

##### *4.2.1. Translanguaging as a tool for clarifying instruction and communication*

The educator viewed translanguaging as a beneficial approach to enhance clearer communication and guidance in class activities. She described that utilizing Bahasa Indonesia or Javanese was beneficial for providing directions, clarifying intricate subjects, building personal relationships, and fostering a comfortable classroom environment:

"Using Indonesian or Javanese can be helpful when communicating with students, giving instructions, clarifying presentations, employing personal approaches, and facilitating icebreakers"

This belief is strongly reflected in the observation data. During multiple stages of teaching which shown at oping (Introduction topic, presenting summaries, stating objectives), main activities (explaining materials, grammar, vocabulary, giving instructions), and closing (summarizing lessons, while the use of Bahasa Indonesia and Javanese was observed alongside English. Thus, the alignment suggests that translanguaging is intentionally applied to enhance comprehension and engagement, particularly when delivering complex materials or managing classroom interactions

##### *4.2.2. Translanguaging as a natural and acceptable practice*

The teacher viewed the use of students' first language as a natural and acceptable part of the learning process. She expressed that the integration of Bahasa Indonesia or Javanese was not considered a disruption but rather a natural response due to students' daily use of their mother tongue:

"My feelings come naturally because my mother tongue is used in everyday life, which still aids in learning a foreign language"

This perspective is validated by the observation data, which shows frequent use of Bahasa Indonesia and Javanese across a wide range of teaching activities. The natural and fluid switching between languages indicates that translanguaging is embedded in daily classroom interactions, reflecting the teacher's cultural sensitivity and adaptive pedagogy.

#### *4.2.3. Prioritizing English while utilizing L1 strategically*

Although the teacher recognized the benefits of translanguaging, she emphasized that English must remain the primary language of instruction. She clarified that while translanguaging was helpful, it was used strategically within the broader goal of promoting English language proficiency:

"In the context of learning approach techniques, however, English must be prioritized."

This statement confirmed by the observation data, which shows that English was consistently used across almost all teaching stages; from opening to main activities to closing. The use of L1 occurred selectively and strategically, primarily to support comprehension rather than to replace English. This alignment demonstrates that the teacher maintains a balance between maximizing students' exposure to English and providing necessary support through L1 when appropriate.

#### *4.2.4. Translanguaging supporting vocabulary development and memory*

The teacher also noted that translanguaging played a role in aiding students' memory and vocabulary acquisition. She stated that using Bahasa Indonesia or Javanese helped students better memorize and understand new English vocabulary

"The benefits of Indonesian and Javanese include aiding in memorization and enhancing vocabulary comprehension"

The observation data supported the claim, as L1 was actively used during vocabulary instruction. This practice allows students to build semantic connections between the target language and their existing linguistic knowledge, facilitating deeper understanding and long-term retention of new vocabulary.

## **5. Discussion**

The finding of this study was provided important insights into the teacher's translanguaging practices and perspectives in the English language classroom. Thus, addressing the first research question which was the observation translanguaging techniques revealed which were for explaining the concept, for giving activity instruction, for motivation like support or creating relax atmosphere, and for asking and responding to students; questions.

In addition, the analysis further identified implied the teacher employed three main types of translanguaging techniques: inter-sentential translanguaging, used when switching between English and Bahasa Indonesia across sentences to clarify explanations or instructions (*as sections 4.1, 4.2, 4.4, 4.5, and 4.7*); intra-sentential translanguaging, used when mixing both language within the same sentence for motivation and vocabulary explanation (*as section 4.3 and 4.8*). and tag translanguaging, appearing naturally through brief L1 insertions to maintain rapport and authenticity in classroom talk (*as section 4.6*). These variations indicate that translanguaging was not only function but also as a pedagogical technique in fostering comprehension and engagement from Vygotskian lens, these practices function as mediational; means that support learners' regulation of attention, planning, and problem solving by allowing them to recruit the most effective semiotic tools across languages during task performance.

The second research question explored the teacher's perspective on translanguaging in which the interview data revealed that translanguaging as a tool for clarifying instruction, as a natural and acceptable and teacher acknowledged that using Bahasa Indonesia or Javanese was essential for enhancing memorization and vocabulary development, although the teacher emphasized the importance of maintaining English as the primary language of instruction. This aligns with sociocultural theory stating that learners often move from publicly supported speech to private and inner speech, then re-externalize inner processes when cognitive load increases such bilingual self-guidance is precisely how mediation fosters comprehension and retention. Thereby, differentiating to the similar previous study that associated to the translanguaging in EFL classroom in which some of them explicitly implied supporting result.

As a result that reported by Berlianti and Pradita (2021) which examined the translanguaging in order to know how helpful translanguaging in EFL Classroom; it was found that the practice of translanguaging build the engagement dialogue to the students and influenced students able to understand the complex learning material through the implementation of translanguaging by teacher; thus it was implied as well that the findings suggest teaching and learning process by EFL teacher or educator tend to pay greater attention to their students, prioritizing their understanding of complex topics in order to enhance their English proficiency.

Those were indicated that the translanguaging as technique was essentially useful for teacher not only in the contests for transferring knowledge to be understood, and such for engagement (*related to the activities and instruction within the classroom*) but also played the role as pedagogical term in teaching to acquire the objectives in teaching. Cenoz and Santos, (2020) revealed that pedagogical translanguaging can manifest in various forms, even within contexts that have numerous similarities; in which student can be encouraged to utilize their multilingual repertoire.

Moreover, Han, (2024) investigated translanguaging exploring the use of teachers' and students' bilingual repertoires in Chinese language education which revealed that the practice of translanguaging by teachers, expressed through linguistic and

non-linguistic resources, fulfills a strong pedagogical purpose, particularly in motivating and engaging students. Reading through SCT, these effects emerge because the classroom becomes a site of joint activity where expertise is co-constructed, and where legitimizing bilingual resources enhances learners' agency to participate and persist. The result as well as emphasizing supports CAL's pedagogy in terms of classroom teaching, resource development, and the design of learning activities, leading to greater student engagement, richer instructional content, and a more dynamic teaching process.

However, the different result referring to the translanguaging proposed by Wang (2022) which reported that there were still several teachers which consistently believed in monolingualism (English) in the learning process, which effected on language restrictions in the learning process particularly to the multilingual background; while students fully looked and utilized the available opportunities to engage in translanguaging practices, leveraging multiple languages dynamically to enhance their learning experience. In addition, the similar cases also reported by Rasman (2018) that the translanguaging could provide solution to develop students' multilingual competencies. But the strong different socio-politically which constructed the status of English, Indonesian, or Javanese may not maximize its repertoire for learning English. He also highlights that the pedagogic related to the teacher translanguaging probably played the role.

Building on these insights, in Vocational School setting translanguaging can be strategically bridges learners L1 and L2 to accelerate mastery of Industry-specific terminology and standard operating expressions in technical English. Since the background of Vocational High School 2 Wonosari sustains partnerships with industry that are relevant to each vocational program. The study by Karima et al. (2025) that explore how teachers and students view the effectiveness of translanguaging facilitating comprehension in a rural English for specific purposes (ESP) context revealed that translanguaging strategy can improve comprehension and boost confidence in speaking, and they work best when used purposefully and match students' proficiency levels. Therefore, it can be inferred that the teacher used the translanguaging techniques essentially benefit to the students in teaching and learning particularly to accelerate mastery of Industry-specific terminology or English for Specific Purpose, however teacher should as well notice the implementation of translanguaging as flexibility of language use to expose the target language for students withing the classroom.

## **6. Conclusion**

This study highlights the significant role of translanguaging in English language acquisition at Vocational School 2 Wonosari in Central Java, demonstrating its efficacy in enhancing student comprehension and engagement. Empirical data from classroom observations revealed that instructors strategically employed translanguaging for core pedagogical functions, including concept explanation, instruction delivery, student motivation, and responsive questioning. Corroborating interview data indicated that

teachers perceived translanguaging as a natural and pragmatic strategy for clarifying instructions and developing vocabulary, while simultaneously maintaining an instructional priority on English. These findings align with established scholarship (e.g., Cenoz & Santos, 2020; Han, 2024), reinforcing translanguaging's pedagogical value in fostering student engagement, facilitating the understanding of complex material, and creating dynamic classroom interactions.

Conversely, this study also engages with critiques, such as those noted by Rasman (2018) and Wang (2022), which suggest that monolingual ideologies and sociopolitical factors can constrain the full utilization of students' multilingual repertoires. In light of these contrasting perspectives, the present research concludes that while translanguaging offers substantial benefits for knowledge transfer and student involvement, its implementation must be strategically balanced with the overarching objective of English language proficiency development. Consequently, it is recommended that educators adopt a flexible and deliberate translanguaging approach to optimally scaffold learning and support target language exposure within multilingual educational contexts.

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