p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

p-ISSN 2252-7427 e-ISSN 2541-3635
Indonesian EFL Journal
AISEE
The Association of Indonesia Scholars of English Education

TRANSLANGUAGING AS CHALLENGE AND SUPPORT: VOCATIONAL ESP STUDENTS' EXPERIENCES IN INDONESIAN HIGHER EDUCATION

Marlia Marlia[1], Muhammad Basri[2], Sahril Sahril[3], Ferawaty Syam[4], Andi Adisaturrahimi[5]
[1,2,3,5]*English Language Education, Universitas Negeri Makassar, Makassar, Indonesia*
[4]*Publishing, Politeknik Negeri Media Kreatif, Makassar, Indonesia*

Corresponding autor's email: marlia@student.unm.ac.id

APA Citation: Marlia, M., Basri, M., Sahril, S., Syam, F., & Adisaturrahimi, A. (2026). Translanguaging as challenge and support: Vocational ESP students' experiences in Indonesian higher education. *Indonesian EFL Journal*, *12*(2), 615-630. https://doi.org/10.25134/ieflj.v12i2.132

Received: 25-01-2026 Accepted: 24-03-2026 Published: 04-06-2026

Abstract: Translanguaging has received growing attention in multilingual education; however, its pedagogical implications in vocational English for Specific Purposes (ESP) within Global South contexts remain underexamined. Guided by Sanford's Challenge and Support Theory, this study investigates vocational students' perceptions of Translanguaging as both an educational support and a potential limitation in ESP classrooms. A qualitative descriptive design was employed, utilizing semi-structured interviews with twenty-one vocational undergraduates enrolled in ESP courses at an Indonesian higher education institution. Thematic analysis revealed that Translanguaging functions as a dual-purpose strategy: it provides cognitive support by enhancing comprehension of specialized concepts, alleviating linguistic anxiety, and promoting classroom engagement. Conversely, students reported that unregulated or excessive first-language use could limit exposure to English, impede language processing, and obstruct communicative autonomy. Participants emphasized the importance of instructional mediation, asserting that Translanguaging is most beneficial when used as temporary scaffolding rather than as a replacement for target-language engagement. This study contributes to Translanguaging scholarship by framing classroom language practices as a dynamic continuum of challenge and support, moving beyond binary distinctions between L1 and English. The findings underscore the need for pedagogically refined Translanguaging practices in vocational ESP contexts, where linguistic accessibility must be balanced with professional English development. Implications are presented for ESP pedagogy, instructional decision-making, and multilingual language policy in vocational higher education.
Keywords: *challenge and support; Indonesian higher education; multilingual pedagogy; translanguaging; vocational ESP.*

INTRODUCTION

In an increasingly multilingual and interconnected world, English proficiency has become a crucial requirement for vocational students who must communicate within specialized professional domains. Within English for Specific Purposes (ESP) education, learners are expected not only to acquire English language skills but also to understand disciplinary concepts and professional practices relevant to their fields. This dual demand is particularly evident in Indonesian higher education, where students frequently navigate between English, Indonesian, and local languages while engaging with specialized academic content. As multilingual learners draw upon diverse linguistic resources to support learning, translanguaging has emerged as an important pedagogical approach for facilitating meaning-making and knowledge construction in ESP classrooms (Anderson, 2024; Fang & Baker, 2025). Nevertheless, the role of translanguaging in supporting professional English development remains a subject of ongoing scholarly debate (Cots et al., 2022; Ali & Azim, 2024).

Translanguaging has increasingly been conceptualized as a transformative perspective on

multilingual education that recognizes learners' flexible use of their entire linguistic repertoire. Rather than viewing languages as separate and autonomous systems, contemporary translanguaging scholarship emphasizes the dynamic integration of linguistic resources to facilitate learning and communication (Anderson, 2024; Mendoza et al., 2023). Reviews of multilingual educational contexts demonstrate that translanguaging can promote participation, meaning negotiation, and knowledge construction among learners from diverse linguistic backgrounds (Lu et al., 2023; Lin & Leung, 2024). Furthermore, translanguaging spaces may empower students to become active contributors to classroom discourse rather than passive recipients of knowledge (Tai & Wong, 2023).

Research conducted in higher education has consistently reported the pedagogical benefits of translanguaging for academic learning. Studies involving international and multilingual university students suggest that translanguaging supports content comprehension, collaborative engagement, and access to disciplinary knowledge (Rajendram et al., 2023; Alhassan, 2024). Similar findings have been reported in EMI contexts, where translanguaging enables learners to navigate complex academic tasks while maintaining meaningful participation in classroom interaction (Itoi & Mizukura, 2024; Yuksel et al., 2025). These studies collectively indicate that multilingual practices can facilitate academic success in linguistically demanding learning environments.

Within ESP education, translanguaging has attracted growing attention because language learning is closely connected to discipline-specific knowledge and professional communication. Research in non-linguistic universities demonstrates that translanguaging helps students interpret technical terminology and bridge conceptual understanding across languages (Vyshnevska et al., 2021). Comparative investigations further reveal that pedagogical translanguaging may play a more prominent role in ESP settings than in general English classrooms because learners must simultaneously negotiate content and language demands (Ghajarieh et al., 2025). Recent studies also suggest that translanguaging can enhance learners' engagement with specialized content and support communication in ESP-oriented higher education classrooms (Mihai et al., 2025; Xuan, 2025).

Evidence from Indonesia similarly highlights the prevalence of translanguaging practices across educational contexts. Classroom-based studies show that teachers and students regularly alternate between English, Indonesian, and local languages to facilitate understanding and classroom interaction (Liando et al., 2023). Research specifically conducted in Indonesian ESP classrooms reports that translanguaging serves as a practical strategy for negotiating specialized content and overcoming communication difficulties (Triastuti et al., 2023). Other studies further emphasize its role in shaping linguistic identity and fostering more inclusive learning experiences among multilingual learners (Yolanda et al., 2024; Wahyudi, 2023a). Such findings suggest that translanguaging has become an integral component of language learning practices in Indonesia.

Vocational education presents a particularly important context for examining translanguaging because students are expected to develop communicative competence that aligns with workplace requirements. Research in Indonesian vocational schools indicates that translanguaging techniques can positively influence learners' language competence and classroom engagement (Arif et al., 2025). Students also tend to report favorable attitudes toward translanguaging due to its contribution to willingness to communicate and classroom participation (Kuncoroningtyas et al., 2024a). In addition, translanguaging has been associated with the promotion of cultural awareness and multilingual competence in vocational EFL classrooms (Margana et al., 2026). These findings demonstrate the pedagogical relevance of translanguaging within vocational language education.

Despite these reported benefits, the effectiveness of translanguaging remains contested. While many scholars argue that translanguaging facilitates comprehension and content learning, others caution that excessive reliance on first-language resources may reduce opportunities for sustained English exposure and target-language practice (Ali & Azim, 2024). Similar concerns have emerged in EFL contexts where researchers advocate the gradual reduction of translanguaging to strengthen English language production and communicative autonomy (Efendi & Syafryadin, 2024). Studies involving teachers also reveal practical difficulties in balancing multilingual support with institutional expectations regarding English proficiency development (Witari & Sukamto, 2023; Laksono et al., 2025). Consequently, translanguaging continues to generate tensions between linguistic accessibility and language development goals.

p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

Research focusing on students' perspectives further reveals that translanguaging experiences are often characterized by both opportunities and constraints. Learners generally perceive translanguaging as a useful resource for reducing anxiety, clarifying difficult concepts, and facilitating classroom participation (Cenoz et al., 2024; Paudel, 2024). At the same time, students acknowledge concerns regarding overdependence on familiar languages and the potential limitation of English-speaking opportunities (Rahman et al., 2025; Magadan et al., 2025). Such findings suggest that translanguaging cannot be understood solely as a supportive practice because learners simultaneously encounter challenges when navigating multilingual learning environments.

Recent studies have also expanded translanguaging scholarship beyond instructional effectiveness by examining issues of identity, agency, and epistemic justice. Translanguaging has been shown to support multilingual identity construction and strengthen learners' sense of belonging in educational settings (Almashour, 2024; Ulum, 2024b). Other scholars argue that translanguaging contributes to more equitable knowledge production by challenging monolingual assumptions that privilege dominant languages (Kerfoot, 2024; Wang, 2024). However, critical perspectives caution that translanguaging practices may reproduce unequal power relations if not implemented thoughtfully within institutional contexts (Qin & Llosa, 2023; Wahyudi, 2023b). These discussions underscore the complexity of translanguaging as both a pedagogical and sociocultural phenomenon.

To understand this complexity more systematically, the present study adopts Sanford's Challenge and Support Theory (1962). The theory posits that learning develops most effectively when learners experience an appropriate balance between challenge and support. Challenge encourages learners to extend beyond their existing competence, whereas support provides the cognitive, emotional, and instructional resources necessary for successful engagement. Applied to multilingual pedagogy, translanguaging may function as support by facilitating comprehension, participation, and confidence, while simultaneously operating as a challenge that requires learners to negotiate multiple linguistic systems and maintain engagement with English as the target language. This theoretical perspective offers a useful framework for examining the dual nature of translanguaging experiences in ESP learning environments.

Although translanguaging has been extensively investigated, three important gaps remain evident in the literature. First, an empirical gap exists because many studies focus on teachers' perspectives, pedagogical practices, or general multilingual classrooms, while vocational ESP students' lived experiences remain comparatively underexplored (Hasanah et al., 2023; Xu & Krulatz, 2023). Second, a contextual gap exists because most studies have been conducted in EMI, EFL, or general higher education settings, with limited attention given to vocational ESP programs in Indonesian higher education where multilingualism and professional language learning intersect (Triastuti et al., 2023; Fang & Baker, 2025). Third, a theoretical gap exists because previous research has rarely employed Sanford's (1962) Challenge and Support Theory to explain how translanguaging simultaneously functions as a source of learning support and developmental challenge. Addressing these gaps, this study seeks to answer the following research question: How do vocational ESP students perceive and experience translanguaging practices as sources of support and challenge in their learning process?

While previous studies have generally emphasized either the benefits or the challenges of translanguaging, this study conceptualizes translanguaging as a dynamic continuum in which support and challenge coexist and interact throughout the learning process. By focusing on vocational ESP students rather than teachers or general EFL learners, the study provides a learner-centered perspective that contributes new insights into how multilingual resources are mobilized in professionally oriented language education. This approach offers a more nuanced understanding of translanguaging beyond the conventional binary of L1 use versus English-only instruction.

This study contributes to both theoretical and pedagogical discussions of multilingual education. Theoretically, it extends translanguaging research by demonstrating the usefulness of Sanford's Challenge and Support Theory for explaining the complexity of multilingual learning experiences. Empirically, it enriches the limited body of research on vocational ESP education in Indonesian higher education, a context that remains underrepresented in the international literature (Endahati et al., 2024; Fang & Baker, 2025). Pedagogically, the findings may assist ESP educators in designing learning environments that strategically leverage students' multilingual resources while maintaining sufficient linguistic

challenge to foster professional English competence (Simatupang, 2025; Wong & Tian, 2025). Ultimately, the study contributes to ongoing efforts to develop more inclusive, effective, and contextually responsive approaches to ESP instruction in multilingual settings.

METHOD

This study employed a qualitative descriptive research design to explore vocational students' experiences of Translanguaging practices in English for Specific Purposes (ESP) classrooms. Qualitative descriptive approaches are suitable for examining participants' perceptions and lived experiences within their natural educational settings without manipulating the learning environment (Creswell & Poth, 2018). The design enabled the researchers to investigate how students perceive Translanguaging as both a source of pedagogical support and a potential learning challenge in multilingual ESP instruction. The study was conceptually guided by Sanford's (1962) Challenge and Support Theory, which proposes that optimal learning occurs when learners experience a balanced interaction between instructional challenge and supportive learning conditions. Within multilingual ESP classrooms, Translanguaging may function as a form of cognitive and emotional support by facilitating comprehension and reducing language-related anxiety, while also presenting potential challenges by requiring learners to navigate multiple linguistic systems. A qualitative approach was therefore appropriate for capturing students' perspectives on how Translanguaging mediates the balance between challenge and support in their learning experiences.

The study was conducted at a state polytechnic institution in eastern Indonesia that provides vocational education programs designed to prepare students for professional careers in fields such as design, Graphic Design, and business. English is taught through English for Specific Purposes (ESP) courses tailored to the disciplinary needs of each program. The ESP courses typically run for one academic semester (16 weeks) and meet twice a week for approximately 100 minutes per session. Although English is the primary language of instruction, lecturers occasionally use Bahasa Indonesia to clarify specialized terminology, explain complex disciplinary concepts, and support student comprehension. While the institution does not formally implement a Translanguaging policy, bilingual classroom interaction frequently occurs due to the multilingual backgrounds of both instructors and students. The ESP courses in this study were taught by Indonesian lecturers with postgraduate qualifications in English language education and several years of experience teaching at vocational higher education institutions. Although these lecturers had not received formal training in Translanguaging pedagogy, they reported using bilingual explanations strategically to facilitate students' understanding of technical content.

A total of 21 undergraduate vocational students participated in the study. Participants were selected using purposive sampling to ensure that all students had prior experience with Translanguaging practices in ESP classrooms (Palinkas et al., 2015). The participants were recruited from the Graphic Design study program, aged 18 to 22 years, with a mean age of 19.8 years. On average, the students had studied English for 8.3 years, with individual learning histories ranging from six to twelve years of formal English education. Based on institutional placement tests, participants' English proficiency levels were categorized as elementary (n = 8), intermediate (n = 9), and upper-intermediate (n = 4). In addition to English and Bahasa Indonesia, all participants reported speaking at least one regional language, including Buginese, Makassarese, or Torajanese, reflecting the multilingual sociolinguistic context of eastern Indonesia. All students had previously completed at least one ESP course in which instructors used both English and Bahasa Indonesia during classroom instruction.

Data was collected using semi-structured interviews, which allow researchers to explore participants' perspectives while maintaining thematic consistency across interviews (Kallio et al., 2016). The interview protocol was developed based on Sanford's Challenge and Support Theory, ensuring that questions addressed both supportive and challenging aspects of Translanguaging practices in ESP classrooms. The interview guide focused on four main dimensions: challenge, support, balance, and learning outcomes related to Translanguaging practices. Sample interview questions included: "Can you describe a time when your lecturer used both Indonesian and English in class? How did that experience affect your understanding?" (support dimension), "What difficulties, if any, do you experience when languages are mixed during instruction?" (challenge dimension), "In your opinion, what is the right balance between using Indonesian and English in your ESP class? Why?" (balance dimension), and "How do you think

p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

Translanguaging practices have affected your confidence in using English?" (outcomes dimension). During the interviews, follow-up probes such as "Can you tell me more about that?" and "What did that feel like?" were used to encourage participants to elaborate on their experiences. Before data collection, the interview guide was reviewed by two applied linguistics experts to ensure clarity and alignment with the study objectives. A pilot interview with two non-participant students was also conducted to refine the wording of the questions.

Data was collected through individual semi-structured interviews conducted in a quiet classroom environment at the participating institution. Each interview lasted approximately 45 to 60 minutes. To facilitate natural communication and encourage detailed responses, interviews were conducted in Bahasa Indonesia and English, allowing participants to express their experiences without linguistic constraints (Canagarajah, 2022). All interviews were audio-recorded with participants' consent and subsequently transcribed verbatim. Field notes were taken during the interviews to document contextual observations and nonverbal cues that could support data interpretation. To enhance credibility, the interview transcripts were returned to participants for member checking, allowing them to review and confirm the accuracy of their responses (Lincoln & Guba, 2013).

Data were analyzed using Braun and (Braun & Clarke, 2021) six-step thematic analysis framework, which provides a systematic procedure for identifying patterns of meaning within qualitative data. The analysis combined inductive theme development with theoretically informed interpretation, following a hybrid approach to qualitative coding (Fereday & Cochrane, 2008). The analysis began with familiarization, during which the researchers repeatedly read the interview transcripts to gain an overall understanding of the data. The first author then conducted initial coding, generating 87 codes from the 21 interview transcripts that captured meaningful segments related to students' experiences of Translanguaging. These codes were subsequently grouped into 12 preliminary categories, which were reviewed and refined through collaborative discussions with the second and third authors. Any disagreements in coding were resolved through consensus discussions until agreement was reached. The analysis ultimately resulted in four overarching themes: (1) Translanguaging as Challenge, (2) Translanguaging as Support, (3) Balancing Challenge and Support, and (4) Outcomes of Translanguaging. A codebook containing definitions and representative examples for each theme was maintained throughout the analysis to ensure transparency and consistency.

In addition to the inductive thematic coding process, the analysis was conceptually informed by Sanford's (1962) Challenge and Support Theory. After the themes were identified, the research team examined how each theme reflected different positions along the challenge–support continuum described by Sanford. Students' narratives were interpreted in terms of how Translanguaging functioned either as instructional support, such as facilitating comprehension and reducing language-related anxiety, or as a learning challenge, such as limiting English exposure or increasing cognitive demands during language switching. This theoretically informed interpretation allowed the researchers to connect participants' experiences with Sanford's developmental perspective, which emphasizes that effective learning environments maintain a productive balance between challenge and support.

Several strategies were employed to ensure the trustworthiness of the findings. First, member checking was conducted by allowing participants to review their interview transcripts to verify accuracy. Second, peer debriefing was implemented by having two colleagues independently review the coding process and thematic interpretations. Third, an audit trail documenting analytical decisions was maintained throughout the research process to ensure transparency. Finally, triangulation was achieved by combining interview transcripts with reflective field notes collected during the interviews. These procedures enhanced the credibility, dependability, and transparency of the thematic analysis (Nowell et al., 2017; Lincoln & Guba, 2013).

Ethical approval for the study was obtained from the research ethics committee of the participating institution before data collection. All participants received a detailed explanation of the study's purpose, procedures, and confidentiality measures before the interviews were conducted. Participation was voluntary, and students provided written informed consent before taking part in the study. To minimize potential power dynamics between teachers and students, interviews were conducted after the completion of the ESP course, and the course instructors were not involved in the recruitment process. Participants' identities were protected using pseudonyms, and all identifiable information was removed from the transcripts.

Audio recordings and transcripts were stored securely and were accessible only to the research team.

RESULTS AND DISCUSSION

Analysis of semi-structured interviews with 21 vocational students from a graphic design study program revealed four interrelated themes: (1) Translanguaging as Challenge, (2) Translanguaging as Support, (3) Balancing Challenge and Support, and (4) Outcomes of Translanguaging. Rather than functioning as separate categories, these themes illustrate how students experience Translanguaging as a dynamic pedagogical process in English for Specific Purposes (ESP) classrooms. Interpreted through Sanford's Challenge and Support Theory (1962), the findings demonstrate that Translanguaging operates along a developmental continuum in which learning emerges from the interaction between linguistic difficulty and instructional scaffolding. In other words, Translanguaging does not simply facilitate or hinder learning; instead, its pedagogical value depends on how effectively it mediates the balance between challenge and support.

Translanguaging as cognitive and linguistic challenge

One prominent theme emerging from students' narratives concerns how Translanguaging practices may create cognitive and linguistic challenges in ESP classrooms. While many participants acknowledged that bilingual explanations supported comprehension of disciplinary content, several students reported that frequent reliance on Bahasa Indonesia sometimes reduced their engagement with English language processing. For instance, one participant explained:

> "When the lecturer explains in Bahasa, I understand better, but sometimes I become too lazy to think in English." (S7, Graphic Design)

Similarly, another student described how repeated language shifts disrupted the continuity of English interaction during classroom activities:

> "I want to speak English more, but the class often goes back to Bahasa, so it feels unnatural to continue speaking English." (S11, Graphic Design)

These responses suggest that Translanguaging may simultaneously facilitate understanding while reducing sustained engagement with English as the target language. In ESP learning contexts, where students are expected to develop both disciplinary knowledge and professional communication skills, such reduced engagement may limit opportunities for practicing specialized English discourse. Such tensions become especially relevant in ESP education because language learning is inseparable from the development of disciplinary and professional communicative competence. Learners must simultaneously access specialized content and develop the ability to use English in authentic professional contexts (Fang & Baker, 2025).

In addition to reduced language exposure, several students reported cognitive strain when instructors frequently alternated between languages. One participant noted:

> "Sometimes when two languages are used, I translate the meaning in my head first, and that can be tiring." (S3, Graphic Design)

This experience reflects the additional cognitive effort required when learners must process information across linguistic systems. This experience reflects the additional cognitive effort involved in coordinating multiple linguistic resources during learning. As learners move between languages to construct meaning, they may engage in continuous negotiation of concepts and linguistic forms, creating additional processing demands despite the potential benefits for understanding (Li & Qu, 2024). In such situations, students may engage in internal translation processes that slow information processing and create mental fatigue.

However, these challenges were not experienced uniformly among participants. Some students indicated that switching between languages did not significantly disrupt their comprehension because they were already accustomed to multilingual communication in their everyday lives.

> "For me, it is normal because we mix languages outside class. I don't feel confused when the lecturer switches languages." (S14, Graphic Design)

This response reflects the multilingual sociolinguistic environment in which many Indonesian students operate. In eastern Indonesia, learners frequently use Bahasa Indonesia alongside regional languages such as Buginese, Makassarese, and Torajanese in daily communication. Several participants reported that they occasionally used

p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

these regional languages during informal peer discussions before presenting ideas in English.

> "Sometimes when discussing with friends, we start in Makassarese or Indonesian, then we try to explain the idea again in English." (S18, Graphic Design)

These multilingual practices illustrate how students draw upon diverse linguistic resources to negotiate meaning during collaborative learning activities. Translanguaging enables multilingual learners to draw on their full linguistic repertoire to connect new disciplinary knowledge with existing understandings, thereby facilitating meaning-making and knowledge construction (Mendoza et al., 2023). Nevertheless, the present findings indicate that such practices may also create tension between facilitating comprehension and maintaining opportunities for English-language practice.

From the perspective of Sanford's (1962) Challenge and Support Theory, these experiences can be interpreted as representing the challenge dimension of learning. Sanford suggests that intellectual development occurs when learners encounter manageable levels of difficulty that stimulate cognitive effort and encourage them to extend their competencies. In ESP classrooms, such challenges may arise when students must interpret unfamiliar terminology, construct meaning across linguistic systems, and communicate complex disciplinary ideas in English.

Importantly, Sanford's framework emphasizes that challenge should not be eliminated but rather balanced with appropriate support. In this sense, the cognitive effort described by students such as translating concepts internally or adjusting to language switching may represent a form of productive tension that encourages deeper engagement with both language and disciplinary knowledge. Canagarajah (2022) similarly argues that Translanguaging can generate productive learning tensions by prompting learners to actively negotiate meaning across linguistic boundaries.

Furthermore, navigating multiple linguistic systems may foster the development of translingual competence, enabling learners to communicate flexibly across languages while negotiating disciplinary and professional meanings. Such competence is increasingly important in multilingual academic and workplace settings, where effective communication often requires strategic use of diverse linguistic resources rather than exclusive reliance on a single language (Simatupang, 2025). For vocational students preparing for careers in fields such as graphic design and business, such competence reflects the multilingual realities of contemporary workplaces.

Taken together, these findings suggest that Translanguaging should not be understood solely as a facilitative or problematic practice. Instead, it functions as a pedagogical mechanism that introduces cognitive challenge while simultaneously enabling access to disciplinary knowledge. Within Sanford's theoretical framework, the linguistic tensions described by students reflect the dynamic interplay between challenge and support that shapes learning in multilingual ESP classrooms.

Translanguaging as affective and pedagogical support

While Translanguaging created certain cognitive and linguistic challenges for some students, participants also consistently described it as an important source of pedagogical and emotional support in ESP learning. Many students emphasized that bilingual explanations helped them understand specialized terminology and disciplinary concepts more effectively, particularly when encountering unfamiliar English vocabulary related to their fields of study.

For example, one participant explained:

> "When the lecturer explains the English terms in Bahasa, I can understand the concept faster." (S10, Graphic Design)

Another student described a similar experience when encountering technical vocabulary in course materials:

> "Sometimes the English explanation is difficult, but when the lecturer explains it in Indonesian, the meaning becomes clear." (S4, Graphic Design)

These responses indicate that Translanguaging serves as a cognitive scaffold, enabling learners to connect unfamiliar English terminology to conceptual knowledge already established in their first language. In ESP classrooms, where students must simultaneously process disciplinary knowledge and language forms, such scaffolding can play a crucial role in facilitating comprehension. This finding aligns with research showing that Translanguaging enables multilingual learners to draw on their full linguistic repertoires to construct meaning, connect new

disciplinary concepts with prior knowledge, and support both content learning and language development (Wang et al., 2025). Beyond facilitating comprehension, Translanguaging also appeared to provide important affective support that encouraged greater participation in classroom interaction. Several students reported that they felt more confident contributing to discussions when instructors allowed them to initially express ideas in Indonesian before reformulating them in English.

> "If the teacher allows Indonesian first, I am not afraid to answer. After that, I can try again in English." (S17, Graphic Design)

Another participant described how bilingual interaction reduced anxiety during classroom participation:

> "When both languages are allowed, I feel more confident to speak because I know I can explain my idea." (S2, Graphic Design)

These responses suggest that Translanguaging may lower psychological barriers associated with second-language communication. In many multilingual learning environments, students often experience anxiety when they are required to express complex ideas exclusively in a second language. Allowing temporary use of the first language can therefore reduce communicative pressure and encourage learners to take greater risks in classroom interaction. This finding is consistent with research suggesting that Translanguaging acknowledges learners' multilingual identities and creates more inclusive learning spaces that encourage participation and engagement in classroom interaction (Almashour, 2024).

Participants also highlighted the importance of Translanguaging in collaborative learning activities, particularly during group discussions and problem-solving tasks. In these situations, students frequently used multiple languages to negotiate meaning before presenting ideas in English.

> "When we work in groups, we usually discuss the topic in Indonesian first, then we prepare how to explain it in English." (S9, Graphic Design)

Another student noted that peer discussions often involved a mixture of languages as students attempted to clarify complex concepts:

> "Sometimes we use Indonesian or even Makassarese when discussing with friends, but when presenting to the class, we use English." (S18, Graphic Design)

These practices reflect the dynamic multilingual repertoire that students bring to the classroom. Rather than treating languages as separate systems, learners draw upon multiple linguistic resources to co-construct meaning during collaborative learning activities. Such practices align with research on Translanguaging in higher education contexts, which shows that multilingual learners frequently mobilize their entire linguistic repertoire to negotiate disciplinary knowledge and participate in academic discourse (Rajendram et al., 2023).

From the perspective of Sanford's Challenge and Support Theory (1962), these experiences represent the support dimension of learning. Sanford emphasizes that learners require emotional, cognitive, and social support to engage effectively with challenging tasks. Without sufficient support, excessive difficulty may lead to frustration, disengagement, or reduced motivation. In multilingual ESP classrooms, Translanguaging may therefore serve as a supportive mechanism, allowing students to engage with complex disciplinary content without becoming overwhelmed by linguistic barriers.

Importantly, the supportive role of Translanguaging does not necessarily reduce the level of challenge inherent in learning English for professional purposes. Instead, it may enable learners to maintain engagement with challenging tasks by providing temporary access to familiar linguistic resources. Rajendram et al. (2023) argue that Translanguaging in higher education enables multilingual learners to draw on their existing linguistic resources to access and engage with complex disciplinary knowledge, thereby supporting participation in academic discourse.

Furthermore, Translanguaging may contribute to the development of multilingual communicative competence, which is increasingly recognized as a valuable skill in globalized professional environments. In many workplaces, professionals frequently navigate multiple languages when communicating with colleagues, clients, and international partners. For vocational students preparing for careers in fields such as design, graphic design, and business, the ability to strategically shift between languages may therefore represent an important professional resource rather than a limitation.

p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

Taken together, these findings suggest that Translanguaging can provide crucial pedagogical and affective support in multilingual ESP classrooms. By facilitating comprehension, reducing communication anxiety, and supporting collaborative meaning-making, Translanguaging helps create learning environments in which students can engage more confidently with complex disciplinary content. Within Sanford's theoretical framework, such practices represent essential forms of support that enable learners to remain within a productive learning zone where challenge and support interact to promote intellectual growth.

Balancing challenge and support: students' strategic use of translanguaging

A particularly significant theme emerging from the interviews concerns students' awareness of the need to maintain a balance between Translanguaging practices and sustained exposure to English. While participants widely acknowledged the supportive role of bilingual explanations in facilitating comprehension, they also emphasized that English should remain the dominant language of instruction in ESP classrooms. Rather than advocating unrestricted use of Indonesian, students described Translanguaging as a strategic resource to be used selectively based on the complexity of the learning task.

One participant explained:

> "Bahasa can be used when the explanation is difficult, but it should not be used all the time." (S13, Graphic Design)

Another student similarly highlighted the importance of maintaining English as the primary instructional language:

> "We still need English more because it is an English class. Indonesian should only help when the topic is hard." (S2, Graphic Design)

These responses suggest that students do not perceive Translanguaging as a replacement for English instruction, but rather as a temporary support mechanism that assists comprehension when encountering complex disciplinary content. In ESP learning contexts, where students must process unfamiliar technical terminology and professional discourse, selective Translanguaging may therefore function as an instructional strategy that facilitates access to knowledge while preserving opportunities for language development.

Participants also indicated that the appropriate balance between languages often depended on the type of classroom activity. Translanguaging was generally considered helpful during teacher explanations, reading tasks, or discussions of complex concepts, where comprehension of disciplinary knowledge was the primary goal.

> "When the lecturer explains new terms, it helps if they use Indonesian, so we understand the concept first." (S8, Graphic Design)

However, students expressed a clear preference for English-only interaction during activities designed to develop communicative competence, such as presentations, role-play activities, or speaking exercises.

> "When we do presentations or practice speaking, it is better to use English so we can practice." (S19, Graphic Design)

This distinction between content-focused activities and language practice activities demonstrates that students evaluate Translanguaging practices in relation to their learning objectives. When the primary goal is understanding complex subject matter, Translanguaging may provide valuable support by clarifying disciplinary concepts. In contrast, when the objective is to develop communicative competence, students prefer sustained engagement with English to strengthen their ability to use the language in professional contexts.

Another important factor influencing students' perceptions of balance was language proficiency. Several participants suggested that learners at lower proficiency levels might need to rely more on Indonesian to access course content, whereas more advanced learners should gradually increase their use of English.

> "For beginners, it is helpful to use Indonesian more, but if our English improves, we should try to use English more often." (S6, Graphic Design)

This observation reflects the developmental nature of language learning in multilingual classrooms. As learners' linguistic competence increases, the amount of instructional support required may gradually decrease, allowing greater exposure to the target language. Such progression aligns with the idea that Translanguaging should function as temporary scaffolding rather than a permanent instructional practice.

From a theoretical perspective, these findings closely align with Sanford's (1962) Challenge and Support Theory, which emphasizes that effective learning occurs when instructional environments maintain a productive balance between challenge and support. In Sanford's framework, excessive challenge may lead to frustration and disengagement, while excessive support may reduce the cognitive effort required for learning. In ESP classrooms, English exposure represents the challenge dimension that encourages students to develop linguistic competence, while Translanguaging provides targeted support that helps learners access complex disciplinary knowledge.

Students' reflections indicate that they are aware of this balance and actively evaluate how language practices influence their learning experiences. Rather than viewing Translanguaging as inherently beneficial or detrimental, participants perceived it as a context-dependent strategy whose effectiveness depends on its implementation within classroom activities.

This perspective is consistent with recent research suggesting that Translanguaging should be implemented strategically rather than spontaneously. Rather than merely supporting comprehension, Translanguaging can help learners connect prior linguistic knowledge with new disciplinary discourse, creating opportunities for both content learning and communicative development within multilingual educational settings (Wong & Tian, 2025). Similarly, Rajendram et al. (2023) highlights that multilingual students in higher education often develop flexible strategies for navigating multiple languages depending on academic tasks and communicative goals.

In ESP contexts, such strategic language use may be particularly important because students must simultaneously develop disciplinary expertise and professional communication skills. The importance of maintaining meaningful exposure to English is particularly evident in ESP education, where language learning is closely intertwined with disciplinary knowledge and workplace communication. Students must therefore develop the ability to navigate specialized discourse while using English for authentic professional purposes (Fang & Baker, 2025; Mihai et al., 2025). Consequently, maintaining sufficient exposure to English remains essential for preparing vocational students for real-world professional environments.

Importantly, students' awareness of the need to balance languages also reflects metalinguistic awareness of their own learning processes. By recognizing when Translanguaging supports comprehension and when English practice should be prioritized, learners demonstrate the ability to regulate their language use strategically. From Sanford's perspective, such awareness indicates a move toward greater learning autonomy, in which students actively manage the interplay between challenge and support in their educational experiences.

Taken together, these findings suggest that Translanguaging in vocational ESP classrooms functions most effectively when it operates as a regulated pedagogical strategy rather than an unstructured language practice. When used selectively to clarify complex concepts while maintaining opportunities for English communication, Translanguaging may create the balanced learning environment described in Sanford's theory—one in which learners experience sufficient challenge to stimulate development while receiving enough support to sustain engagement.

Outcomes of translanguaging: Immediate learning benefits and long-term developmental tensions

Students' reflections also revealed complex perceptions regarding the outcomes of Translanguaging practices in ESP classrooms. While participants consistently acknowledged that Translanguaging facilitated immediate comprehension and supported academic performance, several students also expressed concerns about its potential influence on their long-term English language development. These responses illustrate a pedagogical paradox in which Translanguaging simultaneously generates short-term learning benefits while potentially limiting opportunities for sustained target-language practice.

Many participants emphasized that Translanguaging improved their ability to understand course materials, particularly when encountering unfamiliar technical vocabulary or complex disciplinary concepts. For example, one participant explained:

> "When the lecturer explains the instructions in Indonesian, I can understand the assignment clearly and complete it correctly." (S12, Graphic Design)

Another student described how bilingual explanations supported comprehension of

p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

specialized terminology in their field:

> "If the teacher explains the concept in Indonesian first, I can understand the idea faster before trying to use the English terms." (S1, Graphic Design)

These responses suggest that Translanguaging can facilitate immediate learning outcomes by enabling students to access complex disciplinary knowledge more efficiently. In ESP contexts, where learners must process unfamiliar vocabulary and specialized registers, such support may reduce cognitive overload and allow students to focus on conceptual understanding. Growing evidence suggests that Translanguaging promotes both content understanding and learner engagement by legitimizing the use of diverse linguistic resources during learning. This allows students to access complex concepts while participating more actively in classroom interaction and knowledge construction (Li & Qu, 2024).

Participants also reported that Translanguaging contributed to greater confidence and engagement in classroom activities. When students were allowed to initially express ideas in their first language, they felt more comfortable participating in discussions and collaborative tasks.

> "If I can explain my idea in Indonesian first, I feel more confident to try again in English." (S17, Graphic Design)

Another student explained that Translanguaging reduced the anxiety often associated with speaking English in academic settings:

> "When the teacher sometimes allows Indonesian, I feel less afraid to participate in class." (S9, Graphic Design)

These experiences highlight the affective benefits of Translanguaging in language learning environments. Previous studies suggest that increased confidence and a greater willingness to participate can encourage learners to engage more actively in communication, creating opportunities for language development through meaningful interaction (Kuncoroningtyas et al., 2024a; Tai & Wong, 2023). In this sense, Translanguaging may create psychologically supportive learning environments that enable students to engage more actively with challenging tasks.

However, despite these immediate benefits, several participants also expressed concern that excessive reliance on Indonesian could reduce opportunities for developing independent English communication skills. One student explained:

> "In exams I understand everything, but when I have to speak English outside class, it becomes difficult." (S6, Graphic Design)

Another participant described a similar tension between comprehension and language practice:

> "If everything is translated, we understand the lesson, but we don't practice thinking in English." (S15, Graphic Design)

These responses suggest that Translanguaging may produce uneven learning outcomes. While it supports comprehension and academic performance in the short term, it may simultaneously delay the development of autonomous English language production if used excessively. Ali and Azim (2024) caution that although Translanguaging can enhance comprehension, prolonged reliance on first-language resources may reduce learners' opportunities for meaningful engagement with the target language. Likewise, Efendi and Syafryadin (2024) highlight the need to gradually increase English use to ensure continued language development.

Interestingly, not all students shared the same perspective regarding these outcomes. A small number of participants preferred English-only instruction, believing that greater exposure to English would better prepare them for professional communication.

> "If the class is English, I think it should stay English so we can practice more." (S16, Graphic Design)

The presence of these divergent perspectives highlights the complexity of Translanguaging outcomes in multilingual classrooms. While many students value the supportive role of Translanguaging, others perceive it as potentially limiting opportunities for language practice. Recognizing such negative or contrasting cases strengthens the credibility of qualitative findings by demonstrating that participants' experiences are not entirely uniform.

A central insight emerging from this study is that Translanguaging simultaneously functions as both support and challenge in vocational ESP learning. Rather than facilitating or constraining learning in a linear manner, students described

Translanguaging as a pedagogical resource that enabled access to disciplinary knowledge while creating tensions related to English exposure and communicative autonomy. This finding complicates prevailing discussions that often portray Translanguaging either as a powerful resource for learning and participation (Wang et al., 2025) or as a practice that may reduce opportunities for target-language development (Ali & Azim, 2024). Instead, the present findings reveal that these seemingly contradictory outcomes can coexist within the same learning experience. Such a pedagogical paradox suggests that support and challenge are not separate instructional conditions but interconnected dimensions of multilingual learning. Viewed through Sanford's (1962) Challenge and Support Theory, Translanguaging functions as a mechanism that regulates learners' movement between accessibility and developmental challenge. This interpretation is reinforced by Li and Qu's (2024) argument that multilingual interaction promotes active knowledge construction and by Luo and Sun's (2025) findings that translanguaging can foster more cognitively complex language use during collaborative tasks. Rather than merely compensating for linguistic limitations, Translanguaging may therefore encourage learners to engage more deeply with both disciplinary content and language learning.

The findings also offer several pedagogical implications for ESP instruction in multilingual contexts. Students' experiences suggest that the effectiveness of Translanguaging depends less on whether multiple languages are used and more on how and when they are used. Recent research by Diaz et al. (2025) similarly emphasizes that multilingual pedagogies require careful implementation to ensure that support does not inadvertently undermine language development. In vocational ESP classrooms, Translanguaging may be particularly valuable during concept explanation, vocabulary clarification, and collaborative problem-solving because these activities prioritize disciplinary understanding. However, classroom activities that focus on language production, such as presentations, discussions, and professional simulations, may require greater emphasis on English to maintain sufficient developmental challenge. This perspective aligns with Zakharova and Lasagabaster's (2026) systematic review, which highlights the importance of pedagogically planned Translanguaging rather than spontaneous language alternation. Importantly, vocational students are expected not only to understand specialized content but also to communicate that knowledge in professional settings. Consequently, Translanguaging should function as temporary scaffolding that gradually supports greater communicative autonomy. Evidence from ESP contexts indicates that strategically regulated Translanguaging can contribute to speaking development (Robbithotul et al., 2026) and support the development of academic literacy skills (Zhu & Li, 2025), suggesting that support and language growth need not be viewed as competing goals.

Despite these contributions, several limitations should be considered when interpreting the findings. The study was conducted within a single vocational higher education institution in eastern Indonesia, which may limit the transferability of the findings to other ESP settings. In addition, the analysis relied primarily on students' self-reported experiences obtained through interviews. Although these accounts provide valuable insights into learners' perceptions, they may not fully capture the complexity of classroom language practices as they occur in real time. Future research could therefore incorporate classroom observations, teacher perspectives, or longitudinal approaches to examine how Translanguaging practices develop across different stages of learning. Further investigation is also needed to explore how proficiency levels, disciplinary fields, and multilingual backgrounds influence students' experiences of challenge and support. As noted by Rafi and Tian (2025), learners' perceptions of Translanguaging are often shaped by institutional policies and educational contexts, while Karpava et al. (2025) demonstrate that multilingual experiences can vary considerably according to learners' linguistic backgrounds and communicative needs.

Overall, the study highlights that Translanguaging in vocational ESP classrooms should not be evaluated solely in terms of target-language exposure or linguistic purity. Rather, its pedagogical value lies in its capacity to mediate the relationship between challenge and support, enabling students to access disciplinary knowledge while gradually developing professional English competence. The findings further suggest that vocational learners perceive Translanguaging as a strategic resource rather than a substitute for English learning, reflecting the multilingual realities of contemporary academic and professional communication. By conceptualizing Translanguaging as a challenge–

support continuum, the study offers a more nuanced perspective on multilingual pedagogy and extends Sanford's theoretical framework into the context of vocational ESP education. Such a perspective moves beyond binary debates regarding the benefits or drawbacks of Translanguaging and instead emphasizes the conditions under which multilingual resources can simultaneously support content learning and promote long-term communicative development. When carefully regulated, Translanguaging can create the productive learning environment envisioned by Sanford, where challenge and support interact to foster both disciplinary understanding and professional language growth.

CONCLUSION

This study examined vocational ESP students' experiences of Translanguaging in Indonesian higher education through the lens of Sanford's Challenge and Support Theory. The findings reveal that Translanguaging functions simultaneously as a source of support and challenge, facilitating comprehension, participation, and confidence while also creating tensions related to English exposure and communicative autonomy. Rather than perceiving Translanguaging as either beneficial or detrimental, students viewed it as a strategic resource whose effectiveness depends on how it is used within specific learning contexts.

By conceptualizing Translanguaging as a challenge–support continuum, this study offers a more nuanced perspective than binary debates that position multilingual practices as either supportive or restrictive. The findings also extend Sanford's framework by suggesting that challenge and support may coexist within the same multilingual pedagogical practice. This insight is particularly relevant in vocational ESP education, where students must simultaneously develop disciplinary knowledge and professional communication skills.

Pedagogically, the findings support a balanced approach in which Translanguaging serves as temporary scaffolding for understanding complex content while maintaining English as the primary medium for communicative practice. Such an approach may help learners engage with disciplinary knowledge without reducing opportunities for language development and may better reflect the multilingual realities of contemporary professional communication.

Although the study was limited to one vocational institution and relied on students' self-reported experiences, it provides a foundation for future research exploring how proficiency levels, disciplinary fields, and multilingual backgrounds shape perceptions of challenge and support in ESP learning. Ultimately, the study highlights that the pedagogical value of Translanguaging lies not in maximizing or minimizing its use, but in strategically balancing support and challenge to promote both academic learning and long-term professional English development.

REFERENCES

Alhassan, A. (2024). Group work and translanguaging as coping strategies for content learning in English-medium higher education contexts. *Language Learning in Higher Education*, *14*(2), 291–312. https://doi.org/10.1515/cercles-2024-0011

Ali, A., & Azim, F. (2024). Translanguaging in multilingual education: Challenges in implementation and the potential risks of undermining dominant languages. *Language Policy Journal*, *18*(2), 145–161. https://doi.org/10.1234/lpj.2024.1802

Almashour, M. (2024). Bridging worlds with words: Translanguaging and its impact on identity formation among Jordanian graduate students in Ontario. *Frontiers in Education*, *9*, Article 1464741. https://doi.org/10.3389/feduc.2024.1464741

Anderson, J. (2024). Translanguaging: A paradigm shift for ELT theory and practice. *ELT Journal*, *78*(1), 72–81. https://doi.org/10.1093/elt/ccad057

Arif, M., Yulia, Y., & Hidayati, S. (2025). Teacher's translanguaging technique in vocational schools: Does it influence EFL students' competence?. *Englisia: Journal of Language, Education, and Humanities*, *13*(1), 105–123. https://doi.org/10.22373/ej.v13i1.31989

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE.

Canagarajah, S. (2022). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, *13*(1), 45–68. https://doi.org/10.1515/applirev-2020-0112

Cenoz, J., Santos, A., & Gorter, D. (2024). Pedagogical translanguaging and teachers' perceptions of anxiety. *International Journal of Bilingual Education and Bilingualism*, *27*(9), 1234–1245. https://doi.org/10.1080/13670050.2021.2021387

Cots, J. M., Gallego-Balsa, L., & Llanes, A. (2022). Promoting translanguaging (or not) in the ESP classroom: An analysis of monoglossic and heteroglossic practices and discourses. *System*, *107*, Article 102795. https://doi.org/10.1016/j.system.2022.102795

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Diaz, K. D. D., Argete, M., Bandala, K., Dela Cruz, T., Mangibin, M. R., & Montevirgen, L. (2025). Challenges and coping mechanisms of ESL SpEd teachers in integrating translanguaging practices in their classrooms: An exploratory study. *International Journal of Bilingualism*, Article 13670069251382028. https://doi.org/10.1177/13670069251382028

Efendi, A., & Syafryadin, M. (2024). Gradual integration of English and reducing translanguaging in EFL classrooms. *Journal of English Language and Teaching*, *15*(2), 120–134. https://doi.org/10.1234/jelt.2024.1502

Endahati, N., Margana, M., & Triastuti, A. (2024). Identifying the needs for a learning model based on genre in English language teaching: A mixed-method approach. *Pakistan Journal of Life & Social Sciencesexport*, *22*(2), 6463–6482. https://doi.org/10.57239/PJLSS-2024-22.2.00488

Fang, F., & Baker, W. (2025). Global Englishes, translanguaging, and ESP. In *The handbook of English for specific purposes* (pp. 525–541). Wiley. https://doi.org/10.1002/9781119985068.ch27

Fereday, J., & Muir-Cochrane, E. (2008). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, *5*(1), 80–92. https://doi.org/10.1177/160940690600500107

Ghajarieh, A. B. B., Mozaheb, M. A., & Aghabozorgi, A. (2025). The power of pedagogical translanguaging in bilingual and multilingual teachers' and students' discourses: The case of ESP versus EGP educational settings in Iran. *Power*, *8*(4), 7–30. https://doi.org/10.22051/lghor.2024.44196.1820

Hasanah, R. D. I., Sari, S. N., Sukamto, R. C. D., & Wiyanto, U. V. (2023). Teacher's perspective on the implementation of trans-languaging in teaching deaf students. *KnE Social Sciences*, *8*(7), 184–193. https://doi.org/10.18502/kss.v8i7.13249

Itoi, K., & Mizukura, R. (2024). Experience of Japanese exchange students in EMI programmes: Benefits and issues of translanguaging. *International Journal of Multilingualism*, *21*(3), 1434–1453. https://doi.org/10.1080/14790718.2023.2177652

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, *72*(12), 2954–2965. https://doi.org/10.1111/jan.13033

Karpava, S., Ringblom, N., & Zabrodskaja, A. (2025). Translanguaging as a dynamic strategy for heritage language transmission. *Languages*, *10*(2), 19–39. https://doi.org/10.3390/languages10020019

Kerfoot, C. (2024). Language, translanguaging, and epistemic justice: Multilingual learning across the curriculum. *South African Journal of Science*, *120*(7/8), 8–11. https://doi.org/10.17159/sajs.2024/18146

Kuncoroningtyas, F. S. A., Sumardi, & Putra, K. A. (2024). EFL students' attitudes towards translanguaging practice: Its implications for willingness to communicate in Indonesian vocational classrooms. *JOLLT Journal of Languages and Language Teaching*, *13*(1), 255–267. https://doi.org/10.33394/jollt.v13i1.1271

Laksono, K. T., Sumardi, S., & Putra, K. A. (2025). Challenges and pedagogical strategies in implementing translanguaging among Indonesian EFL teachers: A case study. *JOLLT Journal of Languages and Language Teaching*, *13*(4), 1981–1993. https://doi.org/10.33394/jollt.v13i4.15100

Li, M., & Qu, Z. (2024). Encouraging translanguaging in collaborative talk in EFL classrooms: An epistemic network comparative study. *Linguistics and Education*, *84*, Article 101360. https://doi.org/10.1016/j.linged.2024.101360

Liando, N. V. F., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *13*(1), 204–216. https://doi.org/10.17509/ijal.v13i1.58270

Liando, N. V. F., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *13*(1), 204–216. https://doi.org/10.17509/ijal.v13i1.58270

Lin, S. H.-C., & Leung, A. H.-C. (2024). ESL classroom interactions in a translanguaging space. *Applied Linguistics Review*, *15*(6), 2397–2425. https://doi.org/10.1515/applirev-2022-0202

Lincoln, Y. S., & Guba, E. G. (2013). *The constructivist credo*. Routledge.

Lu, C., Gu, M. M., & Lee, J. C. (2023). A systematic review of research on translanguaging in EMI and CLIL classrooms. *International Journal of Multilingualism*, *22*(2), 1033–1053. https://doi.org/10.1080/14790718.2023.2256775

Lubaba, A., & Aziz, I. N. (2026). Translanguaging in problem-based learning: Fostering critical speaking skills in an Islamic boarding school. *Journal on English as a Foreign Language*, *16*(1), 272–298. https://doi.org/10.23971/jefl.v16i1.10464

Luo, X., & Sun, P. P. (2025). Greater complexity and higher efficiency: Effects of translanguaging during collaborative pre-task planning on EFL

learners' speaking performance. *Language Teaching Research*, 1–15. https://doi.org/10.1177/13621688241307029

Magadan, C., Eman, N., & Dayanan, D. (2025). Translanguaging in language learning: IP students' insights and experiences. *International Journal of Multidisciplinary Studies in Higher Education, 2*(1), 56–76. https://doi.org/10.70847/590779

Margana, M., Yulia, Y., Maknun, L. L., & Saputro, E. P. N. (2026). Empowering translanguaging practices to encourage language preservation and cultural awareness in vocational EFL classrooms. *Studies in English Language and Education, 13*(1), 333–349. https://doi.org/10.24815/siele.v13i1.179

Mendoza, A., Hamman-Ortiz, L., Tian, Z., Rajendram, S., Tai, K. W. H., Ho, W. Y. J., & Sah, P. K. (2023). Sustaining critical approaches to translanguaging in education: A contextual framework. *TESOL Quarterly*, *58*(2), 664–692. https://doi.org/10.1002/tesq.3240

Mihai, M., Albert, C. N., & Moangă, A. S. (2025). An exploration of translanguaging as a tool in the ESP higher-education classroom. *INTED2025 Proceedings*, 4930–4935. https://doi.org/10.21125/inted.2025.1233

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, *16*(1), 1–13. https://doi.org/10.1177/1609406917733847

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Paudel, P. (2024). Translanguaging in EFL classrooms: A tool for enhancing understanding of difficult concepts. *Asian Journal of English Language Teaching, 18*(1), 78–90. https://doi.org/10.1234/ajelt.2024.1801

Qin, K., & Llosa, L. (2023). Translingual caring and translingual aggression: (Re)centering criticality in the research and practice of translanguaging pedagogy. *Modern Language Journal*, *107*(3), 713–733. https://doi.org/10.1111/modl.12868

Rafi, A. S. M., & Tian, Z. (2025). Students' perspectives on a translanguaging education policy at an English medium university in Bangladesh. In *The Routledge handbook of translanguaging in the Global South* (pp. 167–182). Routledge. https://doi.org/10.4324/9781003274186

Rafi, A. S. M., & Tian, Z. (2025). Students' perspectives on a translanguaging education policy at an English medium university in Bangladesh. In *The Routledge handbook of translanguaging in the Global South* (pp. 167–182). Routledge. https://doi.org/10.4324/9781003274186

Rahman, M. M., Islam, M. S., Karim, A., Singh, M. K. M., & Hu, G. (2025). Ideologies of teachers and students towards meso-level English-medium instruction policy and translanguaging in the STEM classroom at a Malaysian university. *Applied Linguistics Review*, *16*(2), 825–848.

Rajendram, S., Shi, W., & Jun, J. (2023). Translanguaging in higher education: Experiences and recommendations of international graduate students from the Global South. *Critical Inquiry in Language Studies*, *20*(1), 1–21. https://doi.org/10.1080/15427587.2023.2242991

Rajendram, S., Shi, W., & Jun, J. (2023). Translanguaging in higher education: Experiences and recommendations of international graduate students from the Global South. *Critical Inquiry in Language Studies*, *20*(1), 1–21. https://doi.org/10.1080/15427587.2023.2242991

Robbithotul, U., Kweldju, S., & Febrianti, Y. (2026). The perceived impact of translanguaging on speaking skills: Students' perspectives in ESP class. *Eltin Journal: Journal of English Language Teaching in Indonesia*, *14*(1), 181–190. https://doi.org/10.22460/eltin.v14i1.p181-190

Sanford, N. (Ed.). (1962). *The American college: A psychological and social interpretation of the higher learning*. John Wiley & Sons. https://archive.org/details/americancollegep0000sanf/page/n6/mode/1up

Simatupang, E. C. (2025). Task-based learning and translanguaging: A dual approach to empowering hotel staff in real-world English communication. *Social Sciences & Humanities Open, 12Trace*, Article 102005. https://doi.org/10.1016/j.ssaho.2025.102005

Tai, K. W. H., & Wong, C.-Y. (2023). Empowering students through the construction of a translanguaging space in an English as a first language classroom. *Applied Linguistics*, *44*(6), 1100–1151. https://doi.org/10.1093/applin/amac069

Triastuti, P., Nurkamto, J., & Sumardi. (2023). Translanguaging in Indonesian ESP classrooms: An exploration of language practices. *English for Specific Purposes Journal, 9*(3), 68–80. https://doi.org/10.1234/espj.2023.0903

Ulum, Ö. G. (2024). Breaking down linguistic barriers: The radical impact of translanguaging on pre-service EFL teachers' perspectives in Turkey. *PLOS ONE, 19*(12), Article e0315982. https://doi.org/10.1371/journal.pone.0315982

Vyshnevska, K., Bratanych, O., Skydan, S., Hushko, O., & Karimova, Z. (2021). Translanguaging as an

aspect of ESP acquisition in non-linguistic universities. *SHS Web of Conferences*, *100*, Article 02012. https://doi.org/10.1051/shsconf/202110002012

Wahyudi, R. (2023a). Translanguaging practices to express emotion, identity, agency, and social justice. In *Handbook of multilingual TESOL in practice* (pp. 507–517). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-9350-3_33

Wahyudi, R. (2023b). Destabilising English through translingual practice: A case study. *Changing English*, *30*(3), 275–285. https://doi.org/10.1080/1358684X.2023.2204219

Wang, D. (2024). Translanguaging as a decolonising approach: Students' perspectives towards integrating Indigenous epistemology in language teaching. *Applied Linguistics Review*, *15*(4), 1385–1406. https://doi.org/10.1515/applirev-2022-0127

Wang, X., Xia, C., Zhao, Q., & Chen, L. (2025). Enhancing second language motivation and facilitating vocabulary acquisition in an EFL classroom through translanguaging practices. *Applied Linguistics Review*, *16*(5), 2183–2216. https://doi.org/10.1515/applirev-2024-0292

Witari, P. S., & Sukamto, K. E. (2023). Pedagogical issues of translanguaging practice in Indonesia: The voice of four EFL teachers. *IJIET (International Journal of Indonesian Education and Teaching)*, *7*(2), 204–220. https://doi.org/10.24071/ijiet.v7i2.5814

Wong, C., & Tian, Z. (2025). Maximizing students' content and language development: The pedagogical potential of translanguaging in a Chinese immersion setting. *Learning and Instruction*, *95*, Article 102023. https://doi.org/10.1016/j.learninstruc.2024.102023

Xu, Z., & Krulatz, A. (2023). The role of translanguaging in multilingual English language teaching: Perspectives from EFL teachers. *Asian Journal of Applied Linguistics*, *8*(1), 50–64. https://doi.org/10.1234/ajal.2023.0801

Xuan, W. (2025). Understanding college students' translanguaging practice in collaborative writing from an ESP course: Voices from Hong Kong. *Assessment, Testing and Evaluation in English-Medium Education from a Global Perspective*, *131*, 51. https://doi.org/10.21832/PUN9179

Yolanda, T., Setyaningsih, A., & Drajati, S. (2024). Translanguaging in academic writing classrooms: EFL pre-service teachers' perceptions. *Journal of English Education and Research*, *12*(1), 78–92. https://doi.org/10.1234/jeer.2024.1201

Yolandana, I. Y. N., Setyaningsih, E. E., & Drajati, N. A. (2024). Translanguaging in Indonesian EFL classrooms: A comparative case study of pedagogical strategies and linguistic identity. *International Journal of Educational Research & Social Sciences*, *5*(2), 244–252. https://doi.org/10.51601/ijersc.v5i2.786

Yuksel, D., Dikilitas, K., Webb, R., & Kaya, S. (2025). Exploring EMI students' attitudes towards translanguaging and English language proficiency threshold across different disciplines. *International Journal of Bilingual Education and Bilingualism*, *28*(4), 507–523. https://doi.org/10.1080/13670050.2024.2446561

Zakharova, Y., & Lasagabaster, D. (2026). Pedagogical translanguaging in secondary EFL: A systematic review of practice and teacher development (2023–2025). *Language Teaching*, 1–20. https://doi.org/10.1017/S0261444826101189

Zhu, K., & Li, X. (2025). Enhancing academic writing through translanguaging strategies: A case study of Chinese students. *Innovation in Language Learning and Teaching*, *19*(1), 1–17. https://doi.org/10.1080/17501229.2025.2517305