EFL STUDENTS' ATTITUDES TOWARDS TRANSLANGUAGING PRACTICE: ITS IMPLICATIONS FOR WILLINGNESS TO COMMUNICATE IN INDONESIAN VOCATIONAL CLASSROOMS

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Article Info	Abstract
Article History Received: August 2024 Revised: September 2024 Published: January 2025 **Keywords** Students' attitudes; Multilingualism; Translanguaging; Willingness to communicate;	*Translanguaging has been recognized to help students learn a second language, yet many lecturers still see it as a problem rather than a useful educational tool. This study looks at the impact of translanguaging approaches on the confidence of Indonesian vocational college students in using English, with a focus mainly on the students' perspectives. The research used a qualitative case study to observe a class of 30 students (13 male and 17 female) in an English for Vocational Purposes (EVP) course. Four students, two females and two males were purposefully chosen for semi-structured interviews to get deeper perspectives. Data from these observations and interviews were evaluated thematically to better understand how translanguaging improves communication, strengthens teacher-student relationships, and assists in the processing of instructional materials. The findings indicate that students hold a positive attitude toward translanguaging pedagogies, citing benefits such as improved knowledge development, enhanced vocabulary acquisition, stronger relationships with lecturers, and increased Willingness to Communicate (WTC) in English. The study emphasizes that translanguaging facilitates English language learning and acknowledges and embraces the linguistic diversity of Indonesian classrooms. This research provides important information for policymakers, educators, and researchers on how utilizing translanguaging in EFL teaching approaches can be essential in creating a more inclusive and effective learning atmosphere, especially in diverse educational settings.*

INTRODUCTION

Translanguaging has gained popularity in recent years, particularly in applied linguistics and language teaching. It involves using multiple languages flexibly and dynamically to enhance learning and communication (García & Wei, 2014). Unlike code-switching, translanguaging is a comprehensive approach that utilizes the full linguistic abilities of bilingual or multilingual individuals (Hornberger & Link, 2012). Research shows that translanguaging can promote deeper comprehension and participation in the classroom by allowing students to leverage their language strengths (García-Mateus & Palmer, 2017). Additionally, translanguaging practices have been found to support the development of positive identities among multilingual students (García-Mateus & Palmer, 2017). This approach challenges traditional views of language learning and positions multilingual teachers at the forefront of modern language pedagogy (Anderson, 2024).

Translanguaging has been applied in various areas, including multimodal communication, social participation, and education. The concept has emerged as one of the most impactful in recent multilingualism research, demonstrating its wide acceptance and application in both theoretical and practical contexts (Cenoz, 2017). In bilingual education, translanguaging serves to bridge the gap between home and school languages, fostering a more inclusive and equitable learning environment (García & Kleyn, 2016).

Research highlights the importance of translanguaging in improving metalinguistic awareness and critical thinking skills (Li, 2018). In Indonesia, English is often taught alongside local languages, with teachers and students frequently switching between English, Indonesian, and regional languages to aid comprehension, especially for beginners (Rasman, 2018). However, while harnessing the native language (L1) can enhance understanding and foster strong identities, it can also limit exposure to the target language (L2), which is essential for vocabulary acquisition and language competency (Kozhevnikova, 2019).

Effective classroom practices are essential for EFL students, as they primarily interact with the target language in this environment (Littlewood & Yu, 2011). Properly integrating the L1 can enhance both academic comprehension and English skills when used in moderation. Furthermore, translanguaging pedagogies have demonstrated positive effects on learners' WTC and develop multilingual competence (García & Wei, 2014; MacSwan, 2017). Overall, translanguaging can serve as a key approach to enhancing English education in Indonesia.

Studies on bilingualism and multilingualism (e.g., Cenoz, 2013) have shown that multilingual speakers have higher metalinguistic awareness, which helps them learn more languages. This is because multilingual people frequently draw on larger linguistic resources and employ previously formed language-learning processes. Pedagogical translanguaging facilitates this process by teaching students to notice, use, and reflect on their multilingual (Izadi & Yarahmadzehi, 2020).

Despite these benefits, research shows that students do not always make full use of their multilingual resources. Translanguaging pedagogies in EVP classrooms bridge this gap by actively including students in practices that increase their knowledge and use of these resources. Translanguaging pedagogies in EVP classrooms solve this issue by involving students in activities that improve their understanding and utilization of these resources. This method aligns with pedagogical translanguaging's two objectives: maximizing multilingual knowledge and cultivating metalinguistic awareness to enhance multilingual competence. As a result, students are more inclined to feel confident and eager to communicate, acknowledging the importance of their multilingual abilities in vocational settings.

Recent studies on translanguaging reveal both similarities and differences. Yuzlu and Dikilitas (2021) examined how translanguaging impacts the development of listening, reading, speaking, and writing skills, using a quasi-experimental design. Their findings indicate that it enhances students' English language abilities. Meanwhile, Ticheloven et al. (2019) focused on the practical and pedagogical aspects of translanguaging through qualitative methods, including classroom observations and interviews. Their research highlights the implementation of translanguaging in multilingual contexts, bridging the gap between theory and practice. Educational experts have recommended the promotion of translanguaging at these places to solve language discrepancies and inequities in the classroom (Dovchin, 2021). The concept of translanguaging acknowledges that people who speak many languages fluently alternate between them. Van Viegen (2020) suggests that optimizing this in the classroom can improve both language acquisition and topic learning. However, when students are encouraged to use translanguaging in the classroom, many struggle to break their embedded idea that schools are "English-only" places (Dovchin et al., 2017).

Translanguaging, a relatively new and developing educational approach, has gained considerable popularity in both bilingual and multilingual education in recent years (Cenoz &

Gorter, 2017). However, despite its growing relevance, there is currently a lack of sufficient and clear empirical data to support its application in the Indonesian educational context. This gap highlights the need for further investigation into how translanguaging practices can influence various aspects of language learning. In this regard, the purpose of this paper is to provide a thorough examination of how translanguaging affects students' Willingness to Communicate (WTC) in the Marketing major at the Indonesian Vocational College, specifically by observing the EVP class. WTC, which refers to a person's desire to engage verbally in a second or foreign language, emerged in the 1980s and 1990s as an essential concept for describing and predicting communication practices in a second language (L2) (MacIntyre et al., 1994). By exploring the interplay between translanguaging and WTC, this study aims to contribute empirical data that can enhance our understanding of effective communication strategies in the Indonesian educational setting.

WTC is a crucial element of language acquisition as it reflects a student's eagerness to engage in communication when given the opportunity. Translanguaging, which involves using multiple languages fluidly in conversation, has been shown to significantly enhance students' WTC. For instance, Clément, Baker, and MacIntyre (2003) highlight the role of context, individual characteristics, and social factors in determining WTC among L2 learners at a Canadian bilingual university. Their research revealed that confidence in the second language and one's identity are key factors influencing WTC, particularly among minority groups who see their linguistic identity as an essential part of their social interactions.

In another study, Prilutskaya (2021) argues that translanguaging creates a more inclusive and supportive classroom environment. This approach allows students to draw on their entire linguistic repertoire, thereby reducing anxiety and boosting their confidence in communication. Similarly, Song, Howard, and Olazabal-Arias (2022) discovered that incorporating translanguaging strategies, such as using multilingual writing checklists and providing multilingual reading lists, enhanced student engagement and collaboration, ultimately leading to an increase in their WTC.

WTC in English is a popular term that refers to students' desire and willingness to participate in oral communication in a second or foreign language. One factor impacting WTC is the use of technology, including social media and digital-based flipped learning approaches. These approaches can give students more opportunities for input, feedback, and involvement in English (Fan, 2022). Translanguaging, a teaching method that encourages the utilization of a student's entire linguistic repertoire, has significant positive effects on students' WTC. By recognizing the fluid nature of language use among bilingual and multilingual individuals, this approach fosters improved comprehension and engagement. Numerous studies have indicated that translanguaging promotes not only cognitive and personal development but also significantly increases student participation and WTC in educational settings.

For instance, Alsaawi (2019) found that bilingual university students in Saudi Arabia who engaged in translanguaging were more motivated to interact with their peers, particularly during task-related discussions. This approach allowed students to comfortably incorporate both their mother tongue, Arabic, and an additional language, English, thereby enhancing their overall communication capabilities. Similarly, Kiramba (2017) illustrated that in a multilingual Kenyan classroom, translanguaging enabled students to achieve their communication goals more effectively. By drawing on a variety of semiotic resources, students were better able to balance their aims with the needs of the school curriculum, which in turn increased their motivation to actively participate in academic speaking projects.

Given these compelling findings, exploring translanguaging pedagogies within the unique linguistic context of Indonesian classrooms becomes important. This study specifically focuses on vocational college courses, where the diversity in students' motivations and language proficiency levels presents both challenges and opportunities. By examining how

translanguaging practices influence students' WTC in this setting, we aim to provide valuable insights that could enhance engagement and communication skills among Indonesian students. The significance of this study lies in its potential to inform teaching strategies that cater to the diverse linguistic needs of students, thus fostering a more inclusive and effective learning environment. The research will seek to answer the following questions: What are the perspectives of Indonesian EVP students on the use of translanguaging pedagogies in their educational settings? And How does the use of translanguaging in vocational college settings relate to students' willingness to communicate?

RESEARCH METHOD
Research Design

This research adopted a case study design, which allows for an in-depth examination of a specific instance through multiple sources of information, including observations and interviews. A case study was chosen due to its ability to explore complex, real-world contexts, especially when there is an overlap between the phenomenon and its environment (Yin, 2018). This approach is suited to the study's aim of understanding students' perceptions of translanguaging pedagogies and their willingness to communicate in an EVP context.

Research Participants

The participants in this study were third-semester marketing students enrolled in an EVP course within the vocational college of a university in Surakarta. The class consisted of 30 students (13 male and 17 female). These students were selected due to the distinctive linguistic backgrounds and challenges in English language learning that vocational college students frequently possess, positioning them as an excellent group for exploring the relationship between translanguaging teaching methods and WTC. Four participants, two females, and two males were purposefully selected for semi-structured interviews to ensure a range of linguistic abilities and engagement levels in the EVP class. Selection criteria included willingness to participate, regular attendance, and active involvement in activities. The vocational college setting was chosen to explore how translanguaging practices influence communication in professional and academic contexts.

Research Instruments and Data Collection Techniques

To gather comprehensive data, this study utilized two primary data collection methods, classroom observation and semi-structured interviews. Observations focused on translanguaging practices in an EVP setting, capturing classroom interactions, student engagement, and the use of multiple languages. The semi-structured interviews aimed to deepen understanding of students' perspectives on the EVP program, specifically their knowledge, attitudes, and experiences with translanguaging. These techniques were chosen to allow for flexibility in exploring students' unique responses, while still aligning with the study's objectives.

Data Analysis

Thematic analysis was used to analyze the data, following Braun and Clarke's (2006) framework. This involved familiarizing oneself with the data, generating initial codes, searching for themes, reviewing and refining themes, and finally reporting the findings. Additionally, Miles, Huberman, and Saldana's (2014) data analysis components guided the systematic categorization of themes, which helped identify significant patterns across students' diverse English learning backgrounds. The analysis aimed to illuminate the complexities of English language acquisition and translanguaging in the EVP classroom. The analysis of data utilized thematic analysis, adhering to the framework established by Braun & Clarke (2006), to explore interactions within the classroom.

This method helped identify and understand significant themes from the diverse English-learning backgrounds of the students, shedding light on the complexities of English language acquisition in an educational setting. The analysis method included getting familiar with the data, creating preliminary codes, looking for significant themes, reviewing and refining these themes, and lastly providing reports based on the analyzed data.

The methods should be described in sufficient detail so that other writers can replicate or recreate them. The research design and study setting, participant characteristics (population and sample), materials description (research instruments), description of all processes and methodologies (data collection procedures), and data analysis are some examples of what might be included in the methods section.

RESEARCH FINDINGS AND DISCUSSION

The data acquired from semi-structured interviews and classroom observations were evaluated and presented by the research questions and themes identified throughout the analysis phase. We interviewed four students to understand Indonesian EVP students' views on translanguaging pedagogies. The findings revealed that the students held positive attitudes toward translanguaging in EVP classrooms. Specifically, the study identified the following key points about how translanguaging affects students' willingness to communicate.

Investigating Students' Perspectives on Multilingual Approaches

Four students in an EVP class were interviewed, and it was found that translanguaging plays a vital role in their education. It helps them understand teacher instructions, respond to questions, and comprehend their responsibilities in the classroom.

Table 1
EFL Students' Perspectives on Multilingual Approaches

Source	Participant	Quote	Analysis
Interview	S2	"If we are allowed to use another language, Indonesian for example, we don't hesitate to answer questions."	Translanguaging reduces hesitation, enabling students to answer questions more confidently.
Interview	S3	"The challenge when communicating in English is the lack of vocabulary and grammar. Using Indonesian or Javanese helps."	Leveraging L1 during communication aids students in overcoming linguistic challenges.

The findings presented in Table 1 align closely with previous research, underscoring the significant role translanguaging plays in enhancing comprehension for students with limited English vocabulary. Translanguaging, as defined by García and Wei (2014), is a pedagogical approach that enables students to draw on their entire linguistic repertoire, facilitating improved understanding and retention of academic content. By allowing students to use both their first language (L1) and English, this approach offers a bridge between prior knowledge and new learning, which is particularly crucial for learners who struggle in strictly monolingual English settings. For these students, the ability to use their native language in the classroom context provides a scaffold that enhances their cognitive processing and overall comprehension of the material.

Moreover, the findings align with Creese and Blackledge's (2010) research, which highlights how translanguaging strategies promote inclusivity in learning environments. By incorporating multiple languages into the classroom, educators create spaces where all students feel valued and capable of contributing. This inclusivity fosters deeper engagement with the material and ensures that students who might otherwise feel marginalized can participate actively. The practice of translanguaging thus serves as a vital tool for fostering equitable learning experiences, especially in linguistically diverse settings.

Recent studies further underscore the psychological benefits of integrating L1 in translanguaging classrooms. This strategy has been shown to significantly reduce student anxiety, which is often heightened in English as a second language or English for Academic Purposes (EAP) contexts. A reduction in anxiety leads to a more relaxed and supportive classroom atmosphere, enabling students to focus on learning rather than on their language limitations. As a result, students exhibit higher willingness to communicate (WTC) and greater confidence in expressing themselves in English.

These findings reinforce García and Wei's (2014) assertion that translanguaging empowers students by leveraging their full linguistic capabilities. Incorporating L1 into the classroom not only addresses challenges related to vocabulary mastery but also promotes active engagement, motivation, and confidence. This approach alleviates the pressure many students face in English-only environments, fostering a more positive and productive learning experience. By reducing barriers to comprehension and participation, translanguaging ultimately enhances students' overall academic success and motivation to learn in English Vocabulary Proficiency (EVP) settings.

Obtaining the Definitions of the Terms Immediately

The original hypothesis generated from the data gathered through semi-structured interviews with the four participants is that by including translanguaging in the classroom environment, teachers can assist students in directly grasping the definitions of the terms. The following are sample passages in which students underlined the significance of translanguaging in acquiring the meaning of the words directly.

Table 2
Obtaining the definitions of the terms

Source	Participant	Quote	Analysis
Interview	S2	"Our lecturers usually explain in English. However, if there is difficult or foreign vocabulary, they will use Indonesian to ensure that all students can understand the material."	Translanguaging enables students to grasp complex terms by providing immediate definitions in L1.
Interview	S3	"The lecturer's use of translanguaging helps me understand the English content better, especially unfamiliar vocabulary."	Translanguaging simplifies the understanding of technical English terms, improving comprehension.
Interview	S4	"Whenever I can use my first languages, Indonesian and Javanese, I can understand a word immediately. It would be difficult otherwise."	Using L1 helps students quickly grasp unfamiliar vocabulary, improving their engagement.

The findings align with existing research that highlights the pivotal role of precise and immediate definitions in facilitating effective communication, particularly in educational contexts. García and Wei (2014) conceptualize translanguaging as the dynamic use of multiple languages within a unified communicative system. This approach not only bridges linguistic gaps but also fosters clarity and comprehension by connecting students' existing linguistic knowledge to new terms and concepts. García and Wei's (2014) and Otheguy et al.'s (2015) work emphasize that translanguaging provides students with a means to decode and contextualize vocabulary more effectively, making it a valuable pedagogical tool.

The importance of this approach is further demonstrated by Wang and Curdt-Christiansen's (2019) study, which found that translanguaging significantly enhances students' understanding of vocabulary. This research underscores its practicality as a solution to the challenges educators face when teaching technical and academic vocabulary in English Vocabulary Proficiency (EVP) classrooms. For students learning English in specialized fields,

the dual support of their first language (L1) alongside English allows them to make connections between complex technical terms and their meanings. This integration promotes not only comprehension but also retention of challenging vocabulary.

The provision of clear and immediate definitions of key terms plays a crucial role in supporting students' engagement with translanguaging practices. When instructors ensure students understand the foundational vocabulary, they create a supportive environment that fosters higher levels of willingness to communicate (WTC). In the study, students expressed that learning technical English vocabulary through translanguaging helped them grasp subject-specific content more effectively. This indicates that translanguaging practices empower students to tackle technical language barriers by offering context and clarity through their native linguistic framework.

By employing translanguaging, educators cultivate a conducive learning atmosphere where students feel more confident engaging with new material. This approach addresses common EVP challenges, such as unfamiliarity with technical terminology and lack of motivation due to linguistic hurdles. The findings support the argument that translanguaging facilitates the understanding of technical vocabulary, enhancing students' learning experiences and academic performance. Consequently, integrating translanguaging into EVP classrooms proves to be an effective strategy for overcoming vocabulary-related obstacles, fostering comprehension, and promoting active participation in learning processes.

Enhancing students' comprehension and confidence

Participants emphasized that translanguaging aids students in understanding EVP learning materials. Teaching EVP is challenging due to complex technical terms and non-native learners' struggles with general English. Factors like limited English skills from insufficient primary education add to this difficulty. Consequently, lecturers find it hard to teach both EVP and essential English concepts. Incorporating Indonesian and Javanese through translanguaging has been beneficial for students facing comprehension challenges.

Table 3
Enhancing students' comprehension and confidence

Source	Participant	Quote	Analysis
Interview	Hendri	"I am more motivated because I want to learn more English and increase my vocabulary."	Translanguaging motivates students by providing a bridge to improve English comprehension.
Interview	Anna	"I understand the material better when the lecturer elaborates in the first language after explaining in English."	Translanguaging helps clarify complex material and improves understanding.
Interview	Sonya	"Using both languages alternately is more effective because entirely English is hard to understand."	Combining L1 and English ensures better comprehension and reduces cognitive overload.

Students' understanding of the material is enhanced by the lecturer's use of course content in this EVP class. Previous studies have also emphasized the positive effects of translanguaging pedagogies in helping students grasp and excel in academic subjects. García et al. (2017) note that one of the goals of incorporating L1 in ELT is to aid students in constructing knowledge. Dougherty (2021) argues that translanguaging allows students to show their understanding and proficiency in academic subjects, rather than being restricted to simple translation tasks. A study by Fang and Liu (2020) highlighted the importance of using specific amounts of students' native languages, such as Indonesian and Javanese, in certain contexts to enhance learning. The research revealed that lecturers utilized students' prior knowledge to deepen understanding and employed their native languages to explain fundamental concepts and grammatical structures.

Recent research underscores the significant role of translanguaging in boosting students' confidence. For instance, a study by Song, Howard, and Olazabal-Arias (2022) found that

translanguaging strategies, such as implementing multilingual writing checklists and reading lists, significantly increased student engagement and collaboration, leading to improved WTC. Additionally, Prilutskaya (2021) emphasized that translanguaging fosters a more inclusive classroom environment, allowing students to leverage their complete linguistic abilities, which helps to reduce anxiety and enhance communication confidence. These findings align with the definitions provided by García and Wei (2014), which stress the importance of psychological readiness and contextual support in promoting WTC. By ensuring that students understand these concepts, educators can create a more supportive and effective learning environment that encourages active participation and communication.

Enhancing the level of engagement between the lecturer and peers

During the observations, a clear pattern emerged: students effortlessly engaged in translanguaging, translating their findings from English to Javanese or Indonesian and discussing them with their peers in their native languages. However, they were encouraged to use English when sharing ideas for a landing page, which highlighted the complexities of language dynamics in the educational setting.

Table 4
Enhancing Engagement between Lecturer and Peers

Source	Participant	Quote	Analysis
Interview	S1	"Using Indonesian and Javanese helps students discuss more freely with peers."	Translanguaging creates a comfortable environment for peer discussions.
Interview	S2	"It's hard to use 100% English in group discussions unless the lecturer is present."	Tio notes the practicality of using both languages to facilitate group discussions.
Interview	S3	"Translanguaging helps us understand each other and reduces misunderstandings."	Translanguaging ensures clarity and improves teamwork in group tasks.

The findings of this study align with previous research (Kwihangana, 2021; Kırkgöz et al., 2023), which demonstrated that translanguaging enhances students' involvement and engagement in the learning process. According to Kwihangana (2021), translanguaging facilitates more effective communication between students and their peers, as well as with teachers. By actively incorporating the use of L1 and translanguaging teacher-student and student-to-student interactions can be significantly improved.

Speaking Difficulties in EVP Class

Based on the observation in the EVP class, most of the students ask the lecturer to elaborate the instructions for the project in L1.

Table 5
EFL Students' Speaking difficulties

Source	Participant	Quote	Analysis
Observation	S4	"Sir, can you please repeat the instructions in Indonesian? I am afraid that we have done the project incorrectly."	Students often request L1 (Indonesian) instructions due to fear of misunderstanding project requirements.
Observation	S3	"I'm afraid that I might miss some of the instructions and get a bad score for the project because I don't understand English."	Indicates anxiety about misunderstanding English instructions, linking comprehension to academic performance.

Interview	S2	"Yes, miss because we understand the material. Sometimes we still think we need to translate from Indonesian to English, it still takes time to think."	Translating between languages delays responses and increases hesitation during communication in English.

Speaking anxiety involves apprehension about potential failure when using the target language (English), often linked to the fear of making mistakes and feeling constantly evaluated. This anxiety can stem from struggles in learning English, making responses difficult (Horwitz & Cope, 1986). Additionally, students may feel self-conscious about their limited proficiency, which hampers effective communication and contributes to their anxiety. Participants' anxiety levels tend to increase with their perceived proficiency in English speaking and listening skills (Koul et al., 2009).

The study builds on findings by Cenoz and Gorter (2021) that show translanguaging creates a safe environment for students to use all their linguistic skills, helping to reduce anxiety when speaking non-native languages (García, Ibarra Johnson, & Seltzer, 2017). This method enhances student confidence and fosters a positive language learning experience (Cenoz & Gorter, 2021). Blackledge and Creese (2017) note that it allows individuals to utilize their full linguistic repertoire, leading to less stressful practice. Nagy (2018) highlights that students engaging in translanguaging feel more involved and confident in their language abilities. Creating welcoming learning environments that embrace translanguaging can effectively mitigate speaking anxiety, empowering students to leverage their multilingual skills.

Translating materials from English to Indonesian

Observations indicated that the lecturer utilized the translanguaging technique by translating the content explained in English into Javanese or Indonesian. In the EVP course, this instructional method was employed to convey essential concepts, present case studies, and assist students with their assignments. At the beginning of each session, the lecturer introduced the topics to be covered. Initially, the lecturer provided an overview of the material in English, followed by a translation into Indonesian. Extract 1 [Every excerpt is presented in its initial state, with the English text highlighted in italics and the Indonesian and/or Javanese versions in boldface. [The translation is presented directly below the source material.]

Table 6
Translating Materials

Source	Participant	Quote	Analysis
Observation	Lecturer	*"Today we are going to create a landing page. Do you know what the landing page is?"* / "Nanti pada landing page harus ada home page, company profile, organic content, and hard selling."	The lecturer employed translanguaging to ensure students understood the key components of their landing page projects.
Observation	S2	*"What is a landing page? Can you give an example sir?"*	Anna's question indicates curiosity and highlights the role of translation in fostering comprehension.
Observation	S4	"Landing page itu seperti website ya pak?"	Translanguaging enabled Hendri to confirm his understanding of the term by connecting it to familiar concepts in L1.
Observation	S3	*"What should be included in the landing page?"*	Tasya's engagement demonstrates how translanguaging helped reduce ambiguity, encouraging active participation.

In table 6, the lecturer aimed to introduce the essential components that should be included on a landing page. These components consist of the home page, company profile,

organic content, and hard selling. The lecturer emphasized the importance of incorporating these elements into the landing page for the final project.

Translanguaging through terminology translation has been extensively documented by previous researchers (Wang & Curdt-Christiansen, 2019). However, to provide students with clear instructions, the lecturer frequently used the method of translating English into Indonesian in nearly every learning session, even in the initial sessions.

Using translanguaging in the EFL classroom creates a certain feeling

Observations of EVP students in class revealed that implementing translanguaging reduced their apprehension. Without an "English only" rule, they felt safer and less fearful of misinterpreting instructions. This approach enabled them to understand tasks clearly and communicate effectively, thus preventing anxiety during lessons. Students enthusiastically presented their landing page for the online music course "Mental Musisi." Before their presentation, Ridho and Tio asked if they could use Indonesian for some difficult terms. The lecturer encouraged English usage but allowed explanations in Indonesian.

Table 7
Classroom creates a certain feeling

Source	Participant	Quote	Analysis
Observation	Group 1 Students	*"This is the name of our product, 'Mental Musisi.' So, if anyone wants to learn to play musical instruments, online atau offline bisa langsung berlatih alat musik seperti piano, gitar atau biola dengan para ahlinya."*	Translanguaging helped students present their ideas, balancing English for formal terms with Indonesian for clarity.
Interview	S3	*"I was so glad the lecturer allowed us to use Indonesian and Javanese to express our feelings and ideas."*	Translanguaging provided emotional safety, boosting Sonya's confidence and willingness to share ideas.
Interview	S2	*"There's one lecturer who said we should use English in her classroom. In the beginning, I feel really careful when I am going to say something."*	A strict English-only rule created apprehension, highlighting the benefits of a translanguaging-friendly environment.
Interview	S4	*"Maybe it's still mixed language, not full English. Because there might be some vocabulary that we forget too."*	Sonya emphasized that mixing languages helped reduce uncertainty and ensured better communication during lessons.

Translanguaging is a powerful pedagogical approach that enhances student participation while fostering a positive and inclusive classroom environment. Research consistently highlights its benefits in improving both emotional well-being and social-emotional development (Dougherty, 2021; Dovchin, 2021). Dovchin (2021) emphasizes that by offering students a safe and supportive space to express themselves in multiple languages, translanguaging contributes to creating an environment where learners feel secure and valued. This emotional safety is vital for effective learning, as it reduces anxiety and builds students' confidence in engaging with classroom activities.

A recent study by Tai and Wong (2023) further illustrates the importance of translanguaging spaces in education. Their findings demonstrate that creating such spaces encourages students to view different languages as valuable resources rather than barriers. This approach not only promotes linguistic and cultural diversity but also helps students develop a sense of pride in their linguistic heritage. By integrating multiple languages into classroom instruction, educators can increase student engagement, as learners feel a greater connection to the content when their linguistic and cultural backgrounds are acknowledged and respected.

García and Wei (2014) offer a compelling argument that translanguaging goes beyond simple language use, encompassing multiple resources to enhance student participation. This approach enables students to leverage their entire linguistic repertoire, fostering a more dynamic and interactive learning environment. For educators, implementing translanguaging pedagogies means actively incorporating students' first languages (L1) alongside English, encouraging collaboration, and tailoring lessons to reflect students' linguistic diversity. Such strategies create a secure and welcoming atmosphere where all students feel empowered to participate actively. Moreover, translanguaging not only enhances the inclusivity of classroom spaces but also promotes equity. By recognizing and valuing students' linguistic diversity, educators address disparities that often arise in monolingual settings, where non-native English speakers may feel disadvantaged. This inclusive approach fosters mutual respect and understanding among students, further enriching the classroom dynamic. Translanguaging serves as a transformative educational practice that strengthens student participation and emotional well-being while cultivating a positive and inclusive classroom environment. By embracing linguistic and cultural diversity, educators can enhance engagement, reduce barriers to learning, and create supportive spaces that empower all students to succeed academically and socially.

CONCLUSION

Translanguaging is a transformational educational technique that improves English language acquisition and empowers both students and teachers. The qualitative data from this study suggested that participants had good impressions of translanguaging, which was beneficial in improving English as a foreign language education. Participants liked translanguaging because it improved their knowledge of classes, resources, and general communication, resulting in a more engaging and pleasurable learning environment. Given that most students naturally switch between languages, an unchanging monolingual approach could hinder learning and increase anxiety. In contrast, translanguaging promotes a peaceful environment, decreases anxiety, and enhances students' readiness to speak in English. Participants agreed that translanguaging benefits bilingual students by improving subject understanding, providing an inclusive classroom environment, and promoting active participation in learning. Critically, translanguaging allows students to draw on their full linguistic repertoire, which boosts confidence and reduces fear of mistakes, thus enhancing their willingness to communicate in English. While effective, the study acknowledges a limitation in sample size, which may influence generalizability.

To encourage practical application, lecturers in diverse classrooms should integrate translanguaging by implementing specific, targeted practices. For instance, creating bilingual glossaries for frequently used terms, using both languages when providing instructions, and allowing students to discuss complex concepts in their native language can promote deeper understanding and comfort with English. Additionally, lecturers can use bilingual educational apps, online resources, and digital collaboration tools that support translanguaging, especially in vocational contexts. This approach helps to accommodate students from varied linguistic backgrounds, fostering an inclusive and accessible learning environment that builds students' readiness to communicate confidently in English.

Future studies should explore the role of technology in supporting translanguaging, focusing on tools like bilingual learning apps, online resources, and digital collaboration platforms, to adapt translanguaging for diverse, tech-enhanced classrooms. Researchers may consider performing longitudinal studies to investigate the long-term effects of translanguaging on language acquisition and communications. Comparative research across educational levels, such as elementary, secondary, and higher education, might potentially shed light on how translanguaging processes change and adapt to different student needs and settings. These

techniques would widen the field of study, providing a more complete picture of translanguaging and its potential uses.

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