

Unlocking English Language Mastery: A Comprehensive Review of Translanguaging in EFL Classrooms

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Abstract

The ability to transfer meaning from a source language to a target language is crucial, particularly in EFL (English as a Foreign Language) classrooms, which is why translanguaging is one of the methods that enable teachers to deliver learning materials that are not only in one language but are needed. It provides two languages that can be used together to make teaching and learning easier. This article employs a comprehensive review technique to analyze existing literature on the topic and aims to outline the use of translanguaging in EFL classrooms. The researchers reviewed five studies to explore the benefits and challenges of implementing translanguaging in EFL classrooms through its similarities. The findings reveal that

translanguaging improves students' comprehension, reduces their language anxiety, improves their participation and understanding in the classroom, and supports teachers in clarifying instructions. Furthermore, this article mentioned the potential of using translanguaging in EFL classrooms as an effective teaching method, providing advantages for teachers and students. By synthesizing a wide range of studies, this article contributes to a deeper understanding of translanguaging in EFL contexts and offers a comprehensive perspective for scholars and practitioners.

Keywords: Translanguaging, EFL Classrooms, Teaching, Learning

Introduction

Translanguaging has grown in importance in English classrooms as a means of improving language learning. Students frequently encounter difficulties learning English in multicultural, multilingual settings, mainly if it is not their first language. Translanguaging allows learners to draw on both their first language and English, helping them leverage their full range of language skills. Translanguaging allows learners to draw on both their first language and English, helping them leverage their full range of language skills (García & Kleifgen, 2020; Parra & Proctor, 2021). More profound knowledge, active engagement, and a more welcoming, encouraging learning atmosphere are all facilitated by this method. Translanguaging accelerates language acquisition (Beiler, 2021) and addresses educational inequities in multilingual classrooms by integrating students' languages and providing opportunities for genuine communication, critical thinking, and confidence-building.

In line with that, having a solid understanding and comprehension of a language is important to everyone. The ability to identify and analyze a language is needed to know the meaning of the messages of sentences, phrases, and discourse. The meaning and messages of a language will not be understood and delivered accurately if the speakers do not understand how a source language should be transferred to the target language and vice versa. The source

language is the main language spoken by the speakers, while the target language is the language in which the speaker will transfer or deliver the meaning and messages (Fitria, 2024). Additionally, the knowledge of other factors that might affect the meaning of a language, such as gender, culture, level of education, etc., is also needed. These factors can influence how the listener or interlocutor perceives the meaning. A message from the source language may not be fully understood if these contextual factors are overlooked.

In the context of EFL, the ability to transfer a meaning effectively from a source language to a target language is particularly vital. For English teachers, understanding and possessing this skill of transferring a message from the source language to the target language is crucial to ensuring their students can grasp the intended meaning. Translanguaging is a teaching method that improves the feeling of belongingness and strengthens multilingual students' knowledge of scientific theories (Parma, 2023). By leveraging translanguaging, teachers can bridge language gaps and improve English teaching and learning comprehension. The advantages of possessing the skill of transferring a language into another in a correct way are expected to be not only beneficial for the teacher but also for the students. Developing this skill also can enhance the learning experience for the students. One effective method typically used by English teachers to facilitate the learning process is translanguaging.

The Definition of Translanguaging

Translanguaging is a method that involves two languages to deliver and receive information from one language to another. Translanguaging involves a pedagogical practice that switches the input and output of language mode in bilingual classrooms (Cenoz & Gorter, 2021). In its initial sense, translanguaging denotes the deliberate strategy of integrating both English and Welsh in the classroom (Pugh et al., 2024). As Dougherty (2021) mentioned, in an educational setting, translanguaging is utilizing the linguistic repertoire of the students and teachers to interact academically, socially, and cognitively, which can lead to identity

exploration and formation. Translanguaging encompasses using and navigating between two languages (Efendi & Syafryadin, 2024).

As stated by Riswanto (2022), the definition of translanguaging is a practice in teaching where educators/teachers mix languages to create an engaged learning environment in a bilingual educational setting. The language that educators use here is a source language (Indonesian) and a target language (English). Therefore, translanguaging has a pedagogical function: to use what is more familiar to the student to help them understand the less familiar language (Agustin & Wahyudi, 2024). Moreover, pedagogical translanguaging involves using translanguaging practices in the classroom to accomplish specific pedagogical objectives. In broad terms, translanguaging involves encouraging students to use their native language skills as a resource to enhance their learning in the target language classroom (Khairunnisa & Lukmana, 2020).

Translanguaging in EFL Classroom

In EFL classrooms, educators have widely used translanguaging since it has many advantages for both educators and students. Reyla (2022) stated that translanguaging can help students develop their multilingual awareness, and it opens new possibilities for teaching methods and language use by using the official language in academics while including local languages and cultural dialects in communication. Pazmino and Gallardo (2024) stated that translanguaging enables students to feel comfortable and engaged in the learning process, leading to better comprehension and retention of the language. Teachers who practice pedagogical translanguaging in the classroom, motivating students to be involved in their whole language repertoire, create an environment for learning that is inviting and supportive of language learning (Flores & Schissel, 2014).

Translanguaging should be used in English classes to assist students in learning the language by using their entire linguistic repertoire. By enabling students to utilize both English

and their native tongues, this method facilitates understanding and makes complicated ideas more approachable. Since students may use well-known language resources to comprehend and communicate, translanguaging helps them develop a stronger bond with the subject matter (Bonacina-Pugh et al., 2021). Additionally, it fosters diversity by guaranteeing that every student may participate fully and achieve, irrespective of their language background. However, translanguaging promotes increased engagement, boosts self-esteem, and improves language acquisition more comprehensively and efficiently by affirming various linguistic identities.

Previous Studies on The Use of Translanguaging in EFL Classrooms

As articulated earlier, some studies have been done on translanguaging in EFL classrooms.

Five articles related to the use of translanguaging in EFL classrooms will be reviewed in this article. Here is the data of the articles.

Table 1. Classification of Previous Studies

Title	Date of Publication	Journal	Author
Exploring translanguaging as a pedagogical strategy used by the English teacher in EFL <i>classroom setting</i>	April 22, 2022	JPGI (Jurnal Penelirian Guru Indonesia). DOI: https://doi.org/10.29210/021948jpgi0005	Riswanto Riswanto
Indonesian university students' practices and perspectives on translanguaging	March 29, 2024	Journal on English as a Foreign Language DOI: https://doi.org/10.23971/jefl.v14i1.7817	Santi Agustin, RIBUT Wahyudi
Translanguaging in EFL Classroom: Reasons and Impacts	October, 2024	Journal of English Teaching and Research DOI: https://doi.org/10.29407/jetar.v9i2.23185	Marzon Efendi, Syafryadin

Translanguaging Practices in Language Classrooms	July 24, 2023	International Journal of Research in Education DOI: doi.org/10.26877/ijre.v3i2.15911	Maya Marsevani, Hana Julia
Implementing Translanguaging with Pedagogical Approach in an English as a Foreign Language (EFL) Listening Classroom	January 30, 2023	<i>International Journal of Instruction</i> https://e-iji.net/ats/index.php/pub/article/view/160	Roderick Julian Robillos

Based on the first finding, Riswanto's (2022) study investigates translanguaging as a pedagogical approach in English language instruction, highlighting its positive impact on educators and learners. The findings reveal that translanguaging enhances students' comprehension, as they can better grasp the meaning and messages the teacher conveys. It also boosts student engagement, as learners show increased participation in class activities and improved English language skills. From the teacher's perspective, this method facilitates more transparent communication and allows students to more easily engage in active dialogue, making it more straightforward to interact with the instructor and better understand the material presented. In this way, the results of this study highlight the importance of translanguaging in improving students' comprehension of English language content. Translanguaging allows students to draw on their entire linguistic repertoire (García & Kleifgen, 2020), which aids in a deeper grasp of the content taught, especially when students' English competence is still developing.

When teachers incorporate students' home languages alongside English, they can connect new information to themes they are already familiar with (Cenoz & Gorter, 2020), resulting in a more accessible and meaningful learning experience. Furthermore,

translanguaging provides a framework for students to understand not only the vocabulary but also the cultural and contextual nuances buried in language use (Nation, 2022; Nursanti, 2021). As a result, students are more likely to understand the explicit information and the underlying messages the teacher means to impart, resulting in improved learning outcomes. This is consistent with earlier research highlighting the cognitive and affective benefits of translanguaging in multilingual classrooms, indicating that it is critical to building an inclusive and effective language learning environment.

Unlike the first paper, Agustin and Wahyudi (2024) conducted a study to examine university students' use of translanguaging during classroom presentations and how their emotional states were affected by this practice. The results revealed that translanguaging significantly reduced students' negative emotions, such as anxiety, nervousness, and stress, particularly during presentations. Additionally, the study highlighted that translanguaging contributed to the development of students' multilingual abilities, including their proficiency in English. Many of the EFL students in the study viewed translanguaging as a valuable tool that supported their performance in presentations, primarily due to challenges related to limited language skills and difficulties with pronunciation. In line with that, In multilingual classrooms, negative emotions often stem from challenges like language barriers, fear of errors, and a lack of confidence when using a second or foreign language (Atibrata et al., 2024). Students may feel anxious or stressed when they have difficulty expressing themselves or comprehending others, which can lead to insecurity (Cenoz et al., 2024). The pressure to perform well in front of classmates, mainly when language skills are closely linked to academic achievement, can also intensify these feelings.

A multifaceted approach that cultivates a supportive and inclusive learning environment is necessary to overcome negative emotions in multilingual classrooms. One effective approach is to foster a growth mindset in which students perceive errors as learning

opportunities rather than failures. Teachers can establish a secure environment by assuring students that language errors are a natural part of the learning process. This mitigates the apprehension of criticism and motivates more engaged engagement. Moreover, Huang (2024), using an ecological point of view, looks at the rhetoric of translanguaging as used by bilingual teachers and the different purposes of translanguaging from the teachers' points of view. It shows that translanguaging is seen as a way to set a good example through scaffolding and beyond, as a way to give and take power, and as a growth-mindset-based multimodal approach.

The next context, a study by Efendi and Syafrudin (2024), looked into the motivations behind and effects of translanguaging in the EFL classroom. Researchers identified eight key aspects of translanguaging implementation in EFL classrooms based on their data. First, it addresses students' limited understanding of vocabulary. Second, teachers use translanguaging to help students grasp the content more effectively. Third, it aims to encourage greater student involvement and engagement during lessons. Fourth, since English is not the student's first language, teachers should create a positive and comfortable environment to help students feel at ease. Fifth, it helps prevent confusion or misinterpretation of learning materials. The sixth factor is the students' requests; when materials are only presented in English, students may struggle to understand the instructor's explanations fully.

Seventh, the constraint of time in EFL classes since English is taught for just a week. Eighth, translanguaging can provide comfort and help to confused or overwhelmed students therefore lowering their anxiety. The study of the researchers indicates that translanguaging also has some beneficial outcomes. Translanguaging, for example, can help one to be more involved in class. Translanguaging helps students grasp difficult topics, so the learning goal is accomplished most effectively. Since the students gain the explanation completely and thus understand the instruction properly, translanguaging can allow them to have more advanced

knowledge. Since they can express themselves in natural and forthright ways, students can enjoy the process of learning

The researchers' study highlights several benefits of translanguaging in the classroom by looking at the findings. For example, it fosters greater student participation, allowing learners to engage more actively in class discussions. By incorporating translanguaging, the learning objectives are more effectively achieved, as it enhances students' understanding of challenging or unfamiliar topics. This approach ensures that students grasp the material thoroughly, allowing for more transparent explanations and more effective comprehension of instructions. Furthermore, translanguaging creates a more enjoyable learning environment, enabling students to express themselves more authentically and naturally.

In their study on the use of translanguaging in language classrooms, Marsevani and Julia (2023) aimed to examine students' perceptions of this practice. The results indicated that translanguaging effectively supports students in understanding English-language material, helping them more easily grasp the topic. Students with weaker English skills reported feeling particularly aided by this approach. Although translanguaging was time-consuming, students were still willing to participate, recognizing its value in enhancing their comprehension. Students who are weaker language learners often demonstrate a strong willingness to participate in translanguaging classrooms despite challenges with language proficiency. For these students, the opportunity to use both their native and target languages can alleviate the pressure and anxiety that typically come with communicating in a foreign language. Translanguaging allows them to bridge gaps in understanding, enabling them to process complex material more effectively and express themselves more comfortably (Back et al., 2020). This dual-language approach allows students to rely on their existing linguistic

resources, making it easier to grasp new concepts, follow instructions, and engage in classroom activities.

Additionally, Robillos (2023) conducted a study exploring translanguaging as a pedagogical approach in the EFL classroom. The study assessed how this approach impacts students' listening comprehension and second language (L2) learning. Employing a mixed-method design, the research combined both quantitative and qualitative techniques. A pre-and post-test design was implemented with 15 participants from an intact group, and a semi-structured interview was also conducted to gather further insights. The findings revealed that incorporating pedagogical translanguaging significantly improved students' understanding, planning, monitoring, and evaluating their listening skills. This, in turn, enhanced their listening comprehension and facilitated better overall L2 learning outcomes. In this way, by enabling students to use both their native and target languages, translanguaging improves listening skills and spoken content comprehension.

This method makes it simpler for students to follow and comprehend the content by helping them make connections between new words or ideas in the target language and what they already know. Translanguaging enhances students' capacity to comprehend and react to spoken information by combining several languages (Canals, 2021), promoting active listening, and clarifying meaning. Translanguaging enhances students' capacity to comprehend and react to spoken information by combining several languages, promoting active listening, and clarifying meaning. Ultimately, translanguaging creates a more inclusive and supportive environment where students can fully engage with listening tasks, fostering greater confidence in their language learning.

Comprehensive Review

This section provides information on a comprehensive review, where the points are provided in Table 2. Meanwhile, the similarities between the previous studies can be found in Table 3.

Table 2. Key Points of the Articles

Title	Key Points
Exploring translanguaging as a pedagogical strategy used by the English teacher in EFL <i>classroom setting</i>	<p>Teacher's Perspective: Positive Impacts of Translanguaging</p> <ol style="list-style-type: none"> 1. Students find it easier to understand the meanings and messages conveyed by the teacher. 2. Students engage more actively in responding to the teacher.. 3. Students' overall English skills improves <p>Student's Perspective: Benefits of Translanguaging</p> <ol style="list-style-type: none"> 1. Students can understand the materials presented by the teacher more easily. 2. Students find it easier to engage in active communication with the teacher. 3. Students gain a better understanding of the correct meaning of words. 4. English learning in class becomes more enjoyable and engaging.
Indonesian university students' practices and perspectives on translanguaging	<ol style="list-style-type: none"> 1. Translanguaging reduces negative emotions or language anxiety: nervousness, worry, stress, and fear during presentations. 2. Translanguaging supports learners in enhancing their multilingual abilities, including improving their English skills. 3. The majority of multilingual EFL students consider

translanguaging an effective strategy and a valuable tool for EFL presentations.

4. Translanguaging assists students in overcoming challenges such as Insufficient language skills and pronunciation difficulties.

Translanguaging in EFL Classroom: Reasons and Impacts

Reasons for Implementing Translanguaging

1. Lack of Vocabulary Mastery
2. Clearer Instructions
3. Student Engagement
4. Comfortable Learning Environment
5. Avoiding Misconceptions
6. Student Requests
7. Time Constraints
8. Reducing Anxiety

Positive Impacts of Translanguaging

1. Encourages students to be more active in class.
2. Helps achieve learning objectives optimally by enhancing comprehension of unfamiliar topics.
3. Improves students' understanding of instructions and explanations.
4. Makes the learning process more enjoyable by allowing students to express themselves naturally and confidently.

Translanguaging Practices in Language Classrooms

Benefits of Translanguaging

1. Facilitates Material Comprehension
 2. Supports Students with Weak English Skills
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Challenge of Translanguaging:

Time-Consuming

Implementing Translanguaging with Pedagogical Approach in an English as a Foreign Language (EFL) Listening Classroom	Impact on Listening Comprehension and L2 Learning
	1. Improved Listening Skills
	2. Support for Other Language Skills: Writing skills.
	3. Most participants found translanguaging beneficial for learning English.

Table 3. Similarities in Comprehensive Review

No.	Similarities
1	All studies agree that translanguaging helps students better understand learning materials.
2	The studies consistently found that translanguaging reduces negative feelings like nervousness, stress, and fear, helping students feel more at ease in the learning process.
3	All studies observed that translanguaging encourages students to participate actively in classroom activities.
4	Across the studies, students view translanguaging as a beneficial and supportive method for their language learning.
5	Translanguaging is recognized as particularly helpful for students with weaker English proficiency.
6	The studies use translanguaging to clarify instructions, avoid misconceptions, and support student learning effectively.

Discussion

In this article, some literature was reviewed by the researchers. The findings consistently highlight the benefits of translanguaging in EFL classrooms. Translanguaging helps students better understand learning materials and makes lessons clearer and easier to understand. Translanguaging can reduce negative feelings such as nervousness, stress, and fear.

Additionally, translanguaging facilitates students' being more active in the classroom. Across the studies, students perceive translanguaging as an effective and supportive method for their language learning. Furthermore, teachers use translanguaging as a practical method to clarify instructions, prevent misconceptions, and support students' language learning development.

The first similarity is that all studies agree that translanguaging helps students better understand learning materials. Research continuously demonstrates that translanguaging greatly improves students' comprehension of course materials. Students can improve their understanding of difficult subjects by drawing links between their home language and English when allowed to utilize all of their linguistic resources (Cenoz & Gorter, 2020). Studies show that this method aids in bridging language barriers and increasing accessibility to challenging material. Additionally, because students feel more at ease expressing themselves in their native tongue while simultaneously mastering English, translanguaging promotes active involvement. This adaptability encourages a more thorough comprehension of the subject matter (Bowden, 2024), which boosts academic achievement. Most academics concur that translanguaging improves language learning results and facilitates cognitive processing.

Second, the studies consistently found that translanguaging reduces negative feelings like nervousness, stress, and fear, helping students feel more at ease in learning. Translanguaging helps reduce negative feelings like nervousness, stress, and fear, creating a more comfortable learning environment for students. By permitting learners to use their native language alongside English, they feel more confident (Gultom & Oktaviani, 2022) and less overwhelmed by unfamiliar vocabulary or complex instructions. This approach fosters a sense of security, as students can better understand the material without fearing making mistakes in English. As a result, they are more likely to participate and engage in classroom activities (Werder & Otis, 2023). Translanguaging encourages a positive learning experience, reducing

anxiety and promoting a growth mindset. Ultimately, it helps students feel more at ease, enhancing their educational experience.

Third, all studies observed that translanguaging encourages students to participate actively in classroom activities. This finding is in line with the previous analysis. All observed research indicates that translanguaging promotes active student participation in classroom activities. Permitting students to utilize their local tongue and English enhances their confidence in articulating concepts and posing inquiries. This linguistic adaptability eliminates communication obstacles, guaranteeing that students are willing to participate, even with minimal English skills. Research indicates that when students utilize their complete linguistic repertoire, they are more willing to participate in discussions (Suarez-Salgado, 2023) and cooperate with classmates (Cui & Pacheco, 2023). Translanguaging fosters an inclusive classroom environment wherein each student feels esteemed and competent to engage. This strategy enhances engagement, resulting in superior learning outcomes.

Fourth, studies found translanguaging a beneficial and supportive method for students' language learning. Students can enjoy the learning process comfortably and joyfully. Translanguaging makes students feel less fearful and more comfortable since teachers use English alongside their native language. This encourages students to become more motivated to learn. Back et al. (2022) state that teachers' use of translanguaging can reduce students' feelings of isolation and anxiety, facilitating students' engagement in their academic tasks and development. Moreover, translanguaging fosters a supportive relationship between students and teachers and encourages peer support. Studies by Rajendram (2020) and Song et al. (2022) emphasized that translanguaging can support one another's language learning, resolve conflict, and provide emotional and social support to students. When peers also use translanguaging, it creates a collaborative learning environment where students can effectively motivate and support each other's language learning.

Fifth, all studies agree that translanguaging is particularly helpful for students with weaker English proficiency. Translanguaging helps them better understand the learning materials they are learning as they provide information in both English and their native language. This aligns with a study by De Los Reyes (2019), which found that using translanguaging in the classroom supports communication and enhances meaning-making, thereby improving students' understanding of course materials. Additionally, students perceive that translanguaging is an effective method that aids them in learning since it can overcome insufficient language skills and pronunciation problems. Translanguaging allows students to combine English with their native language, enhancing their English proficiency and creating a more effective and inclusive learning environment (Afradi & Hamzah, 2021; Oliver et al., 2021). Therefore, by combining English and native language, students can improve their English skills by acquiring new vocabulary and learning the correct pronunciation of words and their meanings.

The sixth similarity from the studies is that all agree that translanguaging can be applied to clarify instructions, avoid misconceptions, and support student learning effectively. With clarified instructions, teachers believe it becomes easier for students to understand their instructions or messages. Clarified instruction also helps avoid misconceptions about learning materials since it is conveyed in English and their native language. This aligns with studies conducted by Al Arief (2023) and Yasar Yuzlu and Diklitas (2022), suggesting that translanguaging facilitates more thorough and detailed explanations, enabling students to understand the materials more deeply. This can help students better understand the materials or instructions they acquire, making the learning process more effective. Translanguaging also minimizes misunderstandings arising from students' limited proficiency, ensuring they grasp the intended meaning accurately and thoroughly.

Conclusion

The research continuously shows how translanguaging improves student comprehension, lowers anxiety, and encourages active engagement in EFL classes. Students can increase their comprehension of course materials, overcome language barriers, and gain greater confidence in their study through translanguaging. In addition to helping students who struggle with English, it fosters a welcoming and encouraging environment that benefits teachers and students. According to the results, translanguaging is a valuable teaching strategy that promotes enhanced engagement, more transparent communication, and overall language learning results. The researchers suggest that subsequent studies should investigate the long-term impacts of translanguaging on language acquisition and academic performance, especially for students with differing degrees of English proficiency. Future research must evaluate how translanguaging might be tailored to various cultural and linguistic situations to optimize its advantages for all students.

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