Translanguaging Pedagogy in ESP Classrooms: the Practice, Contribution, and Common Perception

Susie Kusumayanthi – Margana – Agus Widyantoro

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Abstract
Learning English for multilingual learners in the field of English for Specific Purposes (ESP) for Physical Education (PE) students poses challenges and often evokes a sense of resistance due to monolingual language ideology. This study aimed to describe and explore ways to develop the PE students' English writing skills through translanguaging pedagogy. The study adopted a multiple-case study design with three ESP lecturers as the participants of the research, along with their PE students in three selected Physical Teacher Education Study Programs, in West Java, Indonesia. The participants were selected through a purposive sampling approach with a set of operational criteria. To address the research questions, the study utilized a qualitative data collection method. To analyze the data, a six-step thematic analysis procedure was employed to identify the key themes. The study shows that translanguaging pedagogy contributed to the PE students' writing skills in several ways, namely: enhanced brainstorming, clarity through multimodal resources, and reduced plagiarism. The discussion, along with the novelty and the impact of the research, was discussed in this study. To conclude, the flexibility offered by translanguaging pedagogy fosters inclusivity and empowers the multilingual learners in the field of ESP in delivering their written arguments.
Key words: multilingual learners, physical education students, translanguaging pedagogy, written argumentative skills

Introduction

In multilingual communities such as in Indonesia, learners in the field of English for Specific Purposes (ESP) for the Physical Education (PE) students may find it difficult to acquire foreign language competence; one of the reasons may be due to the aftereffects of colonization which are still persistent in multiple aspects including language education even though formal colonization has long been non-existent (Yasasri, 2024). Of particular concern, colonizing ideologies of language ownership and territoriality evoke the idea that those who use English as a second or foreign, or additional language are deficient language learners (Zhang, 2022); no matter how effective they communicate in English (Levine, 2011).

Colonizing ideologies continuously perceive that learners with varieties of English outside the British and American English are not able to succeed, and teachers of English with diverse cultural and pedagogical competence to native English teachers will not be regarded as qualified English teachers (Hendriks et al, 2021). As a consequence, many English teachers in schools in Indonesia tend to exclusively utilize English in their classrooms and limit the use of other languages among English language learners (Santoso, 2020), and even forbid the use of other languages, including the learners' native language (Liu & Fang, 2020).

The impact of such believes and practices on multilingual learners, including the learners in the field of English for Specific Purposes (ESP) for the PE students in Indonesia, might be that they find it overly strenuous to acquire a native-like competence and perceive a pressure to learn a foreign language.

In recent years, some applied linguistics scholars (Canagarajah, 2007; Pennycook, 2009; Skutnabb-Kangas, 2006) believe that multilingual practices, such as

translanguaging, could maximize and facilitate language learning and content understanding (Liu & Fang, 2020).

However, research that focuses on translanguaging in multilingual communities, particularly in Eastern countries (such as Indonesia), still receives little attention (Garcia & Wei, 2014). Moreover, in the Indonesian context, despite several research that has been carried out on translanguaging (see Emilia & Hamied, 2022; Putrawan, 2022; Rerung, 2015; Santoso, 2020; Saputra & Akib, 2018), little work has been done to investigate how translanguaging is practiced and the extent to which translanguaging pedagogy can contribute to the development of the PE students' English writing skills. Due to the scarcity of existing research, this study is intended to investigate:(a). How do the ESP lecturers practice translanguaging pedagogy in their class? and (b). To what extent can translanguaging pedagogy contribute to the development of the PE students' English writing skills?

By addressing the research investigations, this study also aims to contribute to filling existing gaps in the literature of translanguaging pedagogy in the ESP context by exploring: (1). Monolingual teaching preference among the proponents of translanguaging pedagogy. This gap may arise due to the consideration that many policy makers, institutions, and EFL (as well as ESP) teachers still favor monolingual teaching (Y. Liu & Fang, 2022). Does this preference remain, even among those who support translanguaging pedagogy? (2). Guidance on how ESP teachers can effectively practice translanguaging pedagogy to enhance their learners' writing skills. This gap may be attributed to several factors, including a theory that argues that translanguaging can improve language learning and content understanding (Skutnabb-Kangas, 2006); however, there is still little guidance on how teachers can effectively implement it in practice, particularly in enhancing the learners' writing skills. Finally, (3). limitation of PE students' engagement with English as the target language when translanguaging pedagogy is practiced in the classroom. This gap may arise, due to the consideration that several English teachers believe translanguaging pedagogy may limit the learners' opportunities to engage with English (as the target language) (Solhi & Büyükyazı, 2011, as cited in Witari & Sukamto, 2023).

Additionally, this study will further utilize the results and the developed theory of translanguaging pedagogy to attempt to establish a framework that illustrates the potential impact of the research.

Research Methods

This study proposed a multiple-case exploratory and descriptive study to satisfy the researcher's curiosity, enhance comprehension, and evaluate the feasibility of a more comprehensive study (Creswell, 2018; Thomas et al., 2016). In this multiple-case study, each case followed the research procedures based on Creswell's theory (2018). And then the multiple-case study procedures were held based on Yin's theory (2018) in which conclusions across case studies were drawn (Yin, 2018).

The purposive sampling and a one-phase approach were applied in this qualitative research. In purposive sampling, researchers use their judgment to select a sample that they expect will yield the data they require (Fraenkel et al., 2022), and a one-phase approach is utilized at the moment that the researcher has a small number of possible candidates that can serve as the cases (Yin, 2009). To address any potential biases in the judgment that could result from this sampling (Fraenkel et al., 2022), the researcher employed a set of operational criteria. The set of operational criteria in this study was defined as follows: the selected lecturers: (1). have positive dispositions towards translanguaging pedagogy, (2). practice pedagogical translanguaging in ESP classroom, and (3). teach ESP for PE students. The screening of the research subjects in this study consisted of querying knowledgeable individuals about the candidates and collecting information and documentation for each candidate.

Participants

The research subjects were three lecturers currently teaching ESP to PE students at three selected physical teacher education colleges in West Java, Indonesia. To find suitable candidates, the researcher first contacted several resources, including the researcher's former professors, explaining the research goals and the criteria for selection. The researcher conducted interviews with the candidates prior to the commencement of the research.

Initially, five potential candidates were identified. However, after conducting several interviews, only three were selected, as they best met the criteria and were willing to take part in the study.

The proposed candidates were three lecturers who teach ESP for PE students in physical teacher education colleges in West Java, Indonesia; one lecturer holds a doctoral degree from a university in Indonesia, one is a PhD graduated from the USA, and one is a PhD graduated from Australia.

In conjunction with involving three lecturers, this study also included their PE students to explore their experiences and opinions on translanguaging pedagogy in ESP for Physical Education students and to examine its impact on both their writing processes and final written products in English. The selection of these students was determined by their respective lecturers.

Instrument

To seek the answers to the research questions, this study employed interviews, questionnaires, classroom observations, and documents. The interview questions were based on Yuan and Yang's interview on translanguaging in teacher education classrooms (Yuan & Yang, 2020) and were based on Wang (Wang, 2022) on the types of translanguaging practiced by the teacher.

Moving forward to the second instrument of this study, which is the questionnaire. The questionnaire was used to figure out the teacher's degree of agreement towards translanguaging as a natural process, since translanguaging seems to be typical classroom practice in multilingual classrooms (P. Wang, 2022).

The subsequent focus would be on classroom observation. The classroom observation in this study delved into two issues: first, it perceived how a teacher interacted with the learners in the classroom, second, it perceived the way the teacher created translanguaging space and leveraged the learners' entire repertoires.

The final instrument is document analysis. The researcher collected and analyzed documents comprising the PE students' written compositions and conducted interviews with them to gain deeper insights into their experiences and perspectives on the unique use of translanguaging during their writing. The data from the documents were collected by following guidance adapted from the previous research by Zheng and Drybrough (Zheng & Drybrough, 2023). Finally, the students' final writing product was categorized using the CEFR Assessment Grid and Plurilingual Comprehension descriptors.

To validate the data, method triangulation was utilized on the basis that this type of triangulation is frequently used in qualitative studies (Carter et al., 2014). At the same time, member checking was employed to determine whether the major findings and the themes were accurate by taking the final report back to the participants. If there was any shortage, the participants' comment was used to add the validity of the qualitative study.

Data analysis

To analyze the data in this study, Braun and Clarke's (2006) six steps for thematic analysis were used. The six steps include: (1) familiarize yourself with the data, (2)

generate initial codes, (3) generate initial themes, (4) review themes, (5) define and name themes, and (6) write up.
After the data were collected, Google Voice Typing was used to help transcribe the interview, while the questionnaire, classroom observation, and document were transcribed manually, with the researcher infrequently employing technologies such as Google Translate and WordHippo to find suitable language and improve terminology while preserving the original concepts.

Theoretical Background

In recent years, the native speakerism' and monolingualism' claims have strongly contested by some applied linguistics scholars (Canagarajah, 2007; Pennycook, 2009; Skutnabb-Kangas, 2006) who believe that multilingual practices, such as translanguaging, could maximize and facilitate language learning and content understanding (Liu & Fang, 2020).
The term "translanguaging" was coined in the 1990s by Cen William in his unpublished thesis titled "An Evaluation of Teaching and Learning Methods in the Context of Bilingual Secondary Education" focusing on the use of Welsh and English as a pedagogical practice in bilingual classrooms. Decades later, the concept of translanguaging has gained traction, in part due to published research by several linguists, such as Ofelia Garcia, Li Wei, and Canagarajah. Translanguaging is defined as 'multiple discursive practices in which bi/multilinguals engage in order to make sense of their bi/multilingual worlds (Garcia, 2009).
Furthermore, the proponents of translanguaging explore the meaning of translanguaging by focusing on the prefix "trans" that perceives communication as going beyond separate languages and recognizes the diverse kinds of multimodality and multimodal semiotic as resources, such as gesture, object, text, visual cues, tone, sounds, touch and environment in communication (Canagarajah, 2007), as well as perceives that language learning goes beyond structural limitations and constraints to let people practice creative communication to represent their voices and interests (Canagarajah, 2007; Zhang, 2022).
The term translanguaging is frequently studied in terms of translanguaging pedagogy (D. Wang, 2019); it refers to employing translanguaging practice for educational purposes (Cenoz & Gorter, 2022). Translanguaging strand has three integrated features, namely translanguaging stance, translanguaging design, and translanguaging shift that serve as a strand of a translanguaging pedagogy (Garcia et al., 2016).
Translanguaging stance is the ideological system or set of beliefs that informs teachers' approach to teaching; one of the beliefs is valuing bilingual/multilingual linguistic repertoire as a learning source. Translanguaging design, on the other hand, provides the design of classroom space, instruction, and assessment that aligns with translanguaging stance and leverages the translanguaging 'corriente'. Several scholars emphasize that translanguaging design stresses that strategies should be planned deliberately before being put into effect (Conteh, 2018). Finally, translanguaging shift focuses on unplanned moves within a translanguaging design that respond to the learners' needs, interests, and connections (Garcia et al., 2016). Furthermore, the translanguaging shift also focuses on the expected outcomes of translanguaging pedagogical practices, in which teachers employ explicit strategies to have learners use all their linguistic repertoires to acquire English (Conteh, 2018).
When scrutinizing translanguaging practice, there are two types of translanguaging within the class that can be defined; the first type occurs spontaneously in the classroom, and the second type is planned by the teacher (Lewis et al., 2012). Translanguaging might spontaneously occur without planning or design because the teacher spontaneously allows learners to switch languages in dynamic interactions (Lewis et al., 2012). Spontaneous translanguaging is the better-known type of translanguaging that has been analyzed in many studies. Meanwhile, the planned type

of translanguaging differs from spontaneous translanguaging; it aims to activate learners' multilingual and multimodal repertoires (Cenoz & Gorter, 2022). The term translanguaging pedagogy is related to the planned translanguaging and it requires in-depth knowledge of the linguistic sources of multilingual learners (Vaish, 2020).
Translanguaging pedagogy might help multilingual learners in their writing process due to the reason that switching languages is a natural process that multilingual learners use intuitively (Canagarajah, 2011). Moreover, it has become increasingly evident that multilingual learners bring a variety of linguistic repertoires to their writing, which involves the knowledge of, and use of, features associated with two or more languages (Kaufhold, 2018).

Results and Discussion

Three participants were involved in this study. The participants are lecturers of ESP for Physical Education (PE) students from three physical teacher education colleges in West Java, Indonesia. The lecturers are the proponents of translanguaging pedagogy as indicated from preliminary interviews conducted prior to the commencement of this research, as they support several principles including: (a). the refusal of idealized notions of language as well as subsequent social hierarchies, (b). the act of providing learners with the opportunity to experiment with fluid language practices, and (c). The awareness of language as a continuous process shaped over time by social interaction (Flores, 2013).
The participants teach ESP for PE course and foster flexibility through translingual practices in dynamic interactions in the classroom. The first participant is Miss Siti (pseudonym), a Ph.D., who graduated from a university in the United States of America. The second participant is Miss Rina (pseudonym), who holds a doctoral degree from a university in Indonesia. Additionally, the third participant is Mr. Ali (pseudonym), a Ph.D., who graduated from a university in Australia.
To address the research questions, the findings are organized and presented according to several thematic categories, specifically the themes: medium of instruction, deploying translanguaging, and leveraging the learner's entire repertoire are aimed to answer the first research question regarding how the ESP lecturers practice translanguaging pedagogy in their class, while the themes: translanguaging pedagogy contributions to the learner's writing, and the CEFR level of the final writing products are aimed to answer the second research question concerning the extent to which translanguaging pedagogy can contribute to the development of the PE students' English writing skills.

Medium of Instruction

To get the picture of how the participants in this study practiced translanguaging in their ESP class, this study employed the questions adapted from Yang and Yuan's study (Yuan & Yang, 2020). The questions include: (1) the medium of instruction in the classroom, (2) the employment of more than one language when the teacher teaches, and (3) the university's policy on the medium of instruction, along with its impact on teaching.
The study found that in the Indonesian context, translanguaging is perceived as a practical pedagogy in ESP's settings, where: a). teachers integrated the learners' mother tongues, such as Indonesian or Sundanese languages, to provide explanations and additional context when needed, especially for difficult topics or when the learners do not fully grasp the material in English, b). translanguaging is seen as fostering better understanding and engagement, with participants acknowledging its role in overcoming linguistic barriers in multilingual classrooms.
In the classroom, Miss Siti and Mr. Ali predominantly used English both for delivering writing content in ESP class and for providing greater exposure to the

English language. In contrast, Miss Rina employed a more balanced approach by initially presenting materials in English and immediately translating them into Indonesian language to enhance the learners' comprehension; the rationale for immediate translation pertained to the fact that she was teaching the 1st semester students with basic English skills. Although the participants employed different translanguaging strategies in teaching ESP, this nonetheless demonstrates that English was extensively used in their classroom practices. This finding indicates that while all of the participants are identified as proponents of translanguaging pedagogy, they did not employ this ideology in a way that reduced the learners' exposure to English. This challenges a common perception that translanguaging pedagogy may limit the learners' opportunities to engage with the target language (Solhi & Büyükyazı, 2011, as cited in Witari & Sukamto, 2023).

In terms of university policies' influence on language practices, it is reported that some institutions encourage their teachers to use both English and Indonesian languages, with a preference for English. However, this is not always strictly enforced, leaving room for teachers to adapt their approach based on the learners' needs, which created space for translanguaging pedagogy to emerge organically. However, this openness may also reflect the fact that translanguaging pedagogy remains relatively unfamiliar to key stakeholders, including policymakers, educational institutions, language practitioners, and ESP teachers which probably suggests that the ideology of native speakerism remains deeply embedded in teaching practices and perceptions (Liu, 2021), which helps explain why monolingual teaching continued to be favored (Liu & Fang, 2022).

Deploying Translanguaging

Planned or Spontaneous

The next finding focuses on whether the teacher's translanguaging practices are either planned or spontaneous; furthermore, the report will attempt to figure out multimodality in translanguaging pedagogy as well.

To find out the types of translanguaging practiced by the teacher, the current research made use of interview questions formulated by Wang (P. Wang, 2022), which include questions related to whether or not the participants in this study strategically implement translanguaging pedagogy. And, the study revealed that the participants practiced both spontaneous and planned translanguaging.

The spontaneous translanguaging occurred in the classroom interactions when the participants allowed their learners to use different languages flexibly during dynamic interactions to aid comprehension and expression. For example, the participants mentioned that the learners were free to use their native language (L1) when they faced barriers in understanding or expressing themselves in English. These practices align with Lewis et al.'s (2012) description of spontaneous translanguaging as unplanned, arising from the need for flexible communication during lessons (Lewis et al., 2012).

The planned translanguaging was also implemented, as the participants reported employing explicit strategies, such as translating instructions or materials into the learners' native language. Planned translanguaging aims at activating learners' multilingual and multimodal repertoires (Cenoz & Gorter, 2022).

This study also revealed that the views on translanguaging are not fixed, but rather developing. When being asked: "In what cases do you free the learners to use their native language (L1) to express themselves?", Miss Rina answered: "Outside the classroom", showing worriedness that translanguaging might hinder English proficiency development. Another evidence is when being asked: "How do you facilitate the learners to use their multiple languages in the classroom?", Miss Siti answered: "I don't know", indicating tendencies that many educators in Indonesia might still struggle to define translanguaging clearly and that further investigations are

required to seek more strategies to facilitate learners to use multiple languages in the classroom. Moreover, while Miss Rina and Mr. Ali identified themselves as the proponents of multimodality within translanguaging context, their responses suggest a limited endorsement of modalities as they seem to mainly rely on tables and pictures. This indicates that they may still require further professional development to effectively integrate a broader range of multimodality.

The Functions of Translanguaging in the ESP Classroom

To observe how a teacher interacts by deploying translanguaging in the ESP classroom and what translanguaging may serve, this study utilized an observation sheet and note taking which is adapted from Wang (P. Wang, 2022). Analysis suggests translanguaging may serve several functions in ESP classrooms; encompassing interpretative, managerial, and interactive functions (D. Wang, 2019). The findings are presented on Table 1 as follows:

Table 1. The Participants' Medium of Instruction and Translanguaging

No.	The functions of translanguaging in the classroom		Miss Siti	Miss Rina	Mr. Ali	An instance of translanguaging demonstrated by either one of the three participants
1	**Interpretive Function**	To convey mechanic aspects in writing.	✓	✓	✓	Miss Rina: "We use capital letter ***utk nama hari, nama bulan,*** nationalities."
		To check the learners' understanding on grammar	✓	✓	✓	Mr. Ali: **"Contoh** linking verbs **itu** is, am, are."
		To model pronunciation through reading.	-	✓	-	Miss Rina read the text full in English to model pronunciation through reading.
		To check the learners' vocabulary.	✓	✓	✓	Mr. Ali: "***Kalau*** improbable ***masih ada kemungkinan***."
		To convey the aspects of the target lesson.	✓	✓	✓	Miss Siti: "Conclusion **itu bisa saja berisi** hope **atau** wish**."**
2.	**Managerial Function**	To give instructions	✓	✓	✓	Miss Rina: "Please open dictionary. ***Coba lihat di kamus utk mencari arti kata."***
		To offer praise.	✓	✓	✓	Miss Rina: "Ok thank you, ***Namanya siapa tadi teh***? You are so smart."
		To give feedback.	✓	✓	✓	Mr. Ali: ***"Harusnya*** cook ***nya huruf kecil yaa."***
		To encourage the learners to practice	✓	✓	✓	Miss Siti: "***Jangan lupa kalau menulis lagi ya***. You need to practice

		more.				more."
		To close the session.	-	✓	-	Miss Rina: "See you, ***semuanya***."
		To plan assignment	-	-	✓	Mr. Ali: **"*Grup-nya kan sudah ada ya***. You are going to do peer assessment."
3.	**Interactive Function**	To facilitate understanding (between the student and the lecturer).	✓	✓	✓	Student: "Miss, ***masih bingung yg ini*:** Jenni ***kan sama dengan*** she ***jadi*** *verb* ***nya pakai*** s?"
		To facilitate understanding (between the student and the student).	✓	✓	✓	Student: "Jenni ***itu*** she ***kan bukan*** he?**"**
		To enhance classroom interaction by inserting informal Indonesian word such as 'kan', 'ya'. 'itu'.	✓	✓	✓	Miss Rina: "Ok thank you, ***Namanya siapa tadi teh***? You are so smart."
		To enhance fun classroom atmosphere.	-	✓	✓	Mr. Ali: (While checking learners' attendance) **"*Namanya bagus. Artinya apa*?"** Students: (laugh)

Note: The bolded and italicized letters are Indonesian

The table illustrates that translanguaging served to cater managerial function, interpretative function, and interactive function with Miss Rina demonstrated a subtly wider range of employing interpretative function in comparison to Miss Siti and Mr. Ali; highlighting the reason that her students were still at the 1st semester with basic English skills.

Miss Rina utilized more of the L1 to ensure her students to convey the content as well as the linguistic aspects of the target language. In Miss Rina's class, the dominant usage of L1 lasted until the middle of the semester and gradually became less frequent as she tended to use more of the target language, on the grounds that her students had received sufficient input, making it possible for the target language to be used more widely in their class sessions. This particular strategy, which involves a progression from minimal use of English to greater incorporation of the language, might be classified as an adaptive, unplanned move within a translanguaging framework. This approach aligns with García & Kleyn's (2016) theory.

Leveraging the Learner's Entire Repertoire

The next result of the observation in this study delved into the issues concerning how far the participants in this study helped create translanguaging space and leverage their learners' entire repertoires. To reveal the answer to this question, this study made use of observation checklists adapted from Wang (P. Wang, 2022).

The key findings from the classroom observations include: first, all participants have created a translanguaging space by using English, Indonesian, and Sundanese to deliver key writing concepts and to translate when necessary, enabling their learners to comprehend the teaching materials. The second key finding is that the participants

have permitted their learners to use various languages for discussions and for writing their first few drafts, while ensuring that the final drafts are in full English.

Translanguaging Pedagogy Contributions to the Learner's Writing

This subchapter aims to answer the second research question concerning the extent to which the practice of translanguaging pedagogy contributes to learners' writing process and final writing product.

Data from students' interviews and final writing products are collected using a guidance adapted from previous research by Zheng and Drybrough (Zheng & Drybrough, 2023). The findings are explained in Table 2.

Table 2. Writing Stages of the Learners in Class

The writing stage	The unique use of translanguaging (based on the students' writing products)	The contribution of translanguaging (based on the results of students interview)
1. Note Taking		
In Miss Siti's Class	Learners mostly wrote using mixed languages: English and Indonesian.	Bridging gaps in the learners' target language production as the learners were given opportunities to leverage their full linguistic repertoire.
In Miss Rina's Class	Learners predominantly used mixed languages: English and Indonesian.	Encouraging the learner to be engaged in the writing process especially for the PE students who struggled with writing directly in English.
In Mr. Ali's Class	The writing featured mixed languages: English and Indonesian.	Encouraging the learner to be engaged in the writing process especially for PE students who struggled with writing directly in English.
2. Outlining		
In Miss Siti's Class	The learners mostly wrote the outline full in English completed with emojis and pictures.	Aiding the learners to express their ideas more effectively as they were encouraged to incorporate multimodal resources such as pictures, and emojis.
In Miss Rina's Class	The learners mostly wrote the outline in the Indonesian language and then translated it into English using tools such as Google Translate.	By using tools like Google Translate, students were able to focus more on creating more compelling arguments and better structuring their writings.
In Mr. Ali's Class	Full in English, however many learners relied on articles written in Indonesian language for their citations.	Facilitating their writing process by using articles written in Indonesian language for their sources of references. They believed that such articles were easier to comprehend.
3. Final Writing		
In Miss Siti's Class	The learners wrote their final writing full in English completed with emojis and pictures.	Enabling the learners to revise their work effectively as they were given opportunity to seek clarification addressing structural, grammatical, and mechanical issues from peer feedback and from the lecturer using multiple languages.
In Miss Rina's Class	The learner submitted the final draft in textual content in full English.	Helping the learners to explain themselves, to feel more confident, to deal with apprehensiveness due to their limited

		English skills by asking questions in the Indonesian language to their lecturer and peer before turning in their final draft.
In Mr. Ali's Class	The learners wrote their final writing full in English, completed with tables.	The use of tables beside texts, help the learners to organize their thoughts and present their ideas clearly within their essays.

In the ESP for PE course, learners were assigned an essay writing assignment and were free to use any language in the initial and revised drafts, but were required to submit the final drafts in English. Additionally, all lecturers, particularly Miss Siti, encouraged the utilization of multimodal elements such as pictures, videos, voices, graphs, etc., in the learners' writing.

In the note-taking phase, the learners primarily opted for writing in the target language, with instances of Indonesian words inserted; for example, a learner in Miss Siti's class wrote: "…logical fallacies is to tell me about *kesalahan yang dimana* (problems where) there is *wrong* in text."

This reflects the principles of translanguaging pedagogy, which supports multilingual learners in expressing their ideas when they encounter limitations in English vocabulary. By drawing on their full linguistic repertoire, the learners can bridge gaps in their target language production while maintaining the flow of their thought processes (Garcia & Wei, 2014).

In the outlining phase, findings show that learners' writing was predominantly in English, especially in Miss Siti's and Mr. Ali's classes, with one or two pictures and emojis included in the essays. These multimodal elements reinforced and enhanced learners' ideas, aligning with Li Wei's (2018) concept of translanguaging spaces, which extend beyond linguistic practices to incorporate multimodal resources. Tools such as Google Translate were used, particularly in Miss Rina's class, to help learners who still had limited command of the target language; as a result, they were able to focus more on creating more compelling arguments in their writing.

In the learners' final writings, notably, only a small minority of the learners engaged in plagiarism, with the majority maintaining originality in their work. A key highlight was that PE learners were allowed to choose their own themes for their final project, ensuring each learner's work was unique. This approach not only minimized plagiarism but also fostered learners to explore their chosen themes, enhancing their understanding of the entire essay writing process, from inception to completion.

The CEFR Level of the Final Writing Products

In this part of the findings, the study looks more closely at how PE students' writing is categorized using the CEFR Assessment Grid and Plurilingual Comprehension descriptors.

Upon reviewing the final writing products from the ESP class, in which learners were tasked with composing essays or articles, it may be noted that the learners' writing demonstrates proficiency between B1 and B2 on the Common European Framework of Reference (CEFR).

Based on CEFR Assessment Grid and Plurilingual Comprehension descriptors, it can be observed that: (1). some of their final writing products aligned with B2 standards as they were able to demonstrate a good command of the language when producing an essay or report. Moreover, the learners were able to develop an argument with appropriate highlighting of significant points and relevant supporting detail, and they could evaluate different ideas or solutions to a problem. (2). However, some also reflected several aspects of B1, particularly due to instances of direct translation from the Indonesian language to English without properly structuring the sentences first.

Furthermore, several minor grammatical errors and a tendency to jump between ideas without clear transitions were also found in their writings.

Discussion

Descriptive Multiple-case Study Design

In this subsection of the discussion, the report will undertake several analyses, specifically focusing on themes regarding the medium of instruction, deploying translanguaging, and translanguaging contribution to the learner's writing.

Regarding the medium of instruction, although the participants employed different translanguaging strategies in teaching ESP, this nonetheless demonstrates that English was extensively used in their classroom practices. This finding indicates that although all participants are identified as proponents of translanguaging pedagogy, they did not employ this ideology in a way that reduced learners' exposure to English. This challenges a common perception that translanguaging pedagogy may limit the learners' opportunities to engage with the target language (Solhi & Büyükyazı, 2011), as cited in (Witari & Sukamto, 2023).

Regarding deploying translanguaging, further interviews revealed that Miss Siti and Mr. Ali tended to emphasis on process-oriented writing over product, contract-based grading, and the multimodal essay production, which aligns with García and Li Wei's (2014) concept of translanguaging spaces and reflects a positive disposition toward translanguaging pedagogy (Flores, 2013).

In Miss Siti's and Mr. Ali's classes, the learners were assessed primarily on their full engagement in the multimodal writing projects, active participation in peer feedback and group discussions, and timely submission of revised drafts. While the revised work throughout the course is expected to adhere to standard written English conventions; including vocabulary, grammatical accuracy, mechanics, and originality, the primary focus remains on process-oriented activities.

From the researcher's perspective, the process-oriented approach is not necessarily easier than the product-oriented approach, as it requires learners to actively engage in writing and revising their work weekly.

Conversely, Miss Rina adopts a different approach; she seems to have a tendency to prioritize the learners' final writing products that meet the standards of written English in terms of linguistic accuracy, mechanics, and originality.

Moreover, it was revealed that Miss Siti highlighted multimodal writing projects, suggesting a broader, more dynamic approach to writing. The inclusion of multimodal essays highlights that translanguaging spaces are not limited to linguistic practices but also include multimodal and semiotic resources (Wei, 2018).

Regarding translanguaging contributions to the learners' writing, this study highlighted that explicit translanguaging practices in ESP classes hold significant potential to enhance the learners' creativity and ability to organize ideas.

Exploratory Multiple-case Study Design

To further scrutinize the topic, the discussion is now proceeding to a multiple-case exploratory study design. An exploratory study is conducted for the purpose of fulfilling the researcher's curiosity and enhancing comprehension (Yin, 2009). One of the researcher's curiosities is to figure out the similarities and differences between the cases in this study.

Following the collection of data from this study, many similarities were identified among the cases, in which all of the participants: 1) accommodate the student's individual strength and learning capabilities as multilingual learners, 2) recognize the diversity of multimodality and multimodal semiotics as valuable resources in communication, 3) facilitate the use of language of the students' choice for writing their first few drafts, for engaging in peer feedback, and for conducting group

discussion, 4) facilitate the use of tools such as Google Translate, 5) oppose the monolingual teaching approach, 6) agree that translanguaging fosters students' learning and content understanding, and 7) use translanguaging strategically to ensure the clarity in delivering instructional content.

Apart from the similarities, this study identified two main differences among the cases, namely the participants' study backgrounds and the semester levels of the students. The notion that the participants' study backgrounds may affect their educational beliefs and teaching approach may corroborate the theory, which suggests that teachers' experiences shape what they know, what they believe, and how they teach (Ellis & Ellis, 2006; Freeman, 2001).

When it comes to the participants' study background, the evidence from this study demonstrates that Miss Siti, who earned her Ph.D. from an international university whose faculty members and policy developers promote translanguaging pedagogy, supported the use of more diverse types of multimodal and multi semiotic resources, such as pictures, videos, voices, graphs, tables, emojis, etc., in the learners' writing. The observed differences may be shaped by Miss Siti's academic experiences during her studies as international students at a university overseas, a setting described as a melting pot of cultures and languages.

Moreover, several universities overseas may regard translanguaging as a valuable teaching approach and may adopt policies that explicitly state the benefit of translanguaging and encourage its use by the university's policy makers, lecturers, and students.

None of this, of course, is to suggest that participants with no academic experience abroad are not good teachers. However, in this study, the participants who have academic experience as international students overseas at a university that promotes translanguaging pedagogy possess far greater resources with which to make informed teaching decisions than do the non-study-abroad participants.

Having concluded the discussion of the participants' study background, the subsequent focus shifts to the semester levels of the students. The evidence from this study demonstrates that Miss Rina, who teaches the first-semester students, took different approaches compared to the other participants teaching at higher levels, such as third and fifth semester students. Miss Rina applied a particular teaching method, specifically predominantly using L1 until the middle of the semester and progressively tended to use more of the target language as the learners had enough inputs, enabling the target language to be used extensively in the class sessions. This method is likely influenced by her belief that early production should be avoided. Unless the students get enough inputs and exposures, their achievements cannot be attained. This notion reflects Krashen's input hypothesis addressing the importance of input to acquire target language (Bailey & Kadhum Fahad, 2021; Krashen, 1982).

The Novelty of the Research

In addressing the novelty of the research, as outlined in the introduction, it is hoped that through the findings and discussions, this study is able to address the gaps in the existing literature as follows: (1). Monolingual teaching preference among the proponents of translanguaging pedagogy, (2). Guidance on how ESP teachers can effectively practice translanguaging pedagogy to enhance their learners' writing skills, and (3). Limitation of PE students' engagement with English as the target language when translanguaging pedagogy is practiced in the classroom.

Having been gathered from the interviews, questionnaires, classroom observations, and documents, the data might address the following gaps in the existing literature, as follows: (1). Despite support for translanguaging pedagogy, ESP teachers, to some degree, might continue to exhibit a preference for monolingual teaching. This finding may suggest that the ideology of native speakerism remains deeply embedded in teaching practices and perceptions (J. Liu, 2021). (2). The following guidance may be

implemented to effectively apply translanguaging pedagogy to enhance the learners' writing skills: (a). explicitly integrate translanguaging strategies by including clear statements in the syllabus that flexible language use is permitted in the initial drafts, (b). incorporate multimodal materials into the course, aligning with Canagarajah's (2007) theory, which emphasizes on the role of multimodal resources in meaning-making, (c). synthesize new ways of knowing, as suggested by García et al. (2016), by allowing the use of tools such as translation aids to support the learners' writing development, and (d). place a stronger emphasis on the writing process rather than solely focusing on the final product. Finally, (3). The employment of translanguaging pedagogy, does not reduce the learners' exposure to English; this challenges a common perception that translanguaging pedagogy may limit the learners' opportunities to engage with the target language (Solhi & Büyükyazı, 2011, as cited in Witari & Sukamto, 2023).

The Impact of the Research

As previously discussed in relation to the impact factor, this study sets out to provide practical support for teachers by offering a clear, ready-to-use framework and guidelines that can also be adapted and improved for other educational settings.

In this section, the study takes a closer look at how the guideline takes shape in the form of a lesson plan to outline and organize the teaching writing by integrating translanguaging pedagogy approach. The guidance was developed by adapting phases of the lesson plan from Stepanek et al. (2007, as cited in Kanellopoulou & Darra, 2018) and was constructed by following the theory of translanguaging by Garcia (2016) regarding translanguaging strands.

The lesson plan proposed by Stepanek et al. (2007, as cited in Kanellopoulou & Darra, 2018) highlighted five phases, namely: 1). setting goals, 2). planning, 3). teaching, 4). evaluation and feedback, and 5). reflection and formulation. This study subsequently formulates the lesson plan as presented below:

Table 3: Lesson Plan for ESP Class (Derived from Translanguaging Stance, Design, and Shift)

No.	Phase	Key components	Translanguaging Strand
1	Setting Goals	1. Planning and Preparation 2. Assessing Prior Knowledge 3. Enhancing Learning Environment	Translanguaging Stance
2	Planning		
3	Teaching	1. Structuring the Lesson 2. Engagement Strategies	Translanguaging Design
4	Evaluation and Feedback	Assessment	Translanguaging Shift
5	Reflection and Formulation	1. Reflection 2. Follow-up 3. Documentation 4. Professional Development	

Table 3 illustrates that in the setting goal and planning phases, this study formulated multiple key components to practice translanguaging pedagogy as the realization of translanguaging stance, namely 1). planning and preparation, 2). assessing prior knowledge, and 3). enhancing the learning environment. Next, in the teaching phase, this study formulated: 1). structuring the lesson, and 2). engagement strategies as the manifestation of translanguaging design. Additionally, in the evaluation and feedback phase, this study formulated an assessment as the realization of translanguaging shift. Finally, in the reflection and formulation phase, this study formulated: 1). reflection, 2). follow-up, 3). documentation, and 4). professional development, as the manifestation of translanguaging shift as well. (The comprehensive lesson plan is provided on this link https://bit.ly/42Xs4KP).

Conclusion

This study explored the practice of translanguaging pedagogy in ESP for PE students, and the extent to which translanguaging pedagogy contributes to enhancing the PE students' writing skills.

The study concludes that the teachers' translanguaging practices enhanced accessibility, particularly for the PE students with limited proficiency in English. The functions of translanguaging: managerial, interpretive, and interactive, helped to foster comprehension, instructional clarity, and engagement.

In terms of contributions, translanguaging pedagogy may have helped to enhance the learners' writing skills by allowing the learners to use their chosen languages in initial drafts, facilitating brainstorming, and enabling them to express and organize ideas without the constraints of vocabulary or grammatical limitations. The incorporation of multimodal resources, such as tables, pictures, and emojis, further enriched the writing process by providing alternative means of meaning-making and enhancing creative expression (Wei, 2018).

The students' writing products demonstrated logical organization, coherence, and cohesion, indicating the effectiveness of translanguaging in scaffolding idea development. However, challenges such as grammatical inaccuracies, mechanical errors, jumping between ideas without clear transitions, and the lack of revisions in the learners' final drafts highlighted areas for further pedagogical intervention.

Recommendations for Future Research

Future studies are encouraged to address the limitations of this research, including the small sample size and case study design, which limit generalizability. Incorporating larger, more diverse samples and mixed-method approaches could provide more robust evidence of translanguaging's impact.

Another recommendation is to further investigate this study's validity, particularly its novelty and new viewpoint on whether participants' study backgrounds and students' semester levels affect participants' educational beliefs and teaching approach using translanguaging pedagogy, as well as its proposed lesson plan.

To further support the development of translanguaging pedagogy in academic writing, future studies are encouraged to look more closely at the development of Plurilingual Comprehension descriptors to assess the student's writing product. This recommendation emerged due to, as of writing this paper, the plurilingual comprehension descriptors provided by CEFR were only available for level B1 and B2, while those to assess writing skills for level pre-A1, A1, A2, C1, and C2 have yet to be developed.

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Dr. Susie Kusumayanthi, M.Pd.
Language Education Science Doctoral Program
Faculty of Languages, Arts, and Cultures
Universitas Negeri Yogyakarta
Jl. Colombo No.1, Daerah Istimewa Yogyakarta 55281
Indonesia
susiekusumayanthi.2022@student.uny.ac.id
ORCID 0000-0001-8196-4642

Prof. Dr. Margana, M. Hum., M.A.
Language Education Science Doctoral Program
Faculty of Languages, Arts, and Cultures
Universitas Negeri Yogyakarta
Jl. Colombo No.1, Daerah Istimewa Yogyakarta 55281
Indonesia

margana@uny.ac.id
Scopus ID: 57204001752
ORCID 0000-0002-7680-641X

Dr. Drs. Agus Widyantoro, M.Pd.
Language Education Science Doctoral Program
Faculty of Languages, Arts, and Cultures
Universitas Negeri Yogyakarta
Jl. Colombo No.1, Daerah Istimewa Yogyakarta 55281
Indonesia
agus_widyantoro@uny.ac.id
Scopus ID: 57210425311
ORCID 0000-0001-9677-0525