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## **HOW YOU SEE IT AND HOW YOU FEEL IT: INDONESIAN STUDENTS' PERCEPTION ON TRANSLANGUAGING PRACTICES IN EFL CLASSES**

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**Abstract.** In bilingual or multilingual education, where English is taught as a foreign language (EFL), students often depend on their first language (L1) to enhance communication and learning. The strategic deployment of L1, known as translanguaging, functions as a communicative tool to achieve particular instructional goals. This study examines students' perceptions of translanguaging practices in EFL classes, with particular emphasis on their views of the teachers' translanguaging practices and their own utilization of translanguaging during class activities. Data were collected with a Google Forms questionnaire on a four-point Likert scale. One hundred forty-three students completed the questionnaire, ten of whom voluntarily participated in the follow-up interview to provide greater depth to their initial responses. The questionnaire examined two main aspects: students' views on the teacher's use of the L1 and their personal usage of L1 in the learning process, categorized into thematic areas pertaining to classroom discourse. The results indicated a significant occurrence of translanguaging among the teachers, who predominantly employed it to convey instructions and elucidate intricate lesson material. From the students' perspective, translanguaging constituted an essential tool for learning. They indicated a regular reliance on their L1 for translating foreign vocabulary, making structural comparisons between English and their L1, discussing course material, and understanding complex concepts. These findings highlight the educational significance of translanguaging in EFL contexts, indicating that learners recognize its effectiveness in improving understanding and engagement. The prevalent use of translanguaging underscores its function as a cognitive and communicative framework that aids learners in overcoming language and conceptual obstacles.

**Keywords:** bilingual education; engagement; instructional strategy; language learning; students' perceptions; translanguaging.

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## **Introduction**

In language education, particularly in English as a Foreign Language (EFL) context, maximizing exposure to the target language is often viewed as central to achieving communicative competence. However, research increasingly suggests that exclusive use of English may not be the most effective strategy, particularly in multilingual settings where learners draw from complex linguistic repertoires (Cenoz & Gorter, 2020; Li Wei, 2022). Translanguaging, which is an approach that encourages learners to flexibly use all of their linguistic resources, has emerged as a powerful alternative to monolingual instruction. Scholars argue that translanguaging enhances cognitive engagement, supports content understanding, and bridges linguistic and cultural knowledge (Asadova, 2025; Li Wei, 2022). This shift signals a growing recognition of the sociolinguistic realities in many classrooms, particularly where bilingual or multilingual learners navigate between their first language (L1), a national lingua franca, and a foreign language such as English.

The traditional English Language Teaching (ELT) paradigm, which promotes the sole use of English, is rooted in the belief that increased exposure leads to greater proficiency. This approach, however, overlooks how learners in EFL settings frequently use their L1s and shared languages to mediate meaning, build confidence, and interact with content more deeply (Liando & Tatipang, 2022; Pham et al., 2025). In multilingual societies including Indonesia, where students may speak a heritage language at home, Bahasa Indonesia as the national language, and English in academic settings, rigid monolingual policies often fall short in practice. Cenoz and Gorter (2014) emphasize that translanguaging pedagogy aligns better with students' actual linguistic practices and contributes to more inclusive and meaningful language learning experiences. Moreover, Li Wei (2022) frames translanguaging as not only a pedagogical but also a political stance, challenging the neutrality of English-only policies and highlighting the value of students' existing linguistic knowledge.

Despite growing pedagogical and theoretical support for translanguaging, learner perceptions remain complex and often ambivalent, particularly in EFL contexts where monolingual ideologies continue to influence classroom norms. Recent studies confirm that while many students recognize translanguaging as a valuable cognitive and metacognitive tool for grasping abstract concepts, mastering complex grammar, or engaging in critical thinking, others remain skeptical, viewing L1 use as a barrier to full linguistic immersion (Liu et al., 2024; Pawapootanon, 2025). For instance, Liu et al. (2024) reported that students were discussing their drafts in Mandarin to help them think more deeply about logic and coherence before expressing ideas in English. However, many also expressed hesitation about doing so openly, fearing it might be seen as a lack of proficiency or commitment to English-medium learning. This illustrates the tension between the cognitive benefits of translanguaging and the ideological pressures to conform to monolingual expectations.

This tension reflects broader ideological conflicts between emergent multilingual practices and entrenched institutional norms that equate English-only instruction with rigor and authenticity (Tai, 2025a). As Liando and Tatipang (2022) observe in Indonesian higher education, students often internalize the belief that English-only environments are more effective, even when evidence shows otherwise—a phenomenon reinforced by curricular policies and teacher discourse. These findings echo García's (2009) foundational insight that attitudes toward translanguaging are not merely about pedagogical utility but are deeply entangled with beliefs about linguistic legitimacy, academic identity, and what counts as "successful" language learning in globalized educational contexts. Thus, students' ambivalence is not a sign of resistance per se but a reflection of the ideological terrain they navigate—one where multilingual resources are both cognitively embraced and socially contested.

Recent research highlights the critical role of teachers in shaping these perceptions. Gorter and Arocena (2020) demonstrate that teachers' beliefs about multilingualism and translanguaging significantly influence classroom practices and student perceptions. When teachers model translanguaging intentionally, using students' home languages to scaffold

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complex tasks, clarify abstract concepts, or validate cultural identities, they signal that multilingualism is not only acceptable but intellectually and academically legitimate (Cenoz & Gorter, 2021). Conversely, when teachers avoid translanguaging due to institutional pressure or personal ideology, students may interpret this as a devaluation of their linguistic repertoires, leading to linguistic insecurity or disengagement.

While much of the literature has explored translanguaging among learners at beginner or intermediate levels, less is known about how students with higher English proficiency navigate and perceive translanguaging. Recent studies demonstrate that high-proficient EFL students strategically deploy translanguaging to support complex reasoning, critical thinking, and metacognitive regulation (Liu et al., 2024; Pawapootanon et al., 2025). For instance, Pawapootanon et al. (2025) reported that high-proficient students engaged in translanguaging during peer feedback and self-editing processes, particularly when negotiating abstract ideas or cultural nuances. Furthermore, recent work by Tai (2025a) reveals that even proficient learners navigate conflicting language ideologies. Many recognize the cognitive benefits of translanguaging but feel constrained by institutional monolingual norms. Together, these studies affirm Li Wei (2022) insight that multilingual practices are not outgrown with increased proficiency but rather evolve into more sophisticated, context-sensitive strategies. Extensive scholarship has established the need for renewed inquiry into how high-proficient learners navigate translanguaging, thereby challenging the persistent misconception that translanguaging is merely a compensatory mechanism for less proficient speakers.

Scholars are increasingly acknowledging translanguaging as a sophisticated, purposeful practice among advanced learners highlights the importance of listening to students' own voices in understanding how multilingual strategies function in real classroom contexts. Rather than assuming that high proficiency leads to monolingual English use, we must examine how these students themselves perceive, enact, and interpret translanguaging, both in their learning and in their teachers' pedagogy. This study centers on students' reflections on their own translanguaging behaviors and their observations of how teachers employ multiple languages in the EFL

classroom, offering a dual-perspective analysis that bridges learner agency and pedagogical practice. By examining both student self-perception and their interpretations of teachers language use, the study illuminates how translanguaging functions not only as a cognitive and metacognitive learning strategy but also as a socially embedded pedagogical stance that shapes classroom dynamics, inclusivity, and power relations (Tai, 2025a; Li Wei, 2022). By focusing on high-proficient EFL students who are both advanced language users and reflective participants in academic discourse, this study captures nuanced perspectives on translanguaging as both a personal resource and a shared communicative practice. Guided by current calls for student-centered and critically informed approaches to multilingual education (Tai, 2025b), the study addresses the following research questions:

- a. What are students' perceptions of their teachers' translanguaging practices?
- b. What are students' perceptions of their own translanguaging practices?

## **Literature Review**

In recent years, translanguaging has emerged as a pivotal concept in multilingual education, reframing how scholars, educators, and learners understand language use, identity, and pedagogy. While translanguaging has been widely studied in bilingual and immersion education, its role in English as a Foreign Language (EFL) classroom, specifically in linguistically diverse contexts such as Indonesia, remains underexplored. This literature review critically examines the conceptual evolution of translanguaging, the pedagogical principles that underlie its application, and the empirical research concerning student and teacher perspectives. It also identifies gaps that justify the need for further investigation into how translanguaging is experienced and perceived by EFL students with higher proficiency levels, particularly in contexts where English is taught but not widely used outside academic settings.

## **Conceptual Evolution of Translanguaging**

The term "translanguaging" was initially introduced by Cen Williams in 1994 (as cited in Williams, 2002) in the context of Welsh-English bilingual education, where students were encouraged to read in one language and write or speak in another. Although earlier studies on code-switching and language alternation paved the way for understanding bilingual practices (Jacobson & Faltis, 1990), they often treated languages as compartmentalized systems. The reconceptualization of translanguaging by García and Wei (2014) marked a significant paradigm shift: it is now understood as the dynamic process by which multilingual speakers make meaning by drawing from an integrated linguistic repertoire, transcending socially constructed language boundaries.

This reframing challenges the monoglossic ideologies that underlie most formal language instruction, particularly in EFL settings where target language exclusivity is often emphasized as a marker of proficiency and academic rigor. As Li Wei (2022) argues, translanguaging disrupts the myth of language separation by asserting that multilingual speakers do not operate with compartmentalized linguistic systems but rather draw fluidly from an integrated repertoire to make meaning. Far from being a compensatory strategy, translanguaging is repositioned as a critical and political act, one that resists dominant power structures in education that privilege certain languages (e.g., English) over others (e.g., national or regional languages). In this view, translanguaging is not only a cognitive or pedagogical tool but a form of epistemic agency, enabling learners to assert their identities, challenge linguistic hierarchies, and participate more fully in knowledge construction. Thus, when students use Bahasa Indonesia alongside English, for example, they are not failing to acquire the target language; they are enacting a broader, more inclusive model of what it means to be a language user in a globalized, multilingual world.

Despite this rich theoretical development, there remains a gap in understanding how these conceptual frameworks translate into pedagogical practice in EFL classrooms, particularly in non-Western multilingual contexts.

Much of the foundational work on translanguaging draws from bilingual immersion or ESL contexts in the Global North, and its implications in linguistically stratified, exam-oriented EFL systems (notably Indonesia's) require deeper examination.

## **Translanguaging Pedagogy in EFL Contexts**

Translanguaging pedagogy is increasingly acknowledged for its capacity to scaffold language development, promote metalinguistic awareness, and foster learner autonomy (Antony et al., 2024). In EFL classrooms, where students may lack sufficient immersion in English outside the classroom, translanguaging enables learners to draw from their L1 to make sense of L2 input, thereby enhancing comprehension and reducing cognitive load (Liu et al., 2024; Pham et al., 2025). Antony et al. (2024) demonstrated how Indian EFL learners used translanguaging during grammar instruction to clarify abstract rules and compare syntactic structures across languages, resulting in deeper conceptual understanding and improved accuracy. This supports the idea that L1 use is not a deficit but a strategic resource for building linguistic competence.

Similarly, Pawapootanon et al. (2025) found that allowing students to plan and discuss academic tasks in their native language enhanced both the quality and confidence of their written output in English, underscoring the cognitive advantages of cross-linguistic processing. These findings align with sociocultural theories of learning, which emphasize that knowledge construction is most effective when learners engage meaningfully with semiotic tools, including multiple languages, within supportive interactional contexts (Li Wei, 2022). When teachers create space for translanguaging, they provide scaffolding that mirrors Vygotskian principles of mediated learning, enabling students to operate within their zone of proximal development through collaborative dialogue and reflection.

However, most of these studies focus on beginner or intermediate learners who are still developing basic linguistic competence in English. There is relatively little research on how translanguaging benefits, or is perceived

by, more proficient EFL learners, particularly those in higher education who are expected to use English for academic purposes. This oversight is significant because high-proficiency learners may engage with translanguaging in more reflective, context-sensitive ways, such as using L1 for critical analysis, peer feedback, or identity negotiation, practices that go beyond mere scaffolding and demand a rethinking the role of translanguaging in advanced language learning (Tai, 2025a; Liu et al., 2024)

### **Student Attitudes and Perceptions: Affordances and Ambivalences**

Students' attitudes toward translanguaging are shaped by a tension between its practical benefits and the ideological constraints of formal education. While many learners recognize that using their first language supports comprehension, reduces anxiety, and enhances participation, they often report feeling conflicted about doing so in structured classroom settings. This ambivalence reveals that translanguaging is not merely a linguistic or pedagogical issue but a deeply social and emotional one—shaped by power, identity, and perceived academic legitimacy.

Empirical studies show that students perceive translanguaging as a valuable resource for learning. Pawapootanon et al. (2025) found that Thai secondary school students used their first language (L1) strategically during group discussions, task clarification, and peer feedback, reporting that it helped them understand complex instructions and express ideas more confidently. Similarly, Antony et al. (2024) highlighted that multilingual learners appreciate L1 use when teachers explain grammar or compare linguistic structures, noting that such practices make abstract concepts more accessible. However, despite recognizing these advantages, students frequently express hesitation about using translanguaging, notably in teacher-led or evaluative contexts.

This ambivalence is clearly documented in Tai (2025a), who found that even proficient EFL learners experience an internal conflict: while they value translanguaging for reducing cognitive load and managing anxiety, they also fear being perceived as less competent if they use their L1 in front of

teachers or peers. Participants reported suppressing their native language not because they lacked awareness of its utility, but because they internalized institutional norms that equate English-only use with academic rigor and linguistic proficiency. Some described translanguaging as a “privilege” only allowed in informal or peer-based interactions, while others avoided it altogether to maintain the appearance of fluency. This demonstrates that ambivalence is not simply about personal preference but a response to unequal power dynamics and implicit language hierarchies within the classroom.

Moreover, this tension is reinforced by broader educational cultures that prioritize target-language exclusivity. As Liu et al. (2024) observed, even advanced learners may refrain from using their L1 during writing or presentations, not due to inability, but because they believe monolingual performance is expected. Yet, in private reflections, these same students acknowledged relying on their native language to plan, revise, and self-correct, revealing a mismatch between private practice and public performance. Overall, students perceive translanguaging as a valuable tool for comprehension, confidence-building, and meaningful participation in EFL classrooms. However, their positive experiences are often tempered by ideological constraints, as many feel pressure to prioritize English-only use, reflecting an ongoing negotiation between personal learning needs and institutional expectations.

### **Teachers’ Role in Shaping Translanguaging Spaces**

Teachers play a pivotal role in shaping translanguaging spaces—pedagogical environments that validate and normalize the use of multiple languages for learning. As Gorter and Arocena (2020) emphasize, these spaces are co-constructed through teacher beliefs and instructional decisions, which significantly influence students’ perceptions of their linguistic repertoires. When educators intentionally integrate the first language into explanations, discussions, or feedback, it demonstrates its legitimacy as a cognitive and communicative resource that helps deconstruct monolingual

ideologies and fosters a more inclusive classroom culture. This pedagogical stance, as further illustrated by Nguyen and Tran (2025), can reduce the stigma associated with L1 use and encourage greater student participation, particularly in contexts where English-dominant norms may otherwise marginalize multilingual practice.

Nonetheless, the degree to which teachers embrace translanguaging varies significantly. As Gorter and Arocena (2020) highlight, while some EFL educators support translanguaging as a pedagogical resource that fosters interaction and inclusivity, others remain hesitant due to institutional constraints such as English-only policies and assessment frameworks that privilege monolingual performance (Li Wei, 2022). This misalignment between pedagogical potential and policy expectations reflects broader ideological tensions within EFL education. Similarly, Nguyen and Tran (2025) found that even when teachers recognize the benefits of using students' first language for clarification and affective support; they often limit its use to avoid deviating from perceived instructional norms. These findings underscore the complex interplay between teacher agency, institutional ideology, and classroom practice.

While translanguaging research has significantly advanced our understanding of multilingual language use and pedagogy, its application in EFL contexts, particularly among high-proficiency learners in linguistically complex environments, remains underexplored. This is particularly true at the tertiary level, where students are expected to use English for academic purposes despite having limited exposure to it outside the classroom. Moreover, the existing research often generalizes student perceptions without fully accounting for how institutional policies, language ideologies, or individual proficiency levels shape those views.

As Nguyen and Tran (2025) observe, both teachers' and students' language choices are deeply influenced by implicit norms and educational expectations. Similarly, Gorter and Arocena (2020) emphasize that prevailing monolingual ideologies can limit the implementation of translanguaging, even when its cognitive and affective benefits are recognized. In the Indonesian context, this tension is particularly evident: institutional norms frequently valorize English as the dominant medium of instruction, framing it as

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essential for global competence. Yet in practice, both teachers and learners often rely on Bahasa Indonesia to bridge comprehension gaps and support meaning-making (Liando & Tatipang, 2022). This contrast between policy-driven monolingual ideals and the multilingual reality highlights the need for further investigations.

By examining the translanguaging practices of both students and teachers through students' reflections, this study seeks to uncover the affordances and constraints of translanguaging in a specific EFL setting—one where learners possess relatively high English proficiency but continue to rely on their multilingual resources for academic and social purposes. In doing so, the study aims to contribute to a more nuanced understanding of translanguaging in higher education and inform pedagogical strategies that acknowledge and legitimize the linguistic realities of multilingual learners.

## **Methodology**

### **Context of the Study**

This study was conducted within the English Department of a university located in Jakarta, Indonesia. The linguistic environment of the student population is characterized by a complex multilingual context. While many students come from ethnically diverse backgrounds and speak regional or heritage languages at home, *Bahasa Indonesia* serves as the primary lingua franca for both academic and social interactions across the university setting. Even within the English-major context, the use of English is largely limited to classroom instruction and formal communication with faculty; whereas *Bahasa Indonesia* remains the preferred medium of interaction among peers and is occasionally used by teachers. English is considered a foreign language in Indonesia, with most students beginning formal instruction in junior high school. However, students in urban areas, particularly in Jakarta, often begin learning English in elementary school or even earlier in kindergarten. Despite this early start, opportunities for authentic use of English remain mostly restricted to formal academic settings.

## Participants

Participants in this study were undergraduate students in their first to third semesters at the time of data collection. All had achieved a minimum score of 500 on a department-administered TOEFL-like proficiency test, indicating an intermediate to advanced level of English proficiency. While this suggests a substantial degree of competence, it also raises questions about whether linguistic proficiency alone enables students to navigate an English-only academic environment comfortably, highlighting the continued relevance of translanguaging practices, even among higher-level learners.

A total of 150 students from the English Department were invited to participate through a survey distributed via Google Forms. Of these, 143 students completed the questionnaire, resulting in a response rate of approximately 95.3%. The final participant group consisted of 41 male and 102 female students, aged between 18 and 22 years.

## Instruments

Two data collection instruments were employed in this study: a questionnaire and semi-structured interviews. The questionnaire was designed using a four-point Likert scale (i.e., always, often, seldom, never) and comprised three main sections: (1) demographic information, (2) students' perceptions of their teachers' use of *Bahasa Indonesia* in English-medium instruction, and (3) students' perspectives on their own use of *Bahasa Indonesia* in the classroom. The items were structured around key themes related to classroom discourse and were intended to reflect students' actual translanguaging experiences during instructional activities.

To complement the questionnaire data, semi-structured interviews were conducted with a purposive sample of ten students. The interview aimed at gaining deeper insight into students' responses. These interviews explored whether, when, and for what purposes *Bahasa Indonesia* was used by both students and teachers during English classes, based on students' accounts. The interviews lasted approximately 10 to 15 minutes for each student.

## **Data**

The primary data source for this study was the questionnaire responses collected via Google Forms completed by 143 participants. To enhance the validity and depth of the findings, interview data were used as supplementary qualitative evidence. These interviews provided clarification and contextual detail to support the patterns observed in the survey data. The interviews with ten students were conducted over a duration of 10 to 15 minutes each, with an average length of 13 minutes per interview. The total word count of the cleaned verbatim transcripts, edited to remove false starts, fillers, and repetitions, amounted to 17,537 words.

## **Data Analysis**

The questionnaire responses were automatically compiled and analyzed through the Google Forms platform, which calculated the frequency of each Likert-scale response. The average frequencies were examined to determine overall tendencies toward positive or negative perceptions of translanguaging practices.

Interview data were transcribed and subjected to thematic analysis. The occurring themes were identified based on participants' narratives and were used to support, extend, or nuance the findings from the questionnaire. This mixed-methods approach allowed for a more comprehensive exploration of students' translanguaging practices, attitudes, and the classroom contexts in which they occurred.

## **Findings and Discussion**

This study aims at investigating students' perspectives on translanguaging practices in the EFL classes. Students assessed their perspectives on translanguaging by rating questionnaire statements regarding the use of linguistic resources by both their teachers and

themselves. The findings are outlined based on the theme presented in the questionnaire, which serves as the key research questions.

### ***Students' Perception of Teachers' Translanguaging Practices***

This section presents responses concerning teachers' translanguaging practices in the classroom from students' account. The responses are based on their experience of attending courses with their teachers.

**Table 1**

*Students' Perception of Teachers' Translanguaging Practices*

<b>Category</b>	<b>Always (%)</b>	<b>Often (%)</b>	<b>Seldom (%)</b>	<b>Never (%)</b>	<b>Mean (M)</b>	<b>SD</b>
<b>Linguistic Support</b>						
Explaining Grammar	27.27%	60.14%	10.49%	2.10%	3.13	0.66
Explaining Vocabulary	30.07%	46.85%	16.08%	6.99%	3.00	0.86
Comparing English & Bahasa Structure	23.08%	67.83%	6.29%	2.80%	3.11	0.62
<b>Classroom Interaction</b>						
Engaging in Small Talk	44.76%	29.37%	18.88%	6.99%	3.12	0.96
Asking Questions & Eliciting Responses	35.66%	35.66%	25.87%	2.80%	3.04	0.86
Responding to Student Queries	45.45%	25.87%	25.87%	2.80%	3.14	0.90
<b>Instructional management</b>						
Giving Instructions	36.36%	33.57%	23.08%	6.99%	2.99	0.93
Managing the task	28.67%	44.76%	23.08%	3.50%	2.99	0.81
Providing Feedback	41.96%	29.37%	25.87%	2.80%	3.10	0.89
Managing Classroom Conditions	41.96%	23.08%	32.17%	2.80%	3.04	0.93
Managing Student Behavior	28.67%	35.66%	25.87%	9.79%	2.83	0.96
<b>Lesson Delivery</b>						
Explaining the	44.76%	29.37%	23.08%	2.80%	3.16	0.89

Category	Always (%)	Often (%)	Seldom (%)	Never (%)	Mean (M)	SD
Lesson						
Discussing Reading Passages	48.25%	30.07%	18.88%	2.80%	3.24	0.86
Discussing Listening Passages	25.87%	41.96%	18.88%	13.29%	2.80	0.98
Summarizing & Concluding Lesson	35.66%	35.66%	25.87%	2.80%	3.04	0.86
<b>Class Timing and Structure</b>						
Starting the Lesson	39.16%	25.87%	32.17%	2.80%	3.10	0.91
Ending the Lesson	44.76%	20.28%	32.17%	2.80%	3.49	0.93
Managing Time Efficiently	18.88%	39.16%	35.66%	6.29%	2.71	0.85
<b>Overall Average</b>	<b>35.16%</b>	<b>36.40%</b>	<b>23.66%</b>	<b>4.78%</b>	<b>3.05</b>	<b>0.87</b>

The use of translanguaging for linguistic support, specifically in grammar and vocabulary instruction, emerged as a prominent theme. Students indicated frequent instances where teachers used Bahasa Indonesia to explain grammar ( $M = 3.13$ ,  $SD = 0.66$ ), vocabulary ( $M = 3.00$ ,  $SD = 0.86$ ), and to compare English and Bahasa Indonesia structures ( $M = 3.11$ ,  $SD = 0.62$ ). This aligns with the findings by Antony et al. (2024) that students perceived L1 use in grammar explanations as essential for clarity, particularly when dealing with abstract rules such as tense consistency or article usage. Although their context differs, their conclusion, that translanguaging functions as a “cognitive bridge” rather than a crutch, mirrors the experiences of Indonesian learners who rely on Bahasa Indonesia to decode complex English structures.

Students’ voices echoed this sentiment, as one noted the difficulty of grasping grammar in English alone and expressed a preference for instruction in Bahasa Indonesia.

“One of the (English) skills that I think problematic is grammar. I think grammar should have been taught in Bahasa Indonesia, so it is easier to understand” (ST-03).

This perception mirrors findings of Wang and Shen (2024) where grammar taught solely in English often led to confusion and surface-level memorization, whereas explanations that incorporated first language (Mandarin) enabled deeper comprehension and retention. The student's call for grammar instruction in Bahasa Indonesia reflects not the reluctance to engage with English but a strategic recognition, shared across contexts, that linguistic scaffolding through the first language enhances access to abstract grammatical systems.

The use of L1 to compare structures between English and Bahasa Indonesia also fosters metalinguistic awareness. In multilingual classrooms, these comparisons are not merely translation exercises but cognitive tools that promote language consciousness. The deliberate use of Bahasa Indonesia to contrast syntax, word order, or tense systems with English enables learners to articulate *why* certain structures work the way they do. As demonstrated by Pawapootanon et al. (2025) in their study, students who engaged in structured L1-L2 comparisons showed increased confidence in self-correcting errors and explaining language use, further confirming that translanguaging functions as a vehicle for metacognitive and metalinguistic growth.

Students reported frequent use of translanguaging in various forms of classroom interaction, such as small talk ( $M = 3.12, SD = 0.96$ ), asking and answering questions ( $M = 3.04, SD = 0.86$ ), and responding to student queries ( $M = 3.14, SD = 0.90$ ). These results illustrate how L1 usage fosters a psychologically safe classroom environment where students feel more comfortable participating. This finding is strongly supported by Tai (2025a), whose study highlights that translanguaging functions as an emotional and cognitive resource that significantly reduces foreign language anxiety. When students are allowed to use Bahasa Indonesia to ask questions or engage in informal talk, they feel less pressure to perform better in English, which encourages greater participation and builds confidence. Tai (2025a) also emphasizes that such practices do not undermine English development but instead foster inclusivity, allowing students to engage more authentically in the learning process. One of the students recounted this in the interview:

"I feel more comfortable when the teacher sometimes switches to Bahasa Indonesia. It makes me less nervous about making mistakes and also helps me to be more confident to ask questions or participate in discussions." (ST-02)

Tai (2025a) further argues that translanguaging creates a psychologically safe space that reduces foreign language anxiety and encourages greater student engagement. When learners are permitted to use Bahasa Indonesia during interactions, particularly in informal moments such as small talk, they report feeling more comfortable, respected, and emotionally connected to their teachers. Tai (2025a) emphasizes that such practices not only humanize the instructor but also build relational trust, fostering a classroom culture grounded in empathy and mutual understanding. As a result, students are more motivated to take linguistic risks and actively engage in the learning process. The frequent use of L1 in interactive contexts, therefore, is not merely functional but deeply relational, serving as a bridge between cognitive support and emotional security.

In the domain of instructional management, students reported moderate to high use of L1 for giving instructions ( $M = 2.99$ ,  $SD = 0.93$ ), managing tasks ( $M = 2.99$ ,  $SD = 0.81$ ), providing feedback ( $M = 3.10$ ,  $SD = 0.89$ ), and maintaining classroom conditions ( $M = 3.04$ ,  $SD = 0.93$ ). These findings suggest that translanguaging is employed not only for academic content delivery but also for the effective organization of classroom routines and behavior. Pawapootanon et al. (2025) argue that when teachers strategically used the first language to give instructions, manage transitions, and clarify task requirements, it helped minimize confusion and maintain classroom efficiency. Their study reports that when instructions were delivered solely in English, students, particularly those with intermediate proficiency, often misinterpreted tasks, leading to off-task behavior or ineffective group work. In contrast, the judicious use of L1 ensured that students clearly understood expectations, allowing more time to be devoted to actual language practice. This pragmatic use of translanguaging for classroom management reflects a functional, student-centered approach that prioritizes comprehension and engagement over strict monolingual

adherence. Thus, L1 use in routine interactions serves not as a pedagogical compromise but as a practical strategy to support both instructional clarity and learning effectiveness. This idea is validated by a student in the interview:

“The teacher sometimes repeats the instruction in Bahasa Indonesia after English, particularly if he or she noticed that we did not fully understand what to do.” (ST-07)

Pawapootanon et al. (2025) further argue that using the L1 in instruction and feedback contexts enhances clarity and supports student learning in EFL classrooms. They found that bilingual instructions help minimize ambiguity and ensure smoother transitions between activities by allowing students to fully grasp task requirements without being hindered by language barriers. As also indicated in the study by Liu et al (2024), feedback delivered in L1 allowed teachers to convey more direct feedback, thereby enabling students to reflect more thoroughly on their performance, thus supporting deeper understanding. This is echoed in the current data, where students consistently rated teachers' use of Bahasa Indonesia in providing feedback positively, indicating that they, likewise, perceive L1-mediated feedback as a valuable tool for learning and self-improvement.

Translanguaging was also widely reported in lesson delivery tasks, specifically in explaining lessons ( $M = 3.16$ ,  $SD = 0.89$ ), discussing reading ( $M = 3.24$ ,  $SD = 0.86$ ) and listening passages ( $M = 2.80$ ,  $SD = 0.98$ ), and summarizing content ( $M = 3.04$ ,  $SD = 0.86$ ). These practices underscore the role of L1 in supporting comprehension when engaging with content-rich input. Liu et al. (2024) argue that in lessons involving a cognitively demanding academic task, translanguaging plays a crucial role in making target language input accessible by enabling instructors to clarify complex concepts through the strategic use of students' first language. This is articulated by students in the interview:

"Sometimes the topic is hard, when the teacher explains some parts in Bahasa Indonesia, it helps me understand better without getting stuck on the English. It makes things less stressful." (ST-09)

This aligns with García and Wei (2014), who argue that translanguaging spaces enable deeper learning and critical thinking. Reading and listening activities, in particular, involve not just language decoding but also inferencing and interpretation. Translanguaging helps students focus on meaning rather than form, as they can map new information onto familiar conceptual frameworks in their L1. In light with this, Liu et al. (2024) also showed that students engaging with complex academic texts in an EAP context demonstrated deeper understanding and better recall when allowed to discuss and reflect on the material using their first language. It enabled them to process abstract ideas more fully and articulate nuanced interpretations.

Interestingly, translanguaging was less frequently employed in the domain of class timing and structure. While students reported moderate L1 use when teachers started ( $M = 3.10$ ,  $SD = 0.91$ ) and ended lessons ( $M = 3.49$ ,  $SD = 0.93$ ), they noted lower use when it came to managing time efficiently ( $M = 2.71$ ,  $SD = 0.85$ ). This could suggest that teachers prioritize using English in time-sensitive or procedural activities, possibly to model authentic language use. This pattern aligns with Pawapootanon et al. (2025), who observed that teachers strategically maintain English during routine classroom interactions, such as time management and procedural instructions, to provide consistent exposure to formulaic language, suggesting that teachers may adopt a selective immersion approach to help students internalize common academic expressions in context. However, the relatively high score for ending the lesson in L1 suggests that teachers may use Bahasa Indonesia to provide reflective commentary, recap tasks, or clarify homework, thereby, maximizing comprehension before the class concludes. While L2 immersion has its place, notably for developing fluency in routine language use, the study's findings suggest that L1 remains an important tool for effective class management, particularly when further explanation is required.

### ***Students' Perception of Their Own Translanguaging Practices***

The second theme of the questionnaire explores students' perspectives on their translanguaging practices. Participants evaluated 14 Likert-scale statements; the findings are summarized in Table 2.

**Table 2**

*Students' Perception of Their Own Translanguaging Practices*

<b>Category</b>	<b>Always (%)</b>	<b>Often (%)</b>	<b>Seldom (%)</b>	<b>Never (%)</b>	<b>Mean (M)</b>	<b>SD</b>
<b>Understanding Language Concepts</b>						
Translating New Vocabulary	51.6%	38.7%	9.7%	0%	3.42	0.66
Translating Grammar Items	29%	41.9%	22.6%	6.5%	2.94	0.88
Understanding Difficult Concepts	51.6%	29%	19.4%	0%	3.32	0.78
<b>Academic Tasks</b>						
Translating Reading Passages	35.5%	38.7%	19.4%	6.5%	3.03	0.9
Translating Listening Passages	25.8%	38.7%	32.3%	3.2%	2.87	0.83
Comparing English & Indonesian Structures	51.6%	38.7%	9.7%	0%	3.42	0.66
Planning Essays & Assignments	35.5%	32.3%	19.4%	12.9%	2.90	1.03
<b>Communication &amp; Interaction</b>						
Translating What I Hear	29%	54.8%	12.9%	3.2%	3.10	0.73
Asking Teachers' Questions	9.7%	35.5%	41.9%	12.9%	2.42	0.83
Answering Teachers' Questions	12.9%	41.9%	38.7%	6.5%	2.61	0.79
Discussing English Class with Peers	54.8%	32.3%	12.9%	0%	3.42	0.71
<b>Study Strategies</b>						
Making Study Notes	19.4%	48.4%	25.8%	6.5%	2.81	0.82
Expressing Identity	19.4%	54.8%	19.4%	6.5%	2.87	0.79
<b>Overall Average</b>	29%	29%	21.5%	4.9%	3.01	0.8

Students reported a high frequency of translanguaging use when grappling with complex language concepts. Notably, translating new

vocabulary ( $M = 3.42$ ,  $SD = 0.66$ ) and understanding difficult concepts ( $M = 3.32$ ,  $SD = 0.78$ ) emerged as some of the most common practices. The findings align with Liu et al. (2024), who emphasize that translanguaging enables students to fluidly navigate between languages to enhance their understanding and engagement with complex academic tasks. By drawing on their first language, students make meaningful connections between new concepts and existing cognitive frameworks, which can facilitate deeper comprehension of abstract content. This view is further supported by Kwihangana (2021), who demonstrates that strategic L1 use in EFL classrooms helps students construct meaning more efficiently, allowing them to process, retain, and apply knowledge in the target language with greater confidence and clarity.

The high frequency of translanguaging for comparing English and Bahasa Indonesia structures ( $M = 3.42$ ,  $SD = 0.66$ ) suggests that contrastive analysis is an integral part of students' learning strategies. This aligns with research by Antony et al. (2024), who found that students in multilingual classrooms deliberately use their first language to compare grammatical rules and build metalinguistic awareness. As shown in this study, rather than using Bahasa Indonesia incidentally, students appear to employ it systematically to decode differences and similarities between languages, an indication of advanced cognitive engagement. This practice reflects a strategic approach to bilingual learning, where translation and comparison are not compensatory but reflective tools that support deeper understanding in EFL contexts.

In academic tasks such as reading, listening, and writing, students reported moderately high engagement in translanguaging. Translating reading passages ( $M = 3.03$ ,  $SD = 0.90$ ) and translating grammar items ( $M = 2.94$ ,  $SD = 0.88$ ) indicate that L1 is used as a tool for comprehension and synthesis of information. This suggests that students strategically use Bahasa Indonesia to comprehend and synthesize complex information. This is supported by Liu et al. (2024), who show that learners draw on their first language to decode dense academic texts, clarify meaning, and build conceptual understanding before expressing ideas in English. Similarly, the use of L1 in planning essays and assignments ( $M = 2.90$ ,  $SD = 1.03$ ) reflects a deliberate cognitive process in which students organize thoughts and

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develop arguments in their most accessible linguistic repertoire. This aligns with Pawapootanon et al. (2025), who found that translanguaging functions as a bridge between thinking and writing, enabling deeper cognitive engagement in tasks requiring analysis, synthesis, and argumentation. This strategic deployment of the first language not only supports comprehension but also empowers students to engage more fully with academically demanding content.

Interestingly, listening passages ( $M = 2.87$ ,  $SD = 0.83$ ) scored slightly lower than reading, possibly due to the transient nature of spoken texts, which limits opportunities for deliberate translation. However, the process of mentally converting spoken English into L1 remains a significant comprehension strategy, as supported by Liu et al. (2024), who found that students strategically rely on their first language to interpret and make sense of complex spoken and written input. The high ratings for translating spoken English ( $M = 3.10$ ,  $SD = 0.73$ ) and discussing class content with peers in Bahasa Indonesia ( $M = 3.42$ ,  $SD = 0.71$ ) reveal a strong tendency to use translanguaging not only for individual comprehension but also as a collaborative tool in peer learning. This suggests a natural progression from private sense-making to social knowledge-building: students first use their L1 to decode complex input, then leverage that understanding to engage in meaningful discussions with classmates. This process reflects the co-constructive nature of translanguaging in social contexts, as highlighted by Pawapootanon et al. (2025), who found that students use translanguaging to scaffold one another, clarify misunderstandings, and jointly negotiate meaning during group interactions. The higher score for peer discussion compared to translation alone indicates that students value the interactive dimension of L1 use, where translanguaging becomes a shared resource for deeper engagement, mutual support, and collective learning.

On the other hand, responses to asking ( $M = 2.42$ ,  $SD = 0.83$ ) and answering ( $M = 2.61$ ,  $SD = 0.79$ ) teachers' questions in L1 scored lower. This suggests a hesitation or perceived constraint in using L1 during formal teacher-student interactions, reflecting an implicit adherence to monolingual classroom norms. This aligns with Tai (2025a), who argues that institutional

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ideologies often position English as the only legitimate language for academic discourse, leading students to self-censor their L1 use in formal exchanges with instructors, even when they understand its cognitive benefits. The asymmetry between high peer interaction scores and low question-asking scores indicates that translanguaging is more readily accepted in informal, peer-driven contexts than in hierarchical, teacher-centered ones, where students may fear being perceived as less proficient or less committed to English-medium learning. One student shared:

“Yes, I ever found problem answering the teachers’ questions. Because most of the teachers asked in English, so I had to answer it in English too. If I couldn’t answer in English, I’ll ask the teacher if I may answer in Bahasa Indonesia.” (ST-05)

This statement reinforces that students experience linguistic pressure and anxiety in formal classroom interactions where English-only expectations are implicitly enforced. The student acknowledges a real difficulty in responding to teachers’ questions, not due to lack of content knowledge, but because of the constraint to perform in English, highlighting a lack of compatibility between comprehension and expressive ability under monolingual demands. The fact that the student feels the need to ask for permission to use Bahasa Indonesia highlights hierarchical language ideologies in the classroom—where translanguaging is not a normalized practice but a concession that must be negotiated.

The use of translanguaging in making study notes ( $M = 2.81$ ,  $SD = 0.82$ ) and expressing identity ( $M = 2.87$ ,  $SD = 0.79$ ) indicates a moderate frequency, reflecting individual differences in learning preferences and personal investment in bilingual expression. The findings suggest that beyond functional use, translanguaging serves as a tool for cognitive management (making study notes) and identity negotiation—allowing students to not only make sense of content but also affirm their multilingual selves in the learning process. Liando and Tatipang (2022) further support this, showing that when students are free to use their L1 in a self-directed study, they demonstrate greater metacognitive awareness and strategic use.

Expressing identity through translanguaging also reflects students' desire to maintain a connection to their cultural and linguistic roots while navigating English-dominant spaces. This dual identity construction, as described by Wei (2011), contributes to greater motivation and emotional resilience in language learning.

Overall, the findings indicate that students strategically deploy their L1 in various learning contexts to facilitate understanding, collaboration, and self-expression. The average score across all categories ( $M = 3.01$ ,  $SD = 0.80$ ) suggests that translanguaging is a normalized part of students' academic routine rather than an occasional or compensatory measure. This study reinforces the idea proposed by Tai (2025a), who emphasizes the role of translanguaging in reducing foreign language anxiety, fostering psychological safety, and empowering students to engage more fully in the learning process. Far from being a compensatory strategy, translanguaging emerges as a purposeful and adaptive tool that supports comprehension, self-expression, and learner autonomy. Research by Li Wei (2022) continues to affirm the value of translanguaging as a pedagogical tool that fosters equity, promotes deeper learning, and bridges gaps between linguistic competence and academic. Yet, the data also reveals ongoing tensions. While students frequently use L1 in peer discussions and for personal study, they may appear more cautious during interactions with teachers. This suggests the persistence of English-only ideologies in some classroom contexts, which may inadvertently inhibit students from fully leveraging their linguistic repertoire.

## **Conclusion**

The results of this study indicate that students use Bahasa Indonesia as part of their English learning process. They report relying on their first language to clarify meaning, organize ideas, and navigate challenges during classroom interactions and independent study. This pattern of language use is especially evident in cognitively demanding tasks, where students appear to draw on Bahasa Indonesia to support comprehension and reduce cognitive

load. Such practices suggest a functional integration of L1 into learning routines, not as a substitute for English but as a complementary resource. Students' accounts reveal that switching languages often occurs in response to specific academic demands, allowing them to participate more fully and with greater confidence.

Students perceived their teachers' translanguaging practices as valuable, particularly the selective and intentional usage of Bahasa Indonesia during instances necessitating clarification or comprehensive explanation. They indicated a heightened sense of support when teachers utilized their own language to elucidate intricate grammar, vocabulary, or reading materials. This practice enhanced students' English learning by diminishing confusion and fostering confidence in course engagement. Students demonstrated a clear differentiation between utilizing L1 as a pedagogical tool and depending on it excessively, expressing approval for teachers who employed translanguaging judiciously. This suggests that students recognize the advantages of translanguaging and perceive their teachers' implementation of it as congruent with their learning and expectations.

The study suggests teachers implement adaptable and responsive language strategies that acknowledge students' linguistic reality. Instead of implementing strict English-only rules, teachers should evaluate when and how the utilization of the first language may facilitate rather than obstruct language acquisition. Given that teachers significantly influence students' perceptions and utilization of translanguaging, professional development initiatives must incorporate training on the strategic implementation of L1 in teaching. This can assist teachers in exemplifying proficient multilingual abilities and cultivating more inclusive classroom environments.

This study has limitations in its reliance on student perceptions without incorporating direct classroom observations or teachers' perspectives. These result in incomplete understanding of how translanguaging is enacted in practice. The absence of triangulated data means the findings reflect students' interpretations rather than the full complexity of classroom dynamics. Although the survey gathered responses from 143 students, offering a moderate sample size, its confinement to a single institution limits the generalizability of the findings.

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## **Appendix 1. Questionnaire**

This survey is part of a study exploring students' perceptions of translanguaging practices in English as a Foreign Language (EFL) classroom at the university level. The purpose of this study is to understand how students perceive their teachers' use of Bahasa Indonesia during instruction, as well as how they view their own use of multiple languages in academic learning. Your responses will help identify the role of translanguaging as both a cognitive strategy and a pedagogical practice within multilingual educational contexts. The data collected will be used solely for academic purposes, and your identity will remain confidential—only initials are required. Participation is voluntary, and you may withdraw at any time. Thank you for contributing your valuable insights.

### **Section 1: Participant Information**

*(Please fill in the following details)*

- Name (initials only): \_\_\_\_\_
- Gender: \_\_\_\_\_
- Age: \_\_\_\_\_
- First Language (L1): \_\_\_\_\_
- Other languages spoken: \_\_\_\_\_
- Study Program: \_\_\_\_\_
- Semester: \_\_\_\_\_
- Length of time studying English: \_\_\_\_\_

- Self-rated English proficiency:  Intermediate  Advanced
- List the courses you are currently taking this semester:

## Section 2: Teachers' Use of Bahasa Indonesia

*Please read each statement carefully and select the response that best reflects your experience, using the following scale:*

Statements	Always (%)	Often (%)	Seldom (%)	Never (%)
My teachers use Bahasa Indonesia to...				
Explain Grammar				
Explain Vocabulary				
Compare English & Bahasa Structure				
Engage in Small Talk				
Ask Questions & Eliciting Responses				
Respond to Student Queries				
Give Instructions				
Manage the task				
Provide Feedback				
Manage Classroom Conditions				
Manage Student Behavior				
Explain the Lesson				
Discuss Reading Passages				
Discuss Listening Passages				
Summarize & Concluding Lesson				
Start the Lesson				
End the Lesson				
Manage Time Efficiently				

## Section 3: Students' Own Use of Bahasa Indonesia

*Please read each statement carefully and select the response that best reflects your personal behavior using the following scale:*

<b>Statements</b>	<b>Always (%)</b>	<b>Often (%)</b>	<b>Seldom (%)</b>	<b>Never (%)</b>
<i>I use Bahasa Indonesia to...</i>				
Translate New Vocabulary				
Translate Grammar Items				
Understand Difficult Concepts				
Translate Reading Passages				
Translate Listening Passages				
Compare English & Indonesian Structures				
Plan Essays & Assignments				
Translate What I Hear				
Ask teachers Questions				
Answer teachers' Questions				
Discuss English Class with Peers				
Make Study Notes				
Express Identity				

## **Appendix 2. Interview Protocol**

### **Introduction and Consent**

Hello, thank you for participating in this study. The purpose of this research is to understand how university students perceive the use of multiple languages—especially Bahasa Indonesia and English—in their English classes. This includes your own language use as well as how you observe your teachers using different languages during instruction.

The interview will take about 10–15 minutes. Your responses will be recorded (if permitted), transcribed anonymously, and used only for academic purposes. Participation is voluntary, and you may stop at any time. Do you consent to proceed?

Yes  No

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### **Main Interview Questions**

1. How often do you use Bahasa Indonesia or other languages in your English class? Can you describe a situation where you switched languages?
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2. When is English typically used in your learning experience—during class, group work, or outside activities? Who do you usually speak English with?
  3. What language do you usually use when studying or discussing lessons with classmates? For what specific purposes—like explaining grammar, preparing presentations, or doing assignments?
  4. Are there any English skills, such as speaking, writing, or vocabulary that you find particularly difficult? How do you usually deal with these challenges?
  5. Have you ever struggled to express your opinion or answer a teacher's question in English? Could you share an example? What did you do to handle the situation?
  6. When you come across difficult English words, do you check a dictionary? If yes, do you use an English-English or English-Indonesian dictionary? Or do you have other ways of understanding them? Please explain.
  7. In your view, should English be taught completely in English, or is it better to include Bahasa Indonesia in teaching? Why do you think so?
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### **Closing Statement**

Thank you very much for sharing your thoughts. Your input is valuable and will help deepen our understanding of how multilingual practices support English learning in higher education. If you have any questions later, feel free to contact me. The findings will be used solely for research purposes.

Interview ends here. Thank you again.

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**KAIP JŪS TAI MATOTE IR KAIP JŪS TAI JAUČIATE:  
INDONEZIJOS STUDENTŲ POŽIŪRIS Į TRANSKALBYSTĖS  
STRATEGIJOS VARTOJIMĄ ANGLŲ KALBOS KAIP UŽSIENIO  
KALBOS PAMOKOSE**

**Anotacija.** Dvikalbėje ar daugiakalbėje švietimo aplinkoje, kur anglų kalba mokoma kaip užsienio kalba (EFL), studentai dažnai remiasi savo gimtąja kalba (L1), siekdami pagerinti komunikaciją ir mokymąsi. Strateginis L1 naudojimas, žinomas kaip transkalbystė, veikia kaip komunikacinė priemonė, padedanti pasiekti konkrečius mokymo tikslus. Šiame tyrime nagrinėjamas studentų požiūris į transkalbystės strategijų taikymo praktiką EFL paskaitose; daug dėmesio skiriama studentų nuomonei apie dėstytojo bei jų pačių transkalbystės strategijos vartojimą per paskaitas. Duomenys buvo renkami naudojant „Google Forms“ anketą pagal keturių balų Likerto skalę. Anketoje dalyvavo 143 studentai, dešimt studentų savanoriškai dalyvavo interviu, kad išsamiau paaiškintų anketoje pateiktus savo atsakymus. Tyrimu nagrinėjome du pagrindinius aspektus: studentų nuomonę apie dėstytojo L1 vartojimą ir asmeninį jų L1 vartojimą mokymosi procese, suskirstytą į grupės diskursu susijusias temines sritis. Rezultatai parodė, kad dėstytojai dažnai vartoja transkalbystės strategiją, dažniausiai instrukcijoms perduoti ir sudėtingai paskaitos medžiagai paaiškinti. Studentų požiūriu, transkalbystė buvo esminė mokymosi priemonė. Jie teigė nuolat pasikliaujantys savo L1 versdami užsienio kalbos žodžius, lygindami anglų ir gimtosios kalbų struktūras, aptardami kurso medžiagą ar aiškindamiesi sudėtingas sąvokas. Tyrimo rezultatai pabrėžia transkalbystės svarbą anglų kaip užsienio kalbos mokymo kontekste bei parodė, kad ir dėstytojai, ir studentai pripažįsta šios strategijos veiksmingumą gerinant kalbos supratimą ir įsitraukimą į mokymąsi. Plačiai paplitęs transkalbystės strategijos vartojimas pabrėžia jos, kaip kognityvinio ir komunikacinio pagrindo, funkciją, padedančią įveikti kalbos ir sąvokų sudėtingumus.

**Pagrindinės sąvokos:** dvikalbis mokymas; įsitraukimas; kalbų mokymasis; mokinių suvokimas; mokymo strategija; transkalbystė.

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**BAGAIMANA KAMU MELIHATNYA DAN APA YANG KAMU RASAKAN: PERSEPSI SISWA INDONESIA TERHADAP PRAKTIK TRANSLINGUAL PADA KELAS BAHASA INGGRIS SEBAGAI BAHASA ASING**

**Abstrak.** Dalam pendidikan dwibahasa atau multibahasa, di mana bahasa Inggris diajarkan sebagai bahasa asing (*English as a Foreign Language/EFL*), siswa sering bergantung pada bahasa pertama (L1) mereka untuk keperluan komunikasi dan pembelajaran. Penerapan strategis L1, yang dikenal sebagai *translanguaging*, berfungsi sebagai alat komunikatif untuk mencapai tujuan instruksional tertentu. Studi ini mengkaji persepsi siswa terhadap praktik *translanguaging* di kelas EFL, dengan penekanan khusus pada pandangan mereka terhadap praktik *translanguaging* yang dilakukan oleh guru dan penggunaan *translanguaging* mereka sendiri selama pembelajaran di kelas. Data dikumpulkan melalui kuesioner Google Forms dengan skala Likert empat poin. Seratus empat puluh tiga siswa mengisi kuesioner tersebut, sepuluh di antaranya berpartisipasi secara sukarela dalam wawancara lanjutan untuk memberikan penjelasan yang lebih mendalam terkait tanggapan awal mereka. Kuesioner tersebut mengkaji dua aspek utama: pandangan siswa terhadap penggunaan L1 oleh guru dan penggunaan L1 siswa sendiri dalam proses pembelajaran, yang dikategorikan ke dalam area tematik yang berkaitan dengan wacana kelas. Hasil penelitian menunjukkan adanya praktik *translanguaging* yang signifikan di kalangan guru, dimana *translanguaging* digunakan untuk menyampaikan instruksi dan menjelaskan materi pelajaran yang rumit. Dari perspektif siswa, *translanguaging* merupakan alat yang esensial untuk belajar. Mereka menunjukkan ketergantungan secara rutin pada L1 untuk menerjemahkan kosakata asing, membuat perbandingan struktural antara bahasa Inggris dan L1, mendiskusikan materi perkuliahan, dan memahami konsep-konsep yang kompleks. Temuan ini menekankan peran edukatif dari *translanguaging* dalam konteks EFL, yang menunjukkan bahwa siswa mengakui efektivitasnya dalam meningkatkan pemahaman dan keterlibatan dalam pembelajaran. Penggunaan *translanguaging* ini memperkuat fungsinya sebagai kerangka kognitif dan komunikatif yang membantu siswa dalam mengatasi hambatan bahasa dan konseptual.

**Kata kunci:** pendidikan dwibahasa; keterlibatan; strategi instruksional; pembelajaran bahasa; persepsi siswa; translanguaging.