

**TEACHERS TRANSLANGUAGING PRACTICE IN VOCATIONAL EFL
CLASSROOM: AN OBSERVATIONAL STUDY**

Presented to the Department of English Language Education

**As a Partial Fulfillment of the Requirements to Obtain Sarjana Pendidikan
Degree in English Language Education**



Alya Usman Ramadhani

21322049

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIAL-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

2025

APPROVAL SHEET

TEACHERS TRANSLANGUAGING PRACTICE IN VOCATIONAL EFL
CLASSROOM: AN OBSERVATIONAL STUDY

By

ALYA USMAN RAMADHANI

21322049



Approved on 3rd June 2025

By:

Supervisor

Dr. Ista Maharsi, S.S., M.Hum.

NIP. 056130501

RATIFICATION SHEET
TEACHERS TRANSLANGUAGING PRACTICE IN VOCATIONAL EFL
CLASSROOM: AN OBSERVATIONAL STUDY

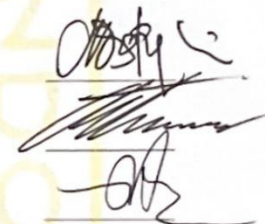
By:

ALYA USMAN RAMADHANI

21322049

Defended before the Board of Examiners on 3rd June 2025 and Declared
Acceptable Board of Examiners

Supervisor : Dr. Ista Maharsi, S.S., M.Hum.
First Examiner : Dr. Adam Anshori, S.S., M.A.
Second Examiner : Irma Windy Astuti, S.S., M.Hum.



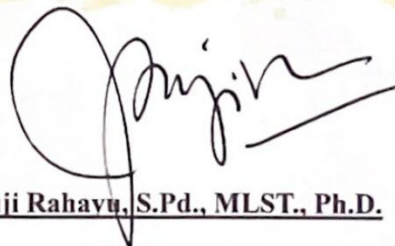
Yogyakarta, 3rd June 2025

English Language Education Department

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that in this thesis which I have written, does not contain the work or parts of the word of the people, except cited in the question and references, as a scientific paper should.

Yogyakarta, 3rd June 2025



Alya Usman Ramadhani

MOTTO

“Life will find a way.”

“... But they plan, and Allah plans. And Allah is the best of planners.” [8:30]

DEDICATION

In the name of Allah and with His permission, I finished my thesis. This thesis is wholeheartedly dedicated to myself, my beloved parents; *Alm. Bapak* Harmanto and *Ibu* Tusri Rejeki, my supportive best friends; Audiva, Auliya, and Nisa, my thesis supervisor, and all the people who have always helped and encouraged me over my thesis writing process.

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all praises to Allah SWT, the almighty God, the most merciful and most gracious, whose never-ending *rahmat* and *hidayah* have been showered upon us, allowing the writer to complete the thesis successfully. *Sholawat* and *salam* be upon the Prophet Muhammad SAW for guiding humanity onto the right path. I would like to express my deep appreciation to the honorable:

1. My proud parents, *Alm. Bapak* Harmanto and *Ibu* Tusri Rejeki, for their unending faith, prayers, and unceasing support. *Pak, Bu*, at long last, I succeeded.
2. My supervisor, Dr. Ista Maharsi, S.S., M.Hum., who has provided input, suggestions, and motivation during my thesis writing process.
3. The head of the English Language Department and my academic supervisor, Mrs. Puji Rahayu, S.Pd., MLST., Ph.D., for guiding me throughout my college journey.
4. All lecturers and staff of the English Language Department.
5. My dearest best friends, Nida Rachma Saukilmuna, Audiva Nur Rahma Putri, Auliyatunnisa, and Putri Septiani Khairunnisa, since day one, who have always supported me and been on my side, in my ups and downs. Many thanks for the love and care for me.
6. My closest friends during my college, Thallah, Divla, Sesmitha, Riska, Rofiq, Firstian, and other friends whom I cannot mention one by one, many regards to you all for the love, support, and encouragement during my college journey until I completed my thesis.

Additionally, this thesis still needs a lot of enhancement, so suggestions and recommendations are welcome. I hope that the readers will find this thesis useful. Aamiin Ya Rabbal 'Alamin.

TABLE OF CONTENTS

<i>APPROVAL SHEET</i>	<i>ii</i>
<i>RATIFICATION SHEET</i>	<i>iii</i>
<i>STATEMENT OF WORK'S ORIGINALITY</i>	<i>iv</i>
<i>MOTTO</i>	<i>v</i>
<i>DEDICATION</i>	<i>vi</i>
<i>ACKNOWLEDGEMENT</i>	<i>vii</i>
<i>TABLE OF CONTENTS</i>	<i>viii</i>
<i>ABSTRACT</i>	201
<i>1. INTRODUCTION</i>	202
<i>2. LITERATURE REVIEW</i>	203
<i>3. RESEARCH METHOD</i>	204
<i>4. RESULT AND DISCUSSION</i>	206
<i>5. CONCLUSION</i>	208
<i>REFERENCES</i>	209

TEACHERS TRANSLANGUAGING PRACTICE IN VOCATIONAL EFL CLASSROOM: AN OBSERVATIONAL STUDY

Alya Usman Ramadhani^{1*}, Ista Maharsi²

¹ Department of English Language Education, Universitas Islam Indonesia,
Indonesia

² Department of English Language Education, Universitas Islam Indonesia,
Indonesia

* Pos-el: 21322049@students.uii.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mendalami praktik translanguaging yang dilakukan oleh seorang guru bahasa Inggris ketika mengajar bahasa Inggris di sekolah menengah kejuruan. Partisipan penelitian ini adalah seorang guru wanita berusia 43 tahun yang telah mengajar bahasa Inggris selama lebih dari 10 tahun. Data dikumpulkan dari video kelas yang berdurasi 53 menit. Video tersebut ditranskrip dan dianotasi dengan menggunakan daftar periksa observasi. Data dianalisis menggunakan analisis tematik. Penelitian ini menemukan bahwa guru menggunakan tiga praktik translanguaging: alih kode, penerjemahan, dan penafsiran. Alih kode digunakan ketika guru menyampaikan pelajaran melalui presentasi PowerPoint, sesi tanya jawab, dan menginstruksikan siswa untuk membaca atau berlatih. Penerjemahan dan penafsiran digunakan ketika guru membantu siswa memahami materi. Guru menggunakan bahasa Inggris terlebih dahulu, diikuti dengan kalimat pemahaman dalam bahasa pertama atau kedua. Guru juga merumuskan ulang kalimat dalam bahasa Inggris untuk membantu siswa memahami materi dengan baik dan mudah. Penelitian ini menunjukkan bahwa praktik translanguaging yang dilakukan guru memungkinkan guru untuk mengklarifikasi instruksi, mengelaborasi pertanyaan, dan menjelaskan materi pembelajaran.

Kata kunci: translanguaging, sekolah menengah kejuruan, bilingualisme

ABSTRACT

This study aims to explore an EFL teacher's translanguaging practice when teaching English in a vocational high school. The participant of this study was a 43-year-old female teacher who has been teaching English for more than 10 years. Data were collected from a classroom video of 53 minutes. The video was transcribed and annotated using an observation checklist. Data were analyzed using thematic analysis. This study found that the teacher employed three translanguaging practices: code-switching, translation, and interpretation. Code-

switching was used when the teacher delivered the lesson through a PowerPoint presentation, question and answer sessions, and instructing students to read or practice. Translation and interpretation were employed when the teacher helped the students comprehend the material. The teacher used English first, followed by comprehension sentences in the first or second language. The teacher also reformulated a sentence in English to help the students understand the materials well and easily. This study suggests that teachers' translanguaging practices enable teachers to clarify instructions, elaborate questions, and explain learning materials.

Keywords: *translanguaging, vocational classroom, bilingualism*

A. INTRODUCTION

Translanguaging has been designed to impact people, especially in the classroom between the teacher and students, for meaning-making communicative systems and to acknowledge the teacher and students more flexible and dynamic language practices. Translanguaging may be utilized as both a bilingual pedagogy for teaching and learning, as well as a performing act (Garcia, 2014) as cited in (Creese & Blackledge, 2015). In addition, Daniel & Pacheco (2016) also stated that teachers have to implement translanguaging pedagogies that foster the development of students' entire linguistic range to support their translanguaging practices. A study from García & Wei (2013) added that translanguaging can be used as a pedagogical approach for various students and educational contexts.

In other studies, the importance of translanguaging is not only in its ability to engage every student holistically but also in its ability to differentiate instruction so that all students are challenged in cognitive, social, and creative domains receive linguistic input, and make linguistic output via meaningful interactions and collaborative discussion (García & Wei, 2013). According to Garcia (2009b), as cited in García & Wei (2013), she added that translanguaging plays an important part in helping students become bilingual. Translanguaging serves as both a support framework and a communication web for emerging bilinguals, who develop and integrate new language practices into a complex, dynamic bilingual repertory rather than acquiring an additional language independently. This means that translanguaging has a positive impact on the classroom.

Translanguaging is a natural occurrence for foreign language classes with minimum pedagogical efforts by teachers and monolingual education policies cannot fully limit it (Canagarajah, 2011). A previous study from Turkey revealed that translanguaging could represent a more beneficial pedagogical approach compared to the monoglots teaching approach (Yasar Yuzlu & Dikilitas, 2022). Another study from an EFL classroom in China stated translanguaging pedagogy effectively assists students' understanding, grabs their attention, and enhances their interest in the topic content (Liu et al., 2022). In the Indonesian context, teachers mostly use Bahasa Indonesia, and some of them use their mother tongue, and English as translanguaging practice (Berlianti & Pradita, 2021). Another study from Indonesia stated that the use of L1 is a strategy to help students understand the material (Budiman & Krisfani, 2020). Thus, translanguaging practice is a helpful

instrument for English language learners in EFL classroom contexts (Rasman, 2018). Even though a study has been found on translanguaging in an EFL classroom student context. However, studies on translanguaging in the EFL classroom from the perspective of teachers in vocational high school contexts are still occasionally found. Therefore, to fill the gap, the researcher would expand on the concept of translanguaging from the perspective of an EFL teacher in a vocational high school. This research addresses the following question: (1) What types of translanguaging practices have EFL teachers most frequently employed in the classroom?

B. LITERATURE REVIEW

1. Translanguaging Practice

The concept of communicating using more than one language is generally referred to as translanguaging. This is supported by a study by Rasman (2018), who states that the concept of translanguaging represents significant changes in how languages and multilingualism are conceptualized, focusing on the value of employing the entire linguistic repertoire. Expanding an individual's repertoire of semiotic practices, a translanguaging approach to bilingualism turns them into dynamic resources adaptable to local and global sociolinguistic contexts (García & Wei, 2013). Translanguaging involves using all the languages in one's repertoire to communicate and switching between languages provided by the other to co-construct meaning. Translanguaging presents multilingual communication as diverse, dynamic, and democratic, compared to “multilingual” competence (Canagarajah, 2011). Garcia (2009a), as cited in García & Wei (2013), emphasized that translanguaging refers to the various discursive practices that people with bilingualism utilize to comprehend their bilingual environments.

Therefore, the practice of translanguaging is generally spontaneous for the sake of each other's understanding and comfort. Wei (2011, p.1223) as cited in Creese & Blackledge (2015) stated that the mechanism of translanguaging “is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience, and environment.” Furthermore, the study by Poza (2017), as cited in Lee (2022), added that the main focus of translanguaging is the language users, not the language itself. It indicates that the speakers' agency, intelligence, and creativity in their communication actions were taken into serious consideration. When the L2 speakers recognize their mother tongue as a supportive resource for meaningful communication, they can use both L1 and L2 (Lee, 2022).

Furthermore, research by Tse (1996) emphasizes that translanguaging practices include code-switching, language brokering, translation, and interpretation. Malakoff & Hakuta (2010) stated that code-switching improves or complements communication when speaking with bilingual speakers. It aims to improve what is being stated rather than repeat what already has been expressed. A study from Hoffman (2014) as cited in Berlianti & Pradita (2021) stated that there are four types of code-switching: (a) inter-sentential switching, (b) intra-sentential switching, (c) tag switching, and (d) establishing continuity with the prior speaker.

According to Tse (1996), language brokering facilitates communication between two language and/or culturally diverse parties. The last types of

translanguaging practice are translation and interpretation. In the study from Malakoff & Hakuta (2010), translation generally involves substituting an equivalent utterance in the source language with an utterance in the target language to improve communication with monolingual speakers of the target language. The goal of translation is to convey an utterance's (or text's) meaning as accurately as feasible in the target language. Hence, translanguaging represents three components, specifically (1) code-switching, which focuses on spontaneous conversation written into different languages; (2) language brokering, which focuses on influencing the messages that parties express, interpret, and translate between linguistically and culturally diverse parties. It may even take on the role of decision-maker, and (3) translation and interpretation include a complex process of understanding and reformulating the meaning of a text.

2. Translanguaging in the Classroom

Language interaction might be easily encountered in classrooms, especially between the national language or local language and those who speak a foreign or second language (Cenoz & Gorter, 2015) as cited in (Rasman, 2018). This implies that the majority of translanguaging practice takes place in the classroom. This is supported by a study from Rios & Seltzer (2017), as cited in Lee (2022), that translanguaging has significant potential for critical or transformational praxis in language education and is used in various multilingual situations, particularly in classroom settings. Translanguaging actions in the classroom make use of all of the child's linguistic resources to optimize understanding and achievement. Thus, speaking, understanding, literacy, and learning are organized and mediated in a dynamic and functionally integrated manner using both or all language (Lewis et al., 2012).

A study from García & Wei (2013) shows that translanguaging in the classroom is an approach to bilingualism that focuses on the easily observed actions of bilingual students and their teachers. These acts contrast with our typical concepts of independent languages, which often involve language learning and development. Translanguaging is also a method that all teachers, whether monolingual or bilingual, can implement to promote equal learning in their classrooms.

Translanguaging practice that incorporates different languages into classroom education supports people's acquisition and proficiency in English, especially for teachers and students. However, in other research, Ke & Lin (2017) stated that for some students the use of a translanguaging approach will have negative educational impacts. Students might develop an incomplete understanding of English and find it more challenging to express themselves in correct English due to L1 grammar and structure limitations. Students were commonly self-regulated by translanguaging throughout the writing process at New York City's Spanish-English and Korean-English dual-language bilingual education (DLBE) programs (Velasco & García, 2014). The findings from those studies confirmed that translanguaging is essential in classroom practices that use more than one language, and this study implemented the construct of Tse's (1996) study.

C. RESEARCH METHOD

This research examines teacher translanguaging practices at vocational high schools that use more than one language in the classroom. The research subject was Miss Nita, a female, 43 years old. She has a bachelor's degree in English language education and has 19 years of experience teaching English. She is an open-minded person and always welcomes criticism and feedback. She always endeavors for her students to keep the learning process in the class on track. That is the reason why she previously participated in this study. The researcher observes a vocational school in Yogyakarta. The class is in 11th grade in the machine engineering major. The class lasted for 90 minutes and consisted of 17 students.

This study employed the classroom observational method to investigate the application of translanguaging in educational settings (Kumaravadivelu, 1993). The data were collected from video recordings of the interaction between the teacher and the students of an EFL classroom in a vocational high school during the English class (Clemente, 2008). The researcher used an observational checklist, including the types of translanguaging, the examples, the frequency, and the minutes. The observation is elicited based on the instrument from Tse (1996): translanguaging practices consist of code-switching, language brokering, translation, and interpretation between culturally and linguistically diverse individuals.

Table 3.1 Sample of codes used in data analysis

Aspects	Codes	Meaning
Code-Switching	Code-Switching/008	Code-switching is discovered in the observation table checklist in the eighth row.
Language Brokering	Language Brokering/020	Language brokering is discovered in the eighth row of the observation table checklist.
Translation and Interpretation	Translation and Interpretation/017	Translation and interpretation are discovered in the observation table checklist in the eighth row.

The data analysis of this study uses thematic analysis. Thematic analysis is an approach to recognizing, examining, and reporting patterns (themes) in data (Braun & Clarke, 2014). It is already widely used for thematic analysis, and the variety of potential theme analyses and various decisions regarding it as a methodology will be further highlighted. There are six stages of thematic analysis shown below:

Stage 1: The researcher familiarized themselves with the data by rewatching the recorded video, transcribing the observation's result, and rewatching all data sources, as indicated by the verbal data transcription.

Stage 2: Creating initial codes. The researcher assigned various colors to each code to make data easier to identify and recognize.

Stage 3: Searching for themes. The researcher looked over the entire transcript in search of a suitable theme.

Stage 4: Review themes to extract the most relevant information from the data by comparing each theme since some data had many themes.

Stage 5: The researcher defines and names the themes based on the data found.

Stage 6: Producing the report. The researcher completes the final data and inserts it into the report.

D. RESULT AND DISCUSSION

Based on the three aspects of translanguaging show that the teachers have extensively implemented it. Those three aspects were code-switching, language brokering, translation, and interpretation. However, the most prominent data used by the teacher were code-switching, translation, and interpretation. When the teacher used code-switching, a sentence with the first or second language was spontaneously completed at the end or in the middle. The teacher used simple English vocabulary and familiar English words when switching from first or second language. The teacher implemented code-switching when she conveyed the lesson; such as through PPT, conducting question and answer sessions, and giving instructions. The data when the teacher gave instructions are provided below:

T: "Tadi apa? Repeat once again. Saya sampai mengulang terus sampai I forget the question." (What was that? Repeat once again. I kept repeating until I forget the question)

(Code-switching/008)

T: "Yang sini penuh ya. Guys, I told you, section group yang sebelah sana berarti you must read loudly ya, dibaca dengan loudly, keras. (This part here is full. Guys, I told you, section group over there means you must read loudly, read loudly, loudly.)"

(Code-switching/012)

According to a previous study, teachers utilized code-switching for both pedagogical and affective reasons. Some pedagogical reasons were grammar, explaining new vocabulary (translation), evaluating students' knowledge, highlighting certain points in the class, and explaining the purpose of the lesson. Meanwhile, affective reasons were employed to fulfill students who had inadequate English skills, such as saving time, reprimanding or scolding, and keeping the session flowing (Zainil & Arsyad, 2021). In another study, the teacher used code-

switching when it was essential to do so, such as when the students needed clarification, repetition, recapitulation, and socialization (Adriosh & Razi, 2019). Moreover, code-switching has four sub-components: (1) Inter-sentential switching occurs when words or phrases switch language at the beginning or end of a sentence; (2) Intra-sentential switching, the shift is done in the middle of a sentence, with no interruptions; hesitations, or pauses to indicate a shift; (3) Tag switching, a switching that occurs when someone inserts short expressions or tags in another language than the main language in the utterance; and (4) establishing continuity with the previous speaker. Based on the observation data from this research, the teacher only used two code-switching sub-components: inter-sentential and intra-sentential switching.

The second components were translation and interpretation, which the teacher used to help the students understand the materials. The teacher used English and then made first or second-language comprehension sentences. The teacher also made a reformulation sentence in English to make the students understand the materials well and easily. For example, when the teacher explained the “definition of offering help,” the teacher implemented translation and interpretation. The data when the teacher explained the material are provided below:

T: “He stand in, on the rock, on the stone. Hanya terlihat berdiri di batu atau perbukitan. (He stand in, on the rock, on the stone. It is only seen standing on a rock or a hill.)

(Translation and Interpretation/012)

In translation and interpretation, the teacher used the first or second language to clarify the sentence before the teacher spoke English. It was easy for students to understand the instructions from the teacher. As a result, the researcher retrieved two themes from the transcript. The transcript data sample is shown below:

T: “You offer help to someone. Memberikan tentang e apa bantuan, menawarkan bantuan kepada seseorang, itu terakhir kapan?” (You offer help to someone. Giving help for someone, when was the last one?)

(Translation and Interpretation/009)

A previous study by AlKindi et al. (2020) found that translation and interpretation are widely acknowledged as effective tools for acquiring new words, comprehending the target material, and completing given tasks. This previous study matches the current research that states that translation and interpretation are efficient for helping students during the lesson. Another study found that translation and interpretation are applied to support students in generating meaning before they reach a high level of proficiency in the language of instruction (Iversen, 2020). Translation and interpretation have four sub-components: (1) comprehending the vocabulary of the original source-language text requires reading it word for word; (2) comprehending the original text’s meaning involves translating sentences, phrases, and clauses one after the other; (3) reformulating or arranging messages from the target language does not change their meaning, and (4) the suitability of the target language text’s meaning can be examined at several different levels or

units. Based on the data observation, the two types of sub-components of translation and interpretation that the teacher implements are the comprehension of the original text's meaning, which involves translating sentences, phrases, and clauses one after the other, and the suitability of the target language text's meaning can be examined at several different levels or units.

The data observation revealed that translanguaging, especially code-switching, translation, and interpretation, had a positive effect when applied in the classroom. Although the students are mostly low-level proficient and not confident in their English skills, they still respond to the teacher. The students mostly respond in their first or second language, and sometimes, they respond to the teacher with gestures or nods.

Furthermore, language brokering did not exist during the lesson. The reason is that the teacher did not organize discussions or tasks for the students. Thus, there was no agreement for decision-making. The data shows that the teacher and the students are the only parties involved in that class. Moreover, there is no cultural background from the students, and during the lesson, the teacher only uses English and Bahasa Indonesia. A study by Thoma & Draxl (2023) found that language brokering occurs in crucial and sensitive decision-making processes in bureaucratic environments and interactions with institutions. Another study found that language brokering occurs when immigrant students have different experiences but have a common goal: to learn and use English properly to ease communication in multilingual EFL contexts (Kemende & Charamba, 2023). Language brokering functions as a broker not only between various points of view and arguments but also between the main points of the translated text.

E. CONCLUSION

The researcher explored the use of teacher translanguaging in vocational EFL classroom contexts. Translanguaging components consist of code-switching, language brokering, translation, and interpretation. According to the data observation, the types of translanguaging the teacher most frequently uses during class are code-switching, translation, and interpretation. This implies that code-switching can be implemented according to the student's needs. Despite the problems of each student learning English in the school being different, code-switching will help because the teacher can switch English with their mother tongue, either in their first or second language. In addition, translation and interpretation have become a support technique for students. The students lacked vocabulary; thus, when the teacher talked fully in English, the teacher would repeat it again, whether in English in simple sentences or translate the sentence sequentially. Therefore, code-switching, translation, and interpretation are effective in helping students during the lesson.

The limitation of this research is that there is only one teacher in a one-meeting class. Also, the researcher only employed one method in this research. Due to the limitations, the researcher suggests more than one participant for future research. The researcher can observe more than one class with different teachers and include interviews with the teacher to get more in-depth information about

translanguaging in vocational EFL classes. Also, in the future, the research can be a longitudinal study. Thus, the data will be more valid.

REFERENCES

- Adriosh, M., & Razi, Ö. (2019). Teacher's Code Switching in EFL Undergraduate Classrooms in Libya: Functions and Perceptions. *SAGE Open*, 9(2). <https://doi.org/10.1177/2158244019846214>
- AlGhaliya AlKindi, Ismail Sheikh Ahmad, Abdul Gabbar Al-Sharafi, & Faizah Idrus. (2020). The Impact of Translation Use on EFL And FFL Learning from the Perspective of Grade11 Omani Students: A Qualitative Case Study . *IMPACT: International Journal of Research in Humanities, Arts and Literature* , 8(9), 77–94.
- Berlianti, D. G. A., & Pradita, I. (2021). Translanguaging in an EFL classroom discourse: To what extent it is helpful for the students? *Communication in Humanity and Social Science*, 1(1), 42–46. <https://doi.org/10.21924/chss.1.1.2021.14>
- Braun, V., & Clarke, V. (2014). *Using thematic analysis in psychology*. January. <https://doi.org/10.1191/1478088706qp063oa>
- Budiman, Y., & Krisfani, B. (2020). Students' and Teachers' Perspective of English Language in Multilingual Efl Classroom. *Journal of English Education E-ISSN*, 3(1), 86.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. In *Applied Linguistics Review* (Vol. 2, Issue 2011). <https://doi.org/10.1515/9783110239331.1>
- Clemente, I. (2008). Recording audio and video. In L. Wei & M. G. Moyer (Eds.) *The Blackwell guide to research methods in bilingualism and multilingualism* (pp. 177-191). Oxford: Blackwell Publishing.
- Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20–35. <https://doi.org/10.1017/S0267190514000233>
- Daniel, S. M., & Pacheco, M. B. (2016). Translanguaging Practices and Perspectives of Four Multilingual Teens. *Journal of Adolescent and Adult Literacy*, 59(6), 653–663. <https://doi.org/10.1002/jaal.500>
- García, O., & Wei, L. (2013). Translanguaging: Language, bilingualism and education. In *Translanguaging: Language, Bilingualism and Education*. <https://doi.org/10.1057/9781137385765>
- Iversen, J. Y. (2020). Pre-service teachers' translanguaging during field placement in multilingual, mainstream classrooms in Norway. *Language and Education*, 34(1), 51–65. <https://doi.org/10.1080/09500782.2019.1682599>
- Ke, I. C., & Lin, S. (2017). Translanguaging approach to TESOL in Taiwan. *English Teaching and Learning*, 41(1), 33–61.

- <https://doi.org/10.6330/ETL.2017.41.1.02>
- Kemende Wunseh, Q., & Charamba, E. (2023). Language Brokering and Code Switching as Teaching and Learning Tools in Multilingual Settings: Reflections of Two Immigrant Children. *Journal of Languages and Language Teaching*, 11(1), 114. <https://doi.org/10.33394/jollt.v11i1.6447>
- Kumaravadivelu, B. (1993). Maximizing learning potential in the communicative classroom. *ELT journal*, 47(1), 12-21.
- Lee, H. (2022). The Journal of Asia TEFL. *Journal of Asia TEFL*, 19(1), 163–179. <https://doi.org/10.18823/asiatefl.2022.19.1.10.163>
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Ueveloping its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655–670. <https://doi.org/10.1080/13803611.2012.718490>
- Liu, D., Deng, Y., & Wimpenny, K. (2022). Students’ perceptions and experiences of translanguaging pedagogy in teaching English for academic purposes in China. *Teaching in Higher Education*, 1–19. <https://doi.org/10.1080/13562517.2022.2129961>
- Malakoff, M., & Hakuta, K. (2010). Translation skill and metalinguistic awareness in bilinguals. *Language Processing in Bilingual Children*, 141–166. <https://doi.org/10.1017/cbo9780511620652.009>
- Rasman. (2018). To translanguage or not to translanguage? The multilingual practice in an indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687–694. <https://doi.org/10.17509/ijal.v7i3.9819>
- Thoma, N. (2023). *Transforming language brokering policies at school : Learning from students with transnational biographies*. <https://doi.org/10.1177/14749041221126563>
- Tse, L. (1996). Language brokering in linguistic minority communities: The case of Chinese-and Vietnamese-American students. *Bilingual research journal*, 20(3-4), 485-498.
- Velasco, P., & García, O. (2014). Translanguaging and the Writing of Bilingual Learners. *Bilingual Research Journal*, 37(1), 6–23. <https://doi.org/10.1080/15235882.2014.893270>
- Yasar Yuzlu, M., & Dikilitas, K. (2022). Translanguaging in the development of EFL learners’ foreign language skills in Turkish context. *Innovation in Language Learning and Teaching*, 16(2), 176–190. <https://doi.org/10.1080/17501229.2021.1892698>
- Zainil, Y., & Arsyad, S. (2021). Teachers’ Perception of Their Code-Switching Practices in English as a Foreign Language Classes: The Results of Stimulated Recall Interview and Conversation Analysis. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211013802>