Translanguaging as Cognitive and Sociocultural Bridge to Co-construct Meaning in Multilingual Setting

Erwin Ashari – Berlin Sibarani – Masitowarni Siregar

DOI: 10.18355/XL.2025.18.04.05

Abstract
This study investigates how translanguaging supports student comprehension in English as a Medium of Instruction (EMI) classrooms, focusing on narrative text discussions at the University of Riau Kepulauan, Indonesia. While EMI aims to enhance graduates' global competitiveness, many students encounter persistent language barriers that hinder full participation and understanding. To explore this issue, qualitative descriptive research was conducted with university students working collaboratively in small groups to answer comprehension questions. Data were gathered through audio recordings of their discussions and analyzed using Miles, Huberman, and Saldaña's interactive model of data condensation, display, and conclusion drawing. Analysis of eight key excerpts revealed that students purposefully alternated between English and Indonesian to clarify concepts, elaborate on ideas, and negotiate meaning. This practice functioned not merely as casual code-switching but as a deliberate pedagogical and communicative strategy. Translanguaging acted as cognitive and social scaffolding that bridged gaps in comprehension, promoted inclusive participation, and facilitated critical thinking by drawing on students' full linguistic repertoires. The findings show that translanguaging enables students to connect general interpretations to local experiences and supports genre classification and nuanced discourse development. It also creates an intersubjective space for the co-construction of meaning, highlighting students' agency in managing their linguistic resources. Overall, this research underscores translanguaging as an effective, student-centered approach in EMI contexts and suggests that more flexible language policies are needed to better support multilingual learning environments.
Key words: Translanguaging, Student Discussion, Narrative Text Comprehension

1. Introduction

English has become an increasingly vital subject and study program in universities in non-English-speaking countries. This rise is driven by the globalization and internationalization of higher education, which demands proficiency in English as an essential skill for academic success. According to Nghia & Vu (2024), the spread of English-language education in non-English-speaking Asian countries has been propelled by economic globalization and the growing importance of English in the global job market. In response, many universities worldwide have introduced English-based programs to meet global demands and enhance the competitiveness of their graduates internationally. Furthermore, several studies indicate that English proficiency is a critical factor in the economic development of non-English-speaking countries. Li et al., (2022) note that many of these countries are prioritizing English to stimulate economic growth and strengthen their position in the global economy. English proficiency has even become a requirement for independent registration and scholarships for prospective students aiming to study in non-native English-speaking countries (Zeng et al., 2023). As emphasized by Zeng et al., (2023), English is not just a key intermediary language for global communication, but also an indispensable tool for accessing international education and career opportunities.

Translanguaging as a Dynamic Pedagogical Practice in Multilingual Education

Translanguaging views language as a single, dynamic repertoire that learners use to construct meaning. Pedagogical translanguaging practices integrate new features of English into learners' repertoires to develop language learning in critical and contextualized ways (Garcia, 2023). Moreover, translanguaging pedagogy has been shown to positively enhance multilingual preschool children's sense of school belonging by activating their full semiotic repertoires and fostering engagement and social connectedness within the learning environment (Aleksic & Garcia, 2024). In another study, translanguaging is conceptualized as a multimodal space that strategically integrates linguistic and non-linguistic resources to support learning, whether through technology such as iPads or when responding to technical failures without directly relying on students' first language (L1) (Tai, 2023a). Translanguaging is not only a form of enjoyable linguistic play but also reflects and interacts symbiotically with users' social and emotional precarity, a phenomenon referred to as *translingual precarity* (Dovchin, 2024). Furthermore, translanguaging is employed by students as an interactional resource to progressively visualize their conceptual understanding and to provide valuable diagnostic information for teachers assessing students' comprehension during the learning process (Tai, 2023b). Other research emphasizes that embodied enactments can function as creative translanguaging practices that facilitate conceptual understanding and motivate students' learning interest in EMI classrooms (Tai & Wei, 2023a). As described, translanguaging creates interactive spaces where multiple languages and modes of communication work together to support learning (Tai, 2023c). These findings underscore the importance of further exploring the application of translanguaging in online teaching to enhance the effectiveness of second language (L2) learning, particularly by leveraging digital tools and adaptive methods from face-to-face instruction. Tai & Lee (2024) propose the *Transpositioning-Translanguaging-Co-Learning* approach to address foreign language anxiety (FLA). *Transpositioning* involves teachers and students exchanging roles to create more dynamic interactions. *Translanguaging* is used to integrate diverse linguistic and multimodal resources, while *co-learning* enables teachers and students to learn from each other, fostering more inclusive spaces and reducing anxiety. Additionally, translanguaging combined with the concept of *bilanguaging love* (Mignolo) becomes both a spiritual practice and a form of activism that empowers bilingual students to use their entire linguistic and multimodal repertoires, helping them heal their relationships with themselves, others, and the world (Garcia & Nuonsy, 2024). Translanguaging allows readers to draw on their full linguistic and multimodal repertoires dynamically and without language boundaries to make sense of texts, thereby shifting away from monolingual views and positioning them as competent and empowered readers (Garcia, 2020). This practice affirms that bilinguals do not use two separate languages but rather a unified, dynamic, and contextually grounded linguistic repertoire for communication, which challenges traditional understandings of bilingualism and supports educational approaches that accommodate children's complex language practices (Garcia & Lin, 2017). Translanguaging can also activate *perezhivanie*, collective and emotional experiences among linguistically and culturally diverse students (Cheung & Tai, 2024), it can be as a tool to balance different languages and cultures (Atabekova, 2024). In English as L1 classrooms, translanguaging creates inclusive learning spaces that enrich students' communicative repertoires, foster appreciation of linguistic and cultural diversity, and empower students through the development of multilingual identities and social-emotional well-being (Tai & Wong, 2023). From another perspective, translanguaging demonstrates that bilingual linguistic competence is unitary, with language features not divided into separate systems corresponding to socially named languages (Otheguy et al., 2018). This practice is dynamic and can

evolve temporally through social interaction, enabling the expression of identity and creative resistance within complex linguistic contexts (Wong & Garcia, 2025). Finally, translanguaging has the potential to disrupt the socio-political and educational structures that maintain language hierarchies by unsettling the concept of named languages and providing space for minoritized bilingual students to be visibly and legitimately heard within educational practices(Garcia & Otheguy, 2020).

Translanguaging as a Pedagogical Approach in English Medium Instruction (EMI)

In countries where English does not have status as a primary language, especially classified as a foreign language (expanded circle countries), increasingly taught as both a compulsory and elective subject across various academic programs. Even, some universities have developed entire degree programs delivered in English to attract international students and to provide access to a wide range of academic literature and references. With flexible policies on the medium of instruction, many schools face significant variation in students' English proficiency, which can directly affect classroom interaction and students' engagement in the learning process. In the context of English Medium Instruction (EMI), translanguaging has emerged as an increasingly recognized approach in both research and practice. Tai (2023c) revealed that EMI teachers can adopt translanguaging as a strategy to address students' disruptive behaviors. Translanguaging expands the options and agency of EMI teachers in contingently drawing on diverse linguistic and multimodal resources to manage classroom interaction and enhance student participation and learning (Tai, 2024a). Translanguaging creates a democratic and inclusive classroom space in which teachers and students can learn reciprocally and integrate diverse linguistic knowledge resources to support collaborative learning (Tai & Wei, 2021a). Furthermore, translanguaging serves as a learning tool that enables students to draw on their broader linguistic repertoires to deepen literacy understanding and create a more equitable and transformative learning environment (Martin-Beltran, 2014). As a source of creativity and a means of linguistic play, translanguaging enables teachers and students to leverage multiple linguistic and multimodal resources to foster enjoyable interactions and support knowledge construction in EMI classrooms (Tai & Wei, 2021b). In practice, translanguaging enables the integration of students' out-of-school knowledge and experiences into academic learning, thereby transforming the classroom into a vibrant experience and enriching content understanding (Tai & Wei, 2020), plays an important role in supporting content comprehension, enhancing student participation, and fostering metalinguistic awareness in alignment with pedagogical goals across various modes of instruction (Son & Oh, 2024). Research has shown that EMI teachers use multimodal resources and technologies, such as iPads, to create translanguaging spaces that support students' comprehension of academic language and content, even in otherwise monolingual English environments (Tai, 2024b). Additionally, translanguaging demonstrates that the use of machine translation tools by emerging bilingual learners can serve as a semiotic resource that enriches biliteracy practices and language learning, provided that teachers explicitly support and integrate these tools into their pedagogy (Vogel et al., 2018). Translanguaging is also part of the multilingual repertoire of online teachers, enabling them to design instruction in multimodal and multilingual ways, thus constructing and expressing expertise in language teaching more effectively (Ho & Tai, 2020). This practice enables students to use their linguistic and semiotic resources multimodally to co-construct scientific knowledge, facilitate peer collaboration, and create enjoyable learning environments (Pun & Tai, 2021; Siregar, 2020). EMI teachers create diverse, flexible, and inclusive translanguaging sub-spaces by mobilizing multilingual and multimodal resources to enhance the engagement and participation of all students in the classroom (Tai & Wei, 2023b). Such practices create dynamic learning spaces in

EMI classrooms that enable teachers and students to combine various linguistic resources and disciplinary content to deepen understanding of new material (Tai, 2024c).

Challenges and Opportunities of Translanguaging in Higher Education

English has long been integrated into the higher education curriculum, both as a general course and as the language of instruction for specific study programs. Many Indonesian universities are increasingly offering English-language programs to promote academic mobility and open opportunities for international collaboration. However, students face significant challenges, particularly when it comes to comprehending complex academic material in a foreign language. Studies show that students tend to develop higher-order thinking skills, such as critical reasoning, more effectively in their first language (Gablasova, 2014; Gablasova et al., 2015). Despite this, strict language policies and monolingual ideologies often limit flexibility in language use within the university setting, operating under the assumption that exclusive use of English will enhance students' language proficiency (Krashen, 1982; Long, 1996). According to Pun et al., (2025), the varying levels of English language proficiency among students pose a major barrier to academic interaction and participation in discussions, which results in a gap in academic performance compared to students studying in their native language. Moreover, Morton (2025) notes that lecturers in English Medium Instruction (EMI) systems often struggle to adapt their teaching methods to accommodate students with varying levels of English proficiency. While some universities have attempted to implement project-based learning strategies to increase student engagement, the challenge of reading academic literature in a foreign language remains a significant obstacle. Furthermore, translanguaging plays a vital role in overcoming challenges that students in non-native English-speaking countries often encounter, such as anxiety in speaking English and difficulty in understanding academic terminology. By providing linguistic flexibility, lecturers can create a more inclusive learning environment where students feel more comfortable expressing their ideas without fear of making linguistic errors that might hinder their participation (Margic, 2024). In university-level English classes, translanguaging also helps students develop adaptive communication strategies, which are essential for academic and professional English use. However, despite its significant advantages, some higher education policies in non-native English-speaking countries still restrict its use in language instruction. Some universities continue to adopt a monolingual approach, emphasizing exclusive use of English in learning, assuming it will accelerate language mastery. Nonetheless, recent research underscores that translanguaging not only improves students' academic outcomes but also enhances their learning experience in a more natural and sustainable manner (Kadel, 2024). Therefore, integrating translanguaging into university-level English teaching in non-native English-speaking countries is an essential step toward improving learning outcomes and fostering a more inclusive academic environment.

In classroom practice, Tai (2022) found that teachers actively use multiple languages and communication modes, such as English, Mandarin, local languages, and visual or gestural resources, to create inclusive learning environments and support disciplinary understanding. Translanguaging practices enhance opportunities for students from diverse backgrounds to grasp complex concepts, engage in discussions, and relate scientific knowledge to their cultural experiences. Moreover, these practices help overcome linguistic barriers and strengthen equity within teaching and learning processes. More specifically, Tai (2022) identified four main categories of translanguaging in classroom contexts: bilingual label searching, simultaneous code-mixing, cross-language recapping, and dual-language substance. Institutional support and flexibility within the learning context are key enablers of translanguaging practices, helping students better understand academic content, particularly through

the use of Chinese references to clarify complex English terms. Despite its general acceptance among students and teachers in various contexts, translanguaging continues to face challenges from strict monolingual policies in educational institutions. Ocampo (2017) highlights that translanguaging has been shown to aid the development of academic competence, facilitate intercultural communication, and increase students' sense of empowerment. Nonetheless, rigid monolingual language policies often limit the scope of these practices. Expanding on this, Tai (2024d) underlines that translanguaging supports meaning-making, strengthens multilingual identities, promotes inclusion and student participation, and enriches learning processes. It also has the potential to advance social justice and dismantle traditional language hierarchies. However, its effectiveness heavily depends on the social context, educational policies, and community perceptions. Some studies have indicated that translanguaging can be ineffective or even counterproductive, depending on local factors and students' attitudes towards certain languages. In the context of academic writing, Zheng & Drybrough (2023) identified six translanguaging practices in students' dissertation writing processes, including the use of Chinese and English for illustration, word comprehension, activation of L1 knowledge, information recall, and glossing. Translanguaging supported students' development of self-regulation skills such as time management, attention control, and monitoring of the writing process. Students used translanguaging both internally (as inner speech) and externally to achieve communicative goals and provide emotional support during writing. The use of translanguaging significantly helped students overcome common challenges in academic writing, especially during the planning and drafting stages. These findings align with the continuum of biliteracy framework, which promotes inclusive learning and celebrates students' communicative diversity, ultimately contributing to bilingual competence and academic success (Zheng & Drybrough, 2023).

Implementationof Translanguaging in English Medium Instruction in Higher Education

The primary issues in implementing English as a Medium of Instruction (EMI) in universities in non-native English-speaking countries relate to linguistic challenges faced by students and lecturers, as well as educational policies that maintain a monolingual approach. Students often struggle to understand academic materials due to limited proficiency in English terminology, creating a gap in academic performance compared to those studying in their native language. Additionally, differences in students' English proficiency levels hinder academic interaction and engagement in class discussions. Lecturers also encounter difficulties in adapting teaching methods to accommodate varying levels of English proficiency, limiting the effectiveness of learning. Many universities implement monolingual policies that restrict the use of students' first languages in English-based learning, believing that full exposure to English will accelerate proficiency. However, this approach may decrease student engagement and hinder their academic understanding. One solution to bridge this gap is translanguaging, which enables students to use all their linguistic resources to better comprehend academic materials, participate in discussions, and build confidence in English communication. While translanguaging has demonstrated significant pedagogical benefits, its implementation still faces challenges due to educational policies that favor a monolingual approach. Translanguaging is as one of the most effective approaches to teaching English, particularly for students whose English proficiency remains limited (Sakkir et al., 2024) . Therefore, a more flexible learning model is needed to make the EMI system more inclusive and effective for all students. Educational policy reforms should also be considered to formally integrate translanguaging, granting students better access to academic materials and optimizing their critical and analytical thinking skills. Higher education in non-native English-

speaking countries, including Indonesia, has witnessed a significant increase in the use of English as the medium of instruction across various programs. This aligns with the global demand for students to possess adequate English proficiency to compete in the global job market and access international education and career opportunities. At the University of Riau Islands, as at many other universities, English is used as the language of instruction in several programs, especially in the English language education department, to increase the competitiveness of graduates in the global market. However, despite the growing number of English-based programs, students at the University of Riau Kepulauan still encounter various linguistic challenges that impede their understanding of academic materials and engagement in class discussions. To address these challenges, translanguaging has emerged as an approach that can bridge the linguistic gap in English language classrooms. By enabling students to utilize all available linguistic resources, including their first language (L1), second language (L2), or regional languages, translanguaging helps students better understand English-taught materials. Previous studies show that translanguaging not only enhances students' understanding of academic materials but also encourages greater participation and engagement in academic discussions (Garcia & Wei, 2014; Wei, 2018). However, despite its proven pedagogical advantages, its implementation remains restricted due to educational policies that prioritize exclusive use of English. This situation forms the backdrop for investigating how translanguaging is applied in classroom interactions.

2. Research Method

Research Design

This research used qualitative research. Furthermore, this research employed a descriptive qualitative research methodology. According to Bogdan & Biklen (2007), qualitative research focuses on understanding social phenomena in their natural contexts through direct observation and interaction, emphasizing processes rather than merely outcomes. This approach was considered appropriate because it allows the researcher to explore in depth how students negotiate meaning and construct understanding collaboratively. Creswell & Creswell (2018) also explain that descriptive qualitative research seeks to capture participants' perspectives and the complexity of their experiences in rich detail, withouts reducing them to numerical data. Research Design is the major instrument for planning research and securing the quality of its results (Flick, 2022), so in this research, design of descriptive qualitative research aims to provide a detailed account of students' discussion processes as they respond to questions derived from narrative texts. Consistent with the principles of naturalistic inquiry proposed by Lincoln & Guba (1985), this design positions students as active subjects who engage in authentic interactions and collaboratively build shared comprehension in their natural learning environment, because people use language are always contextual, dynamic, and never fully predictable (Rymes, 2023). The conversations that took place during group discussions served as the primary data source for identifying communication patterns, strategies, and ways students support one another in achieving accurate answers.

Research Site and Participants

The research was conducted in online learning settings, specifically within group discussion sessions held via Zoom. In addition to obtaining recordings that can be documented, Overall, Zoom is an effective and convenient platform for conducting synchronous qualitative interviews, although it still requires careful attention to technical issues and privacy concerns (Archibald et al., 2019). The participants consisted of students four students of University of Riau Kepulauan, Batam, Indonesia who voluntarily agreed to participate in the study. All research procedures were

designed to adhere to the ethical principles of qualitative research, including ensuring that students' participation was voluntary and based on informed consent, access to the field requires not only obtaining formal permission to be present as a participant but also establishing proximity and trust with all the actors involved (Gronmo, 2020). This research aligns with the principles of naturalistic inquiry (Lincoln & Guba, 1985), which emphasizes collecting data in natural contexts and ensuring that participation is voluntary and ethically sound. The use of online platforms for data collection is consistent with the framework of virtual ethnography (Pole & Morrison, 2003), which recognizes digital environments as legitimate research sites, it also function not to rushing to compartmentalize the data or to impose overly rigid categories, it is important to allow meanings to emerge from authentic interaction instead of forcing a theoretical framework from the outset (Rymes, 2023). Furthermore, this study adopts ethical considerations outlined by Creswell & Creswell (2018) including the importance of obtaining informed consent, protecting participants' confidentiality, and respecting their autonomy throughout the research process.

Instruments of the Research

Recording of online discussions and transcription were adopted as the two main instruments for data collection in this study. These instruments were chosen to gain a comprehensive understanding of students' interaction patterns and collaborative meaning-making processes during group discussions of narrative texts, it is also a legitimate, relevant, and increasingly accepted method of qualitative data collection, provided that ethical, technical, and interpersonal aspects are carefully planned (Salmons, 2021). Recording refers to the method of capturing authentic verbal interactions in real time without altering or influencing the participants' behavior (Creswell & Creswell, 2018). The type of recording utilized was non-participant observation recording. In this study, the researchers used the Zoom application to record the entire discussion sessions while keeping their camera turned on to maintain the natural flow of communication and to observe additional data such as gestures, facial expressions, and other nonverbal behaviors (Archibald et al., 2019). The second instrument used was verbatim transcription of the recorded data. The transcription process allowed the researchers to analyze the conversations systematically and identify significant patterns, keywords, and contextual meanings. To support the transcription, the researchers also prepared observation notes during the listening process to annotate non-verbal cues and contextual information relevant to the data analysis.

Data Analysis Technique

The recorded data were transcribed verbatim and analyzed concurrently with the data collection. This approach is consistent with the interactive model of data analysis proposed by Miles et al., (2014) which emphasizes that data collection and analysis should occur simultaneously and iteratively to maintain the validity of the findings and to enable researchers to identify meaningful patterns in depth. The data analysis process followed three main stages. In the data condensation stage, the researcher selected relevant portions of the conversations according to the research objectives and simplified the data by identifying key words, significant phrases, and contextual meanings behind students' responses. This stage helped to focus attention on conversation segments with high analytical value. In the data display stage, the condensed data were organized into tables to facilitate clearer observation of interaction patterns and the flow of discussion. The researcher also employed open coding techniques to categorize the data into themes that naturally emerged from students' discourse. The final stage involved conclusion drawing and verification, which included interpreting the meaning of the organized data and rechecking the

validity of the findings through triangulation. These steps ensured the credibility of the research results. A total of eight key excerpts were identified and analyzed in depth, each representing different interaction patterns and discussion strategies employed by students to comprehend and answer narrative text questions. The insights gained from this study are expected to contribute to the understanding of collaborative learning interactions, particularly how group discussions facilitate collective reading comprehension.

3. Result and Discussion

This section presents the results of the data analysis conducted in accordance with the research objectives and methodological framework. The author provides empirical examples from students' conversations involving narrative material, which were participated in voluntarily. The discussion took place outside of formal coursework and did not affect the academic grades of the four participating students. All four students were in their fourth semester, or second year of study. Based on the recorded and transcribed group discussions, this section offers a detailed examination of how students negotiated understanding, supported one another, and arrived at shared interpretations of the material.

Table 1. Excerpt 1 (TRNT2/P.2/L25-28)

Original Conversation	*Translation*
Annisa Melfida Chairiah: Maybe it's not clear. **Adhitya Saifulloh Sandre**: So, like we learn from the next before by our lecturer, *jadi untuk jawabnya ini, yang telah kita pelajari semalam dari pengajar kita, kan didalam teks dia tidak terdapat, tidak ada secara jelas digambarkan apakah ada orang atau tidak*	**Annisa Melfida Chairiah**: Maybe it's not clear **Adhitya Saifulloh Sandre**: So, like we learned from the next one before by our lecturer (he means previous lecturing material in the classroom) , *so for the answer to this, what we learned last night from our lecturer, in the text it doesn't say, it's not clearly described whether there was a person or not.*

First excerpt illustrates a natural translanguaging practice occurring within a student discussion. In this interaction, Annisa Melfida Chairiah begins by stating *"Maybe it's not clear"* in English to express uncertainty or to highlight the lack of explicit information in the reading text. In response, Adhitya Saifulloh Sandre elaborates on this idea by combining English and Indonesian in his utterance: "*Jadi, seperti yang kita pelajari dari yang berikutnya sebelumnya oleh dosen kita, jadi untuk jawabnya ini, yang telah kita pelajari semalam dari pengajar kita, kan di dalam teks dia tidak terdapat, tidak ada secara jelas digambarkan apakah ada orang atau tidak*." Here, the phrase "*Jadi, seperti yang kita pelajari dari yang berikutnya sebelumnya oleh dosen kita*" functions to remind the listeners of the context provided by their lecturer in an earlier lesson. However, to ensure that the intended message would be fully comprehensible to all discussion participants, Adhitya deliberately adds an explanatory statement in Indonesian. This additional statement is not a literal translation but rather an elaboration that clarifies and expands the meaning of the initial English phrase. This example of translanguaging demonstrates how students strategically draw on their national language to bridge the inherent limitations of their English explanations and to build deeper shared understanding. Such practice is particularly significant in academic discussions where participants often possess varying levels of English proficiency. The use of Indonesian not only facilitates smoother communication but also serves as a tool to reinforce the intended meaning so that all participants can engage in the discussion with a consistent level of

comprehension. Therefore, the translanguaging practice evident in this excerpt should not be seen merely as code-switching or translation but rather as a pedagogical strategy that creates an inclusive, democratic, and supportive space for collaborative learning. It also reflects students' cognitive capacity to formulate, connect, and clarify ideas flexibly through the dynamic interplay of two languages. Overall, this interaction exemplifies how translanguaging can effectively bridge the limitations inherent in English-language explanations.

Table 2. Excerpt 2 (TRNT2/P.2/L30-34)

Original conversation	*Translation*
Adhitya Saifulloh Sandre: *Jadi, untuk menjawab ini kita harus menduga berdasarkan dari beberapa keterangan keterangan di dalam teks. Jadi, menurut kalian apakah rumah itu berpenghuni dan mengapa kalau dibilang berpenghuni dan kalau ngga pun kenapa?* **Melanie Putri Yuri**: In my opinion *menurut aku rumahnya berpenghuni, karena* sometimes the light turning on, *jadi kalau malam kayak* suggest someone in there. *Terus ada juga kan yang terlihat juga gitu*.	**Adhitya Saifulloh Sandre**: *So, to answer this (question), we have to guess based on some information in the text. So, on your opinion, is the house inhabited and why is it said so and if not, why not?* **Melanie Putri Yuri**: In my opinion, *I think the house is inhabited, because* sometimes the light is turning on, *so at night it seems to be* suggest someone in there. *Then there was someone seen there, too.*

The second excerpt presented above constitutes a concrete example of spontaneous translanguaging practiced by a student during a discussion. In this excerpt, the speaker begins their explanation using English phrases such as *"sometimes the light turning on"* and *"suggest someone in there."* These expressions convey the main idea that the house is likely inhabited, as indicated by signs of activity like the occasional illumination of the lights and the suspicion that someone might actually be inside. However, the meaning contained within these English phrases is somewhat implicit and requires contextual interpretation. To bridge any potential gaps in understanding and to ensure that all participants clearly grasped the intended message, the speaker then added a clarifying statement in Indonesian: *"Terus ada juga kan yang terlihat juga gitu."* This additional utterance should not be regarded as a direct translation; rather, it serves as an elaboration that reinforces and expands on the preceding English statements, thereby clarifying the speaker's intended meaning. This form of translanguaging holds significant functional value within multilingual educational contexts. On the one hand, the use of English demonstrates the speaker's linguistic competence and situates the discussion within a broader global context. On the other hand, the use of Indonesian, as the national language, acts as a medium of clarification that ensures mutual understanding among all participants. Accordingly, translanguaging in this instance is not merely a practice of switching between languages, but a deliberate communicative and pedagogical strategy aimed at building shared meaning in a deeper, more effective, and inclusive manner. Moreover, this practice reflects the dynamic nature of interaction in bilingual or multilingual environments, where speakers flexibly draw on multiple languages to support critical thinking, construct arguments, and bridge gaps in understanding among participants with varying levels of English proficiency. This demonstrates that translanguaging plays a crucial role in enriching academic discourse, fostering active participation, and creating a democratic learning environment responsive to students' diverse linguistic backgrounds. In conclusion, the utterance *"Terus ada juga kan yang terlihat juga*

begitu." performs a strategic function by reinforcing the meaning conveyed through the English phrases, while simultaneously illustrating that translanguaging is not merely an act of translation but a constructive effort to bridge meaning, clarify intent, and enhance the effectiveness of academic communication within a diverse learning environment. In this discussion, translanguaging serves as a bridge for creating deeper understanding (through the use of Indonesian) of the phenomenon being discussed

Table 3. Excerpt 3 (TRNT2/P.2/L.52-60)

Original conversation	*Translation*
Adhitya Saifulloh Sandre: So, because the house is not occupied the long time, the lamp or the light is suddenly flickering. *Jadi kemungkinan dari yang* every night at exactly 8 PM *mereka kan lampu kedap kedip sendiri. Kan karena kemungkinan ownernya ini datang untung mengecek sesuatu atau memperbaiki sesuatu dan karena sudah lama tidak ditempati jadi lampunya agak konslet. Jadi kedap kedip sendiri.* So, what can we answer the question number one. The answer is more *masuk akal, menurut kalian?* **Septiani Indah Pratiwi:** *Bisa keduanya ini, bisa iya bisa ngga.* **Adhitya Saifulloh Sandre**: *Jadi ada kemungkinan tidak dikarenakan…. Jadi* the answer is not sure because, sometimes the owner go to the house and the house completely empty. Can we agree on that?	**Adhitya Saifulloh Sandre**: So, because the house is not occupied for a long time, the lamp or the light is suddenly flickering. *So it is possible that* every night at exactly 8 PM *the lamp flickers by itself. Because the owner probably came to check something or fix something and because it has not been occupied for a long time, the lamp is a bit short-circuited. So it flickers by itself.* So, what can we answer the question number one. The answer is more *reasonable, what do you think?* **Septiani Indah Pratiwi**: *It could be both, it could be either yes or no.* **Adhitya Saifulloh Sandre**: *So there is a possibility that it is not because of…. So* the answer is not sure because, sometimes the owner goes to the house and the house is completely empty. Can we agree on that?

This excerpt illustrates a more complex and dynamic practice of translanguaging performed by Adhitya Saifulloh Sandre during a group discussion. Adhitya begins with an explanation in English:*"So, because the house is not occupied the long time, the lamp or the light is suddenly flickering,"* which proposes the cause of the flickering light phenomenon. He then immediately shifts into Indonesian to provide a more detailed and nuanced elaboration:*"Jadi kemungkinan dari yang every night at exactly 8 PM mereka kan lampu kedap kedip sendiri. Kan karena kemungkinan ownernya ini datang untuk mengecek sesuatu atau memperbaiki sesuatu dan karena sudah lama tidak ditempati jadi lampunya agak konslet. Jadi kedap kedip sendiri."*This segment does not merely translate the initial idea but explicitly expands the speculative narrative by adding contextual details about time, the owner's routine, and possible technical issues.After this elaboration, Adhitya returns to English with a reflective question:*"So, what can we answer the question number one. The answer is more masuk akal, menurut kalian?"*The combination of English phrases and the evaluative Indonesian expression (*"lebih masuk akal"* / *"more reasonable"*) demonstrates that translanguaging here functions as a tool for validating interpretations among group members. Septiani Indah Pratiwi responds in Indonesian, affirming the ambiguity of the answer: *"Bisa keduanya ini, bisa iya bisa nggak."*

Subsequently, Adhitya summarizes and negotiates a collective position by switching languages once again: *"Jadi ada kemungkinan tidak dikarenakan. Jadi the answer is not sure because, sometimes the owner go to the house and the house completely empty,"* and concludes with a confirmation question in English: *"Can we agree on that?"* The translanguaging practices in this excerpt demonstrate how students leverage their bilingual resources to formulate hypotheses, expand descriptions, validate ideas, and build shared agreements. Beyond serving as a linguistic bridge, translanguaging here also functions as cognitive and social scaffolding that facilitates shared understanding within multilingual academic interaction.

Table 4. Excerpt 4 (TRNT2/P.3/L67-69)

Original conversation	*Translation*
Adhitya Saifulloh Sandre: So, number two. What might happen to the old house in the near future? *Maksudnya untuk seterusnya ini kemana, bakal kayak mana rumahnya?*	**Adhitya Saifulloh Sandre**: So, number two. What might happen to the old house in the near future*? I mean where will happen to the house, what will the house be like?*

The excerpt above is a concrete example of spontaneously enacted translanguaging by a student during an academic discussion. In this excerpt, Adhitya Saifulloh Sandre begins by introducing the topic in English with the phrase: *"So, number two. What might happen to the old house in the near future?"* This question aligns with the second item in the comprehension exercise or assignment and is intended to prompt discussion about possible predictions regarding the future condition of the house mentioned in the text. However, to ensure that the meaning and scope of this question were fully understood by all participants especially peers who might struggle with the nuances of English phrasing. Adhitya immediately added an explanatory phrase in Indonesian: *"Maksudnya untuk seterusnya ini kemana, bakal kayak mana rumahnya?"* This additional utterance is not a direct translation of the English question but rather an elaborative reformulation that clarifies the direction and depth of the intended inquiry. By rephrasing the question in the national language, the speaker expands the interpretive space, enabling listeners to connect the abstract ideas expressed in English to a more concrete and familiar linguistic framework. This use of translanguaging demonstrates how students draw upon their bilingual repertoires not merely to translate but to collectively construct and negotiate meaning. It highlights their awareness of potential gaps in comprehension within a multilingual classroom and illustrates the use of the mother tongue (Indonesian) as supportive scaffolding to reinforce understanding. In this practice, translanguaging serves an elaborative reformulation function that clarifies both the orientation and depth of the question.

Table 5. Excerpt 5 (TRNT2/P.3/L.87-93)

Original conversation	*Translation*
Adhitya Saifulloh Sandre: So, we can conclude that Sarah's character is very curious person and very anxious person, because when something strange happens in Sarah neighbour, her thought completely consumed her focuses. *Jadi dia itu kaya*k, very anxious **Septiani Indah Pratiwi**: Anxious *itu kaya cemas ga sih? Was was* **Adhitya Saifulloh Sandre**: *Jadi dia cemas, waswas, awalnya dia penasaran karena rumahnya kosong terus, tapi tiba tiba dia menjadi cemas karena banyak kejadian aneh terjadi di rumahnya, dirumah tetangganya*. So, we can conclude that Sarah is very curious person and anxious.	**Adhitya Saifulloh Sandre**: So, we can conclude that Sarah's character is a very curious person and very anxious person, because when something strange happens in Sarah's neighbour, her thought completely consumed her focuses. *So she's like*, very anxious **Septiani Indah Pratiwi**: Anxious *is like anxious, right? Worried.* **Adhitya Saifulloh Sandre**: *So she's anxious, worried, at first she was curious because her house was always empty, but suddenly she became anxious because many strange things happened in in her neighbour's house*. So, we can conclude that Sarah is a very curious person and anxious.

This excerpt illustrates the practice of translanguaging used by Adhitya Saifulloh Sandre to explain the character traits of a fictional figure while simultaneously clarifying conceptual terminology for discussion partners. Adhitya begins with a statement in English: *"So, we can conclude that Sarah's character is a very curious person and a very anxious person, because when something strange happens in Sarah's neighbour, her thought completely consumed her focuses."* This explanation sets out the reasons why Sarah is considered both inquisitive and anxious. Immediately afterward, he shifts into Indonesian with the phrase: *"Jadi dia itu kayak, very anxious,"* which functions as a bridge to ensure shared understanding of the concept of "anxious." Septiani Indah Pratiwi responds in Indonesian: *"Anxious itu kaya cemas ga sih? Was was,"* demonstrating the process of collaboratively negotiating the meaning of the foreign term. Adhitya then continues with a more detailed elaboration in Indonesian: *"Jadi dia cemas, was was, awalnya dia penasaran karena rumahnya kosong terus, tapi tiba-tiba dia menjadi cemas karena banyak kejadian aneh terjadi di rumahnya, di rumah tetangganya,"* which narratively explains the emotional development of the character. Finally, he summarizes again in English: *"So, we can conclude that Sarah is very curious person and anxious."* The repeated transitions between English and Indonesian in this conversation show that translanguaging is used not merely for translation, but also to expand, clarify, and collectively verify meaning. This practice reflects students' use of their bilingual repertoires as both cognitive and social strategies to support deeper comprehension of literacy material, ensuring that all group members share a common perception of the concepts being discussed. In this practice, translanguaging functions as a means of negotiating the meaning of a word to create shared understanding of a phenomenon.

Table 6. Excerpt 6 (TRNT2/P.3/L.94-102)

Original conversation	*Translation*
Adhitya Saifulloh Sandre: So, the next question is What might have caused the occupants of the old house to decide to move? So, this question the answer is not in the text. So, we must conclude, *jadi kita harus menyimpulkan kenapa yang nempati sebelumnya itu pengen pindah* **Melanie Putri Yuri**: *Mungkin karena rumahnya udah ga layak untuk ditempati lagi.* **Adhitya Saifulloh Sandre**: So, Melanie have answer because the house is not livingable. I mean is not *tidak layak ya*. **Septiani Indah Pratiwi**: *Ditempati. Menurut aku*, in my opinion *itu mungkin ada* personal reason. *Misalnya* financial issue *biasanya keuangannya lagi buruk buruknya. Jadi mungkin rumahnya itu dijual*. **Annisa Melfida Chairiah**: *Iya*	**Adhitya Saifulloh Sandre:** So, the next question is What might have caused the occupants of the old house to decide to move? So, this question the answer is not in the text. *So, we must conclude the reason why the occupants wanted to move* **Melanie Putri Yuri**: *Maybe because the house is no longer suitable to be occupied anymore.* **Adhitya Saifulloh Sandre**: So, Melanie have the answer because the house is not livingable. I mean it is not *tidak layak ya*. **Septiani Indah Pratiwi**: *Occupied. on my opinion,* in my opinion *there might be a* personal reason. *For example* financial issue *usually the finances are bad. So maybe the house is sold.* **Annisa Melfida Chairiah**: *Yes*

This excerpt demonstrates the practice of translanguaging collaboratively enacted by several discussion participants to answer an inferential question whose answer was not explicitly available in the text. Adhitya Saifulloh Sandre begins with a statement in English: *"So, the next question is What might have caused the occupants of the old house to decide to move? So, this question the answer is not in the text. So, we must conclude,"* then immediately switches to Indonesian to explain the process that must be undertaken: *"jadi kita harus menyimpulkan kenapa yang nempati sebelumnya itu pengen pindah."* This shift in language serves to ensure that all group members understood the inferential nature of the question. Melanie Putri Yuri offers a response in Indonesian: *"Mungkin karena rumahnya udah ga layak untuk ditempati lagi,"* which Adhitya responds to with an English statement: *"So, Melanie have answer because the house is not leavingable. I mean is not tidak layak ya."* This utterance reflects translanguaging as both a clarification of terminology and a validation of a peer's idea. Septiani Indah Pratiwi then provides an alternative response using a combination of English and Indonesian: *"Menurut aku, in my opinion itu mungkin ada personal reason. Misalnya financial issue biasanya keuangannya lagi buruk-buruknya. Jadi mungkin rumahnya itu dijual."* This response demonstrates that translanguaging is also utilized to construct arguments emphasizing personal and economic aspects. Annisa Melfida Chairiah briefly responds in Indonesian: *"Iya,"* signaling collective agreement. The translanguaging practices in this excerpt show the social and cognitive functions of employing two languages simultaneously, namely facilitating the negotiation of meaning in understanding the nature of inferential questions.

Table 7. Excerpt 7 ***(TRNT2/P.4/L.101-118)***

Original conversation	*Translation*
Annisa Melfida Chairiah: Mystery story, exploring the themes of curiosity. **Septiani Indah Pratiwi**: *Menurut aku ini supranatural elemen* **Adhitya Saifulloh Sandre**: *ya bisa bisa* **Septiani Indah Pratiwi**: *Iyakan, soalnya lampunya itu, tadi tuh hidupnya di jam 8 malam terus 1 jam kemudian mati, baru itu kaya suspranatural sih* **Annisa Melfida Chairiah**: Mystery story ya.	**Annisa Melfida Chairiah**: Mystery story, exploring the themes of curiosity. **Septiani Indah Pratiwi**: *I think this is a supernatural element* **Adhitya Saifulloh Sandre**: *yes, it can be* **Septiani Indah Pratiwi**: *Yes, because the lamp, it was on at 8 pm then turned off 1 hour later, then it was like supernatural* **Annisa Melfida Chairiah**: Mystery story, *right*.

Excerpt seventh illustrates the practice of translanguaging in a group discussion focused on identifying the theme and genre of a narrative text. Annisa Melfida Chairiah Chairiah begins with a short, direct statement in English: *"Mystery story, exploring the themes of curiosity."* Septiani Indah Pratiwi then responds in Indonesian: *"Menurut aku ini supranatural elemen,"* which reflects a process of negotiating meaning related to genre classification. The blending of the two languages facilitates a more flexible discussion and enables participants to express their views using the terms they consider most appropriate. Adhitya Saifulloh Sandre supports this opinion with the phrase: *"ya bisa bisa,"* which, although simple, functions as an affirmation of the idea within the collaborative context. Septiani then strengthens her argument by elaborating in mixed Indonesian with English elements: *"Iyakan, soalnya lampunya itu, tadi tuh hidupnya di jam 8 malam terus 1 jam kemudian mati, baru itu kaya suspranatural sih,"* explaining why supernatural elements are considered dominant. This explanation broadens the interpretive space for other participants by presenting concrete evidence from the narrative. Annisa then reiterates her initial opinion in English: *"Mystery story ya,"* as a form of reinforcing the collective interpretation. In this excerpt, translanguaging functions as a means to classify genre in a more nuanced way, bridging potential gaps in understanding terminology by drawing on their bilingual repertoires to negotiate meaning based on sociocultural perspectives.

Table 8. Excerpt 8 (TRNT2/P.4-5/L.154-169)

Original conversation	*Translation*
Adhitya Saifulloh Sandre: So the next question based on common knowledge, what might we assume about abandoned old houses in residential neighborhoods? *Jadi, menurut pemikiran eh bukan pemikiran menurut pengetahuan umum jadi tuh kita bisa berasumsi apa tentang rumah yang terbengkalai itu di kawasan perumahan. Ini bukan tentang pendapat, ya. Tapi pengetahuan umum.* **Melanie Putri Yuri**: *Biasanya rumah tua yang terbengkalai itu dianggap orang menyeramkan atau* mysterious. **Annisa Melfida Chairiah:** mystery or even danger **Septiani Indah Pratiwi:** Yes mysterious **Adhitya Saifulloh Sandre**: Based on the common knowledge abandoned old house, *kemungkinan menurut pengetahuan umum kemungkinan rumah ini ntah karena memang berhantu atau bekas kasus pembunuhan makanya jadi tidak ada yang mau beli atau tidak ada yang mau menempati atau memang kan biasanya rumah-rumah di perumahan apalagi kaya perumahan di Batam ini kan pernah jadi kasus disana bakal jadi muraah banget kan karena memang ga ada yang mau bekas terjadinya kasus apalagi sampe kasus pembunuhan. Itu bakal kalau menurut pengetahuan umumnya bakal ada yang nempati disana*.	**Adhitya Saifulloh Sandre:** So the next question based on common knowledge, what might we assume about abandoned old houses in residential neighborhoods? *So, according to common knowledge, what can we assume about abandoned old houses in residential areas? This is not about opinions, right? But general knowledge.* **Melanie Putri Yuri:** *it was common abandoned old houses considered scary or* mysterious. **Annisa Melfida Chairiah**: mystery or even danger **Septiani Indah Pratiwi**: Yes mysterious Adhitya Saifulloh Sandre: Based on common knowledge, abandoned old house, *probably according to general knowledge, maybe this house is haunted or a former murder case, so no one wants to buy it or no one wants to live in it, or it is considered that houses in housing complexes, especially housing complexes in Batam, (Indonesia), some cases happened there, the price goes cheaper because of a case especially murder cases. That would be if according to general knowledge, there would be someone living there.*

This excerpt demonstrates the practice of translanguaging used by Adhitya Saifulloh Sandre and group members to answer an inferential question based on common knowledge. Adhitya begins with a question in English: *"So the next question: Based on common knowledge, what might we assume about abandoned old houses in residential neighbourhoods?"* He then immediately switches to Indonesian to clarify the scope of the question: *"Jadi, menurut pemikiran eh bukan pemikiran menurut pengetahuan umum jadi tuh kita bisa berasumsi apa tentang rumah yang terbengkalai itu di kawasan perumahan. Ini bukan tentang pendapat, ya. Tapi pengetahuan umum."* This shift illustrates the use of translanguaging as a tool for conceptual clarification, specifically to distinguish between *opinion* and *common knowledge.* Melanie Putri Yuri responds in Indonesian: *"Biasanya rumah tua yang terbengkalai*

itu dianggap orang menyeramkan atau mysterious," which is then reinforced by Annisa Melfida Chairiah Chairiah in English: *"mystery or even danger,"* and affirmed by Septiani Indah Pratiwi: *"Yes, mysterious."* These brief responses reflect cross-linguistic meaning negotiation that functions as collective confirmation. Subsequently, Adhitya provides a longer explanation in a mix of English and Indonesian: *"Based on the common knowledge abandoned old house, kemungkinan menurut pengetahuan umum kemungkinan rumah ini ntah karena memang berhantu atau bekas kasus pembunuhan makanya jadi tidak ada yang mau beli atau tidak ada yang mau menempati atau memang kan biasanya rumah-rumah di perumahan apalagi kaya perumahan di Batam ini kan pernah jadi kasus disana bakal jadi murah banget kan karena memang ga ada yang mau bekas terjadinya kasus apalagi sampe kasus pembunuhan. Itu bakal kalau menurut pengetahuan umumnya bakal ada yang nempati disana selain kita."* This elaboration includes descriptions of potential social stigma (haunted, site of a murder), economic aspects (the house becoming cheap), and references to the local context (housing estates in Batam). In this case, translanguaging functions not only as a means of clarification but also as a vehicle for expanding the narrative and linking general interpretations to relevant collective and local experiences.

4. Conclusion

The interaction examined in this excerpt illustrates how translanguaging functions as a discursive mechanism that bridges the inherent limitations of relying solely on English, enabling speakers to access and convey meaning more comprehensively. In this discussion, translanguaging emerges as a bridge that connects conceptual understanding by employing Indonesian to deepen elaboration of the phenomena under discussion. This practice also demonstrates the role of translanguaging as a form of cognitive and social scaffolding that supports the development of shared understanding within the context of multilingual academic interaction. Moreover, translanguaging plays an important role in elaborative reformulation, which not only clarifies the orientation and depth of questions but also negotiates the meaning of specific terminology, thereby facilitating the creation of common perceptions among participants. In this regard, the alternating use of two languages foregrounds the social and cognitive dimensions of translanguaging, which operate simultaneously to support the interpretation of inferential questions. Furthermore, translanguaging in this discussion serves as a means of genre classification and nuanced discourse development, particularly by bridging potential gaps in understanding certain terms through speakers' bilingual repertoires. This approach enables meaning negotiation grounded in sociocultural perspectives while enriching the collective narrative by linking general interpretations to relevant local experiences. Accordingly, translanguaging functions not only as a tool for conceptual clarification but also as a medium that expands the horizon of understanding and creates an intersubjective space for the co-construction of meaning.

Bibliographic references

Aleksic, G., & Garcia, O. (2024). A Multilingual Preschooler's School Belonging: The Role of Translanguaging Pedagogy. Journal of Language, Identity and Education, 1–23. https://doi.org/10.1080/15348458.2024.2419016

Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. International Journal of Qualitative Methods, 18, 1-8. https://doi.org/10.1177/1609406919874596

Atabekova, A. (2024). Multilingual views of food service signage. XLinguae, 17(2), 29-53. https://doi.org/10.18355/XL.2024.17.02.03

Bogdan, R., & Biklen, S. K. (2007). Qualitatif research for education : An introduction to theory and methods. Pearson. ISBN 0205482937.
Cheung, K. K. C., & Tai, K. W. H. (2024). “Did you watch the Disney parade?” pedagogical translanguaging for evoking students’ perezhivanie to integrate representations in linguistically diverse science classroom. Language and Education, 0(0), 1-22. https://doi.org/10.1080/09500782.2024.2413137
Creswell, J. W., & Creswell, J. D. (2018). A Mixed-Method Approach. In Writing Center Talk over Time. SAGE Publications. https://doi.org/10.4324/9780429469237-3
Dovchin, S. (2024). Beyond translingual playfulness : Translingual precarity. Language in Society, 18 Oktober, 1-28. https://doi.org/10.1017=S0047404524000708
Flick, U. (2022). Setting the Agenda - Roles of Design(ing) in Qualitative Research. In U. Flick (Ed.), The SAGE Handbook of Qualitative Research Design (pp. 1-20). SAGE Publications. ISBN 1526441234
Gablasova, D. (2014). Issues in the assessment of bilingually educated students: Expressing subject knowledge through L1 and L2. Language Learning Journal, 42(2), 151-164. https://doi.org/10.1080/09571736.2014.891396
Gablasova, D., Brezina, V., McEnery, T., & Boyd, E. (2015). Epistemic Stance in Spoken L2 English: The Effect of Task and Speaker Style. Applied Linguistics, 38(5), 1-26. https://doi.org/10.1093/applin/amv055
Garcia, O. (2020). Translanguaging and Latinx Bilingual Readers. Reading Teacher, 73(5), 557-562. https://doi.org/10.1002/trtr.1883
Garcia, O. (2023). Translanguaged TESOL in Transit. Nys Tesol Journal, 10(1), 5-18.
Garcia, O., & Lin, A. (2017). Bilingual and Multilingual Education. Bilingual and Multilingual Education, March. https://doi.org/10.1007/978-3-319-02258-1
Garcia, O., & Nuonsy, S. (2024). Actionable translanguaging love in education and research. Critical Inquiry in Language Studies, 00(00), 1-15. https://doi.org/10.1080/15427587.2024.2336449
Garcia, O., & Otheguy, R. (2020). Plurilingualism and translanguaging: commonalities and divergences. International Journal of Bilingual Education and Bilingualism, 23(1), 1-19. https://doi.org/10.1080/13670050.2019.1598932
Garcia, O., & Wei, L. (2014). Translanguaging: Language, bilingualism and education. In Translanguaging: Language, Bilingualism and Education. Palgrave Macmillan. https://doi.org/10.1057/9781137385765
Gronmo, S. (2020). Social Research Methods Qualitative, Quantitative and Mixed Methods Approaches. SAGE Publications. ISBN 9781526441232.
Ho, W. Y. J., & Tai, K. W. H. (2020). Doing expertise multilingually and multimodally in online English teaching videos. System, 94, 102340. https://doi.org/10.1016/j.system.2020.102340
Kadel, P. B. (2024). Potentialities and Challenges of Adopting English as a Medium Instruction at the Basic Level in Nepal. Pragyaratna, 6(2), 111-118.
Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. In Principles and Practice in Second Language Acquisition. Pergamon Press.
Li, Y., Teng, W., Tsai, L., & Lin, T. M. Y. (2022). Does English proficiency support the economic development of non-English-speaking countries? The case of Asia. International Journal of Educational Development, 92(July), 1-10. https://doi.org/10.1016/j.ijedudev.2022.102623
Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. Sage Publications. ISBN 9780803924314.
Long, M. H. (1996). SLA and Cognitive Science. In C. J. M. H. L. Doughty (Ed.), The Handbook of Second Language Acquisition, 866-870. Academic Press.
Margic, B. D. (2024). Students’ English Language Proficiency in English-Medium Instruction: Teachers’ Opinions, Perceptions and Practices. Izvorni Znanstveni Rad/ Original Scientific Paper, 17, 89-104. https://doi.org/10.38003/zrffs.17.4

Martin-Beltran, M. (2014). “What Do You Want to Say?” How Adolescents Use Translanguaging to Expand Learning Opportunities. International Multilingual Research Journal, 8(3), 208-230. https://doi.org/10.1080/19313152.2014.914372
Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: a methods sourcebook (Third). SAGE Publications. https://doi.org/10.1128/AAC.03728-14 ISBN 9781452257877.
Morton, T. (2025). Exploring university EMI lecturers’ perspectives and practices in teaching computing. In X. Qiu & R. Yuan (Eds.), English- Medium Instruction Pedagogy in Disciplinary Classrooms, 5-24. Routledge. https://doi.org/10.4324/9781003432500-2
Nghia, T. L. H., & Vu, N. T. (2024). The Emergence of English Language Education in Non-english Speaking Asian Countries. In T. L. H. Nghia, L. T. Tran, & M. T. Ng (Eds.), English Language Education for Graduate Employability in Vietnam (pp. 117-139). Springer. https://doi.org/10.1007/978-981-99-4338-8_6
Ocampo, A. M. (2017). Translanguaging in higher education: Beyond monolingual ideologies. AsiAn EnglishEs, 20(3), 279-282. https://doi.org/10.1080/13670050.2017.1322568
Otheguy, R., Garcia, O., & Reid, W. (2018). A translanguaging view of the linguistic system of bilinguals. Applied Linguistics Review, 10(4), 625-651. https://doi.org/10.1515/applirev-2018-0020
Pole, C., & Morrison, M. (2003). Buku Ethnography for Education. Open University Press. ISBN 9780335227464
Pun, J. K. H., & Tai, K. W. H. (2021). Doing science through translanguaging: a study of translanguaging practices in secondary English as a medium of instruction science laboratory sessions. International Journal of Science Education, 43(7), 1112-1139. https://doi.org/10.1080/09500693.2021.1902015
Pun, J., Moorhouse, B. L., & Tan, A. (2025). Exploring the teaching challenges and pedagogical strategies of teachers in English-medium instruction in online modalities. In X. Qiu & R. Yuan (Eds.), English-Medium Instruction Pedagogy in Disciplinary Classrooms (1st ed., Vol. 1, pp. 25-41). Routledge.
Rymes, B. (2023). Studying Language In Interaction: A Practical Research Guide to Communicative Repertoire and Sociolinguistic Diversity. Rouledge. ISBN 9781000636369.
Sakkir, G., Al Amir, F., Atmowardoyo, H., Weda, S., & Rosmayanti, V. (2024). An analysis of translanguaging practices in an Indonesian EFL classroom: teacher perception. XLinguae, 17(2), 3-15. https://doi.org/10.18355/XL.2024.17.02.01
Salmons, J. (2021). Qualitative Online Interviews. SAGE Publications. ISBN 9781529679137.
Siregar, M. (2020). Translanguaging Used By English Teacher at Vocational Schools Medan. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 3(2), 1259-1266. https://doi.org/10.33258/birle.v3i2.1162
Son, G., & Oh, S. Y. (2024). Translanguaging in Korean Middle School EFL Classrooms: A Conversation Analysis Using the SETT Framework. Korean Journal of English Language and Linguistics, 24(October), 1177-1196. https://doi.org/10.15738/kjell.24..202410.1177
Tai, K. W. H. (2022). Translanguaging as Inclusive Pedagogical Practices in English-Medium Instruction Science and Mathematics Classrooms for Linguistically and Culturally Diverse Students. Research in Science Education, 52(3), 975-1012. https://doi.org/10.1007/s11165-021-10018-6
Tai, K. W. H. (2023a). Creating translanguaging spaces in a Hong Kong English medium instruction mathematics classroom: A comparative analysis of classroom interactions with and without the use of iPad. Linguistics and Education, 78(September), 101227. https://doi.org/10.1016/j.linged.2023.101227

Tai, K. W. H. (2023b). Documenting students' conceptual understanding of second language vocabulary knowledge: A translanguaging analysis of classroom interactions in a primary English as a second language classroom for linguistically and culturally diverse students. Applied Linguistics Review, 15(6), 2775-2822. https://doi.org/10.1515/applirev-2023-0181
Tai, K. W. H. (2023c). Managing classroom misbehaviours in the Hong Kong English Medium Instruction secondary classrooms: A translanguaging perspective. System, 113(November 2022), 102959. https://doi.org/10.1016/j.system.2022.102959
Tai, K. W. H. (2024a). A Translanguaging Perspective on Teacher Contingency in Hong Kong English Medium Instruction History Classrooms. Applied Linguistics, 45(2), 207-248. https://doi.org/10.1093/applin/amac039
Tai, K. W. H. (2024b). Classroom interactional competence in an English medium instruction mathematics classroom: A creation of a technology-mediated translanguaging space. Learning and Instruction, 90(October 2023), 101849. https://doi.org/10.1016/j.learninstruc.2023.101849
Tai, K. W. H. (2024c). Cross-curricular connection in an English Medium Instruction Western History classroom: A translanguaging view. Language and Education, 38(3), 435-464. https://doi.org/10.1080/09500782.2023.2174379
Tai, K. W. H. (2024d). Translanguaging in Multilingual Education Translanguaging in Multilingual Education. In The Encyclopedia ofApplied Linguistics (pp. 1-9). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781405198431.wbeal20391
Tai, K. W. H., & Lee, T. K. (2024). Mitigating ethnic minority students' Foreign language anxiety through Co-learning in Chinese as an additional language classrooms: A transpositioning perspective. System, 127(September), 1-27. https://doi.org/10.1016/j.system.2024.103496
Tai, K. W. H., & Wei, L. (2020). Bringing the outside in: Connecting students' out-of-school knowledge and experience through translanguaging in Hong Kong English Medium Instruction mathematics classes. System, 95, 102364. https://doi.org/10.1016/j.system.2020.102364
Tai, K. W. H., & Wei, L. (2021a). Co-Learning in Hong Kong English medium instruction mathematics secondary classrooms: a translanguaging perspective. Language and Education, 35(3), 241-267. https://doi.org/10.1080/09500782.2020.1837860
Tai, K. W. H., & Wei, L. (2021b). Constructing playful talk through translanguaging in English medium instruction mathematics classrooms. Applied Linguistics, 42(4), 607-640. https://doi.org/10.1093/applin/amaa043
Tai, K. W. H., & Wei, L. (2023a). Embodied enactment of a hypothetical scenario in an English medium instruction secondary mathematics classroom: A translanguaging approach. In Language Teaching Research (Issue December 2024). https://doi.org/10.1177/13621688231152858
Tai, K. W. H., & Wei, L. (2023b). Engaging students in learning and creating different translanguaging sub-spaces in Hong Kong English Medium Instruction history classrooms. Language and Education, 39(1), 190-231. https://doi.org/10.1080/09500782.2023.2248958
Tai, K. W. H., & Wong, C. Y. C. (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
Vogel, S., Ascenzi-Moreno, L., & Garcia, O. (2018). An expanded view of translanguaging: Leveraging the dynamic interactions between a young multilingual writer and machine translation software. Plurilingualism in Teaching and Learning: Complexities Across Contexts, 89-106. https://doi.org/10.4324/9781315392462-6
Wei, L. (2018). Translanguaging as a Practical Theory of Language. Applied Linguistics, 39(1), 9-30. https://doi.org/10.1093/applin/amx039

Wong, N., & Garcia, O. (2025). Expandability and temporality in translanguaging spaces: a space-centred systematic observation of Kongish Daily. Applied Linguistics Review, 1-29. https://doi.org/10.1515/applirev-2024-0372
Zeng, J., Ponce, A. R., & Li, Y. (2023). English linguistic neo-imperialism in the era of globalization: A conceptual viewpoint. Frontiers in Psychology, 14(March), 1-9. https://doi.org/10.3389/fpsyg.2023.1149471
Zheng, Z. (Zoey), & Drybrough, A. G. (2023). Translanguaging in the academic writing process: Exploring Chinese bilingual postgraduate students' practices at a British university. Journal of English for Academic Purposes, 65(June). https://doi.org/10.1016/j.jeap.2023.101269

Words: 9652
Characters:70 917 (39 standard pages)

Erwin Ashari
English Applied Linguistics
Universitas Negeri Medan
Jl. William Iskandar Ps. V, Kenangan Baru, Percut Sei Tuan,
Deli Serdang, Sumatera Utara, 20221
Medan
Indonesia
Lecturer, Department of English Education
Universitas Riau Kepulauan
Jl. Batu Aji Baru No. 99, Batu Aji, Kota Batam, 29422
Batam
Indonesia
erwinashariharianja83@gmail.com
ORCID: 0000-0003-2646-851X

Berlin Sibarani
English Applied Linguistics, Universitas Negeri Medan
Jl. William Iskandar Ps. V, Kenangan Baru, Percut Sei Tuan,
Deli Serdang, Sumatera Utara, 20221
Medan
Indonesia
berlin.sitiotio@gmail.com
ORCID: 0009-0008-0579-2226

Masitowarni Siregar
English Applied Linguistics, Universitas Negeri Medan
Jl. William Iskandar Ps. V, Kenangan Baru, Percut Sei Tuan,
Deli Serdang, Sumatera Utara, 20221
Medan
Indonesia
siregarmasitowarni@yahoo.com
ORCID: 0000-0001-5055-1941