

**TRANSLAGUAGING STRATEGIES IN CLASSROOM  
DISCOURSE : A CASE STUDY AN ENGLISH LECTURER OF  
MAULANA MALIK IBRAHIM ISLAMIC STATE UNIVERSITY  
MALANG**

**THESIS**

By :

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**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2025**

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THESIS**

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the  
Degree of *Sarjana Sastra* (S.S.) in the English Literature Department

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2. This thesis is the sole work of the author and has never been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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### **MOTTO**

**“Allah indeed did not promise that life would be easy.**

**However, Allah ﷻ promised that:**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

إِنَّ مَعَ الْعُسْرِ يُسْرًا

**'Indeed, with hardship comes ease.'**

**(QS. Al-Inshirah 6-5) ”**

## **THESIS DEDICATION**

I dedicate this thesis, first and foremost, to my beloved parents who have given me unwavering support, encouragement, motivation, and prayers for my success. I also dedicate this thesis to my thesis supervisor, Dr. Galuh Nur Rohmah, M.Pd., M.Ed., whose guidance and assistance were invaluable not only in completing this thesis with excellence but also in providing countless suggestions that will help me improve and succeed in the future. Last but not least, I dedicate this thesis to all my friends, whose support, motivation, prayers, enthusiasm, and assistance have helped me through this thesis process and kept me in good spirits.

## **ACKNOWLEDGMENT**

Firstly, I would like to express my gratitude to Allah SWT for His endless blessings, guidance and strength that enabled me to complete this thesis. Without His grace and favour, I would not have been able to overcome the challenges along the way. Every step I have taken in this academic journey has been made possible by His divine wisdom and for that I am truly grateful. Also shalawat and salam to the great Prophet Muhammad SAW whose teachings continue to illuminate our path. His wisdom, patience and kindness have always been a source of inspiration in my life. May we always strive to realise his noble character in all aspects of our lives.

Secondly, my deepest gratitude to my supervisor, Dr Galuh Nur Rohmah, M.Pd, M.Ed. for her invaluable support, patience, and guidance during my research. Her constructive feedback and encouragement have helped me to refine my ideas and complete this thesis with confidence. I greatly appreciate the time and effort he has dedicated to guiding me throughout this process.

Furthermore, I would like to express my deepest appreciation to my beloved family. To my beloved parents, M. Murodhi and Nailul Husna who never stopped supporting me with their infinite love, prayers, and sacrifices, I dedicate this achievement to you. To my younger brother M. Akmal Maulidi, thank you for being my source of joy and strength during this journey.

To myself, Naila Ilma Fahmadia, congratulations!!! You've done a really great job. I know your struggles, and I really appreciate your efforts every late night, every moment of frustration and every struggle you faced along the way. You have given it your



all and I want you to know that it will never be in vain. No matter how difficult things got, you chose to keep going, overcoming every challenge that came your way. I'm proud of you, I really am. You made it through, and you came out stronger. I'm happy for you.

Lastly, I would like to say thank you to my beloved Haechan. thank you for always being there to comfort me in the midst of the overwhelming stress and exhaustion I experienced while writing this thesis. Thank you Haechan for always being a light in my most depressing moments.

This thesis wouldn't have been possible without the support and encouragement of all these wonderful individuals. While I recognize that this work is still far from perfect I am grateful for the journey and the lessons I have learned along the way.

Malang, 10 march 2025

The Researcher

Naila Ilma Fahmadia

## ABSTRACT

Naila Ilma Fahmadia. (2025). *Translanguaging Strategies in Classroom Discourse: A Case Study of an English lecturer at UIN Maulana Malik Ibrahim Malang*. English Literature Study Program, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Galuh Nur Rohmah. M.Pd., M.Ed.

*Keywords: Translanguaging, Classroom Discourse, Bilingual Education*

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This study aims to analyze translanguaging strategies used in classroom discourse at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Translanguaging refers to the dynamic use of various linguistic features by bilingual speakers to maximize communicative potential. It has been widely applied across fields such as education, social communication, and multimodal expression. The research employed a qualitative case study method. Data were collected through classroom observations, interviews with lecture, and analysis of classroom discourse transcripts. The findings revealed that translanguaging was utilized as a pedagogical strategy to enhance students' comprehension, stimulate active participation, and accommodate diverse levels of language proficiency. Types of discursive functions found include to involve and give voice, to clarify, to manage the classroom, and to extend and ask questions. Additionally, the research identified several influencing factors in the implementation of translanguaging, such as the students' linguistic backgrounds, instructional objectives, and institutional language policies. These factors shaped how lecture applied translanguaging strategies during class interactions. The study contributes both theoretically and practically to the fields of sociolinguistics and bilingual education. It highlights translanguaging as an effective pedagogical approach in multilingual higher education contexts and provides insights for educators to design more inclusive and responsive language instruction in similar settings.

## أُطْرُوحَة

نانلة إلما فاحمدية. (2025). استراتيجيات الترجمة اللغوية في الخطاب الصفّي: دراسة حالة في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج الإسلامية. برنامج دراسة الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج الإسلامية. المشرف: الدكتور جالوه نور رحمة. ماجستير دكتوراه، ماجستير في التربية

ا كاتا كونتشي: الترجمة اللغوية، والخطاب الصفّي والتعليم ثنائي اللغة

تهدف هذه الدراسة إلى تحليل استراتيجيات الترجمة اللغوية المستخدمة في خطاب الفصول الدراسية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية بتشير الترجمة اللغوية إلى الاستخدام الديناميكي للميزات اللغوية المختلفة من قبل المتحدثين الثنائيي اللغة لتعظيم الإمكانيات التواصلية. وقد طُبِّقَت هذه المفاهيم على نطاق واسع في مجالات مثل التعليم، والتواصل الاجتماعي، والتعبير متعدد الوسائط. استخدمت الدراسة منهج دراسة الحالة النوعية. تم جمع البيانات من خلال ملاحظات الفصول الدراسية، ومقابلات مع المحاضر، وتحليل نصوص الخطاب في الفصول. كشفت النتائج أن الترجمة اللغوية استخدمت كاستراتيجية تربوية لتعزيز فهم الطلاب، وتحفيز مشاركتهم النشطة، وتلبية احتياجاتهم المختلفة في إتقان اللغة. تضمنت الوظائف الخطابية التي تم تحديدها إشراك الطلاب، وتوضيح المعاني، وتوسيع نطاق الأسئلة. بالإضافة إلى ذلك، حدد الباحث عوامل مؤثرة في تنفيذ الترجمة اللغوية، مثل الخلفيات اللغوية للطلاب، والأهداف التعليمية، والسياسات المؤسسية. تؤثر هذه العوامل على كيفية تطبيق المحاضر لاستراتيجيات الترجمة اللغوية أثناء التفاعل داخل الفصل. تسهم هذه الدراسة في المجالين النظري والعملي لعلم اللغة الاجتماعي والتعليم ثنائي اللغة. وتُبرز الترجمة اللغوية كنهج تربوي فعال في سياقات التعليم العالي المتعدد اللغات، وتوفر رؤى للمعلمين لتصميم تعليم لغوي شامل ومتجاوب في سياقات مشابهة.

## ABSTRAK

Naila Ilma Fahmadia. (2025). *Translanguaging Strategies in Classroom Discourse: A Case Study of an English lecturer at UIN Maulana Malik Ibrahim Malang*. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Galuh Nur Rohmah. M.Pd., M.Ed.

*Kata Kunci:* Translanguaging, Classroom Discourse, Bilingual Education

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Penelitian ini bertujuan untuk menganalisis strategi translanguaging yang digunakan dalam diskursus kelas di Universitas Islam Negeri Maulana Malik Ibrahim Malang. Translanguaging merujuk pada penggunaan dinamis berbagai fitur linguistik oleh penutur dwibahasa untuk memaksimalkan potensi komunikatif. Konsep ini telah diterapkan secara luas di berbagai bidang seperti pendidikan, komunikasi sosial, dan ekspresi multimodal. Penelitian ini menggunakan metode studi kasus kualitatif. Data dikumpulkan melalui observasi kelas, wawancara dengan dosen, dan analisis transkrip diskursus kelas. Temuan penelitian menunjukkan bahwa translanguaging dimanfaatkan sebagai strategi pedagogis untuk meningkatkan pemahaman mahasiswa, mendorong partisipasi aktif, dan mengakomodasi beragam tingkat kemahiran bahasa. Jenis fungsi diskursif yang ditemukan mencakup partisipasi, klarifikasi makna, dan perluasan pertanyaan. Selain itu, penelitian mengidentifikasi beberapa faktor yang memengaruhi penerapan translanguaging, seperti latar belakang linguistik mahasiswa, tujuan pembelajaran, dan kebijakan institusi. Faktor-faktor ini memengaruhi cara dosen menerapkan strategi translanguaging dalam interaksi kelas. Penelitian ini memberikan kontribusi teoritis dan praktis dalam bidang sociolinguistik dan pendidikan dwibahasa. Penelitian ini menyoroti translanguaging sebagai pendekatan pedagogis yang efektif dalam konteks pendidikan tinggi multibahasa dan memberikan wawasan bagi para pendidik untuk merancang pengajaran bahasa yang inklusif dan responsif dalam pengaturan serupa.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides an overview of the research background, including the research objectives, research questions, significance, scope and limitations, and definitions of key terms.

#### **A. Background of the study**

Translanguaging serves as a theoretical framework that offers an alternative perspective on bilingualism and multilingualism (Conteh, 2018). Instead of viewing language systems as separate, it emphasizes a unified linguistic repertoire used flexibly by bilinguals. This view aligns with García and Wei's (2014) conceptualization of translanguaging as "the deployment of a speaker's full linguistic repertoire without regard for socially and politically defined boundaries of named languages." In classroom contexts, translanguaging supports inclusive learning by acknowledging students' diverse language backgrounds, facilitating participation, and creating spaces for negotiation of meaning. As Creese and Blackledge (2015) explain, translanguaging allows learners to draw on all their linguistic resources to make meaning and to access knowledge. This is particularly valuable in multilingual educational contexts where rigid language boundaries may hinder student engagement and comprehension. Therefore, translanguaging is not only a pedagogical tool but also a sociolinguistic reality in the learning process. It emphasizes that language use is dynamic, context-dependent, and influenced by learners' lived experiences. Consequently, teachers are encouraged to adopt a more fluid understanding of language use in order to support student learning in real-world communicative situations where boundaries between languages are naturally blurred and meaning-making becomes the main goal of interaction.

In the Indonesian context, this perspective is especially relevant. Many English teachers in Indonesian schools and universities are multilingual, commonly navigating among Bahasa Indonesia, Javanese, and English in daily communication. Witari and Sukanto (2023) argue that despite their multilingual backgrounds, many Indonesian teachers still struggle with fluency in English as the medium of instruction, particularly in formal academic contexts. This mismatch between policy and practice illustrates the tension in classroom discourse between monolingual ideologies and multilingual realities. Translanguaging, in this case, offers a more inclusive alternative by bridging students' and teachers' linguistic experiences with institutional expectations for English proficiency. In multilingual classrooms, it can provide a practical strategy for managing language diversity and enhancing academic engagement. However, the application of translanguaging in higher education in Indonesia especially in Islamic institutions remains underexplored. This study seeks to address this gap by investigating how translanguaging operates in classroom discourse at Universitas Islam Negeri Maulana Malik Ibrahim Malang, where Arabic, Bahasa Indonesia, and English coexist in academic and religious communication, and where students often shift between these languages both inside and outside the classroom.

Although several scholars have contributed to the development of translanguaging theory such as Baker (2011), Li Wei (2018), and García and Wei (2014) this study primarily adopts García and Wei's framework due to its emphasis on sociocultural context, pedagogical function, and ideological implications. García and Wei (2014) articulate translanguaging as both a lens to understand bilingual practices and a pedagogy to facilitate learning, arguing that translanguaging "takes place not only in the speech and writing of bilinguals, but also in the ways that bilinguals receive input, organize their mental representations, and produce meaning." Their model is particularly valuable for analyzing discursive functions in classroom interaction, such as to involve and



give voice, to clarify, to manage the classroom, and to extend or ask questions. This framework provides a robust theoretical grounding for investigating how lecturers make strategic use of their multilingual repertoire to foster comprehension and engagement. Hence, this study positions itself within applied linguistics specifically within classroom discourse and multilingual pedagogy by exploring the intersection between theory and practice in real-life educational settings where language alternation is not only common but pedagogically meaningful.

An English teacher can use translanguaging as one of communication strategies in classroom (Rahmawansyah, 2020). The concept of translanguaging can significantly enhance the teaching of English as a foreign language. It involves harnessing students' native languages as a resource for learning English, which not only captures students' interest but also fosters engagement. This approach supports effective communication between teachers and students, establishing a harmonious classroom environment. Consequently, many English educators have embraced translanguaging as a pedagogical tool for instructing English as a foreign language. Moreover, translanguaging is not confined to the classroom alone; it extends its applicability beyond formal educational settings. Over the years, educational institutions have separated the languages used in language classes and assigned teachers and students and also assigned lessons, or even different days to use one language, this is based on an assumption that mixing two or more languages can overload students thereby hindering their successful understanding of what is being conveyed. (Beres, 2015). In other words, this strategy continues to be grounded on traditional monolingual pedagogy. However, a modern educational strategy known as translanguaging is currently challenging this traditionally defined approach to language teaching (García & Wei, 2014).

In particular, translanguaging should not be seen as a disruption in communication or learning the target language. Instead, it should be viewed as a

valuable tool in all levels of education to actively involve learners (Ng & Lee, 2019). Rather than perceiving it as a deficiency in comprehending the target language, translanguaging can be viewed as a fresh approach to comprehending the experiences and interactions of bilingual individuals with the world. Using translanguaging as a pedagogical practice in the classroom can help teachers and students improve their absorption of foreign languages while still maintaining their mother tongue (Hélot, 2014). Due to its popularity, many scholars are currently conducting research on translanguaging. (Madkur et al., (2022)) analyze how translanguaging might be a more effective pedagogical approach to ELT in school contexts and other education system that share similar characteristic. Then Rabbidge (2019) shows that the teacher's translanguaging practice can improve students' ability to participate in class by increasing students' understanding of what the teacher says (Rahmawansyah, 2020). Translanguaging not only be used to help the process of teaching English as a foreign language, but translanguaging also involves the use of students' mother tongue to facilitate learning English.

Another study is from Khairunnisa & Lukmana (2020) show that the teachers practice using translanguaging pedagogical theory affects student understanding. Writing in a similar topic from Cenoz & Gorter (2020) show that translanguaging education and explores give some synergies in the school context. Kusumaningrum (2020) In support of translanguaging used in university contexts, instead of seeing translanguaging as an integral part of language, this study labeled translanguaging into several types that collide with the definition of translanguaging itself. This reaserch shows that translaguagng offer better angagement between students and teachers during classroom iterations. The study, which adapted this method showed the teacher's and their practice preception in class. In recent times, there are many studies that investigate translanguaging in TESOL. According to Tian (2020) that Translanguaging in TESOL has the potential to be embedded into the professional learning curriculum to support teachers before and after teaching to work more effectively with

bilinguals. Also Llanes & Cots (2022) that pedagogy in translanguaging language teaching in relation to the actual impact of L2 proficiency, and makes an important contribution to the study of multilingual education. Those research shows that translanguaging has great potential to improve teaching effectiveness in TESOL, especially in supporting teachers in working with dual language students.

There are some research on translanguaging that differs from this research and still needs to be further explored. Translanguaging makes a space for social justice in language use by highlighting emotional aspects such as unhappiness, anger, identity, agency, and the project of decolonization/deconstruction (Wahyudi, 2023). Then from Liberali & Swanwick (2020) translanguaging aims to address how different voices in society can be heard, valued and empowered in a culturally rich and uneven society. In this context, translanguaging not only facilitates information exchange, but also becomes a powerful instrument to empower different voices and also a platform to explore the emotional and social dimensions of language use and advocate for social justice.

Applied linguistics is a theory that is particularly suited to the study of translanguaging because it refers to the cross-linguistic use or mixing of languages that occurs naturally by multilingual speakers in a variety of communication contexts. The main focus of translanguaging is on the naturally occurring language use or language mixing by multilingual speakers in various communication contexts. This includes the use of more than one language or elements of multiple languages. Therefore, translanguaging and applied linguistics are two mutually supportive concepts as they both focus on language use in real situations and analyze how language is used by multilingual speakers in diverse contexts. Applied linguistics helps in understanding and explaining the complex and varied practice of translanguaging. Thus, in the current study, the researcher will employ a applied linguistics as a theory and method.

This research is expected to produce useful research results by utilizing existing theory and data. The results of this study are expected to make a significant contribution or novelty in this research field. There are many phenomena around us that can be studied and investigated, so I hoped that this research would give new knowledge. Therefore, the researcher wants to find out what the teacher's perspective on translanguaging that often occurs in the classroom. The theory by García and Wei 2014 is particularly relevant in this study on teachers' attitude and perceptions of translanguaging and pedagogical strategies in classroom presentations. The theory provides a strong conceptual framework for understanding the dynamics of translanguaging in educational contexts. Thus, García & Wei's 2014 framework theory is contextualized to explore teachers' perceptions of translanguaging and use of pedagogical strategies in classroom interactions in multilingual and multicultural contexts.

Preliminary observations show that there are some courses that require students to use foreign languages in daily communication and they look more proficient in using these languages. They look more confident to speak, for example in English, Arabic, Indonesian or even their own local language, they are better than students who are not required to use these languages. This is assumed to be because they use L1 or L2 as their daily language which can also improve their language skills. This makes the researcher interested in looking at the implementation of translanguaging from the perspective of lecture in English literature classes. Therefore, the researcher intends to explore and find out what language translanguaging strategies can influence or affect their communication in the classroom considering that each learner must have different passions in how to use language and pride, and also language skills. The conclusion is that students are more proficient in using these languages when they use translanguaging strategies in the classroom. They are also more confident in speaking, such as in English, Arabic, Indonesian, or their own local language. This is due to the use of

their first language (L1) or second language (L2) as their daily language, which in turn improves their language proficiency.

The motivation for this research emerged from the researcher's preliminary observations in English Literature classrooms at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Informally, it was noted that students who were encouraged to use more than one language in classroom discussions especially English, Arabic, and Bahasa Indonesia tended to be more confident and participative in expressing their ideas. These observations revealed that language alternation was not a sign of deficiency but functioned as a discursive strategy to support comprehension and communication. However, these patterns had not been documented systematically or critically analyzed through the lens of translanguaging. Therefore, this study undertakes formal classroom observation and interviews to explore how lecturers implement translanguaging strategies and what underlying purposes those strategies serve. Specifically, the research aims to examine (1) the types of translanguaging discursive functions that appear in classroom interactions and (2) the reasons for their use. The study is both timely and significant, as it responds to the theoretical call for context-sensitive analyses of translanguaging and addresses a practical need for inclusive, multilingual pedagogical approaches in Islamic higher education settings in Indonesia.

## **B. Research Questions**

Based on the explanation mentioned within the research background, the research questions posed are as follows:

1. What are the types of discursive functions of translanguaging found in the lecturer's utterances during classroom interactions?
2. How do the lecture implement translanguaging to fulfill different discursive functions in classroom discourse?

### **C. Significant**

This study is expected to provide both theoretical and practical contributions to the field of bilingual education, classroom discourse, and applied linguistics. Theoretically, this research expands the discussion on translanguaging by applying the framework of García and Wei (2014) in the context of a multilingual Islamic university in Indonesia. It contributes to the understanding of how translanguaging functions not only as a communicative tool, but also as a discursive and pedagogical practice in shaping inclusive classroom interactions. The study also adds to the limited body of literature on translanguaging in Southeast Asian higher education, particularly in Islamic academic institutions where multilingualism includes not only English and Indonesian but also Arabic as part of religious and academic discourse. Practically, the findings of this research can be used as a reference for English lecturers who work in multilingual learning environments, especially those who teach students with varying levels of language proficiency. By identifying the types and purposes of translanguaging strategies, lecturers may become more aware of how language alternation can support learning, clarify instruction, and increase student engagement. Furthermore, the study provides insights into how lecturers' backgrounds, goals, and perceptions influence their implementation of translanguaging. This knowledge may help institutions develop more inclusive language policies and promote teaching practices that embrace linguistic diversity rather than restrict it.

### **D. Scope & Limitation**

The scope of this research is limited to one lecturer and one class from the English Literature Department. The selected lecturer has studied abroad and possesses over ten years of teaching experience. This background was considered relevant as prior international academic exposure may influence the lecturer's

language awareness and teaching approach in multilingual classrooms. However, the study does not assume a direct causality between overseas education and translanguaging practice. Rather, it seeks to explore how such contextual factors may shape the lecturer's perceptions and discursive decisions in using multiple languages during instruction. As a single case study, the findings of this research are context-specific and not intended for generalization across all lecturers or educational institutions. The limited number of participants and research site may restrict the breadth of perspectives obtained. Nevertheless, the depth of analysis provided by this focused approach offers valuable insights into how translanguaging operates in a real-world university classroom setting. This study contributes to the growing body of knowledge on multilingual pedagogy by highlighting the nuanced ways in which a lecturer navigates language use in a specific sociolinguistic and institutional context. Future research is encouraged to include multiple participants across diverse educational backgrounds to expand the applicability and comparative scope of translanguaging practices in higher education. The primary focus of the study is to investigate the types of **discursive functions** of translanguaging found in classroom interactions and to analyze how the lecturer implements these functions during teaching. The research specifically examines translanguaging in the context of classroom discourse, emphasizing how language alternation is used as a pedagogical strategy to foster student engagement and facilitate comprehension.

The limitation of this study is that it only analyzes lecture who have studied abroad, but it should be noted that lecture who have studied abroad and have at least ten years experience in teaching, but their perspective and the way they implement translanguaging in the classroom must be different. Therefore, since this study was only conducted in one place, it is possible that there will be different results when this study is used on other lecture in other places or universities.

## **E. Definition of Key term**

Key terms are intended to avoid misunderstandings about the meaning of some of the terms used in this study. The researcher offers the following definitions:

### **1. Translanguaging**

Translanguaging, as conceptualized by García and Wei (2014), refers to “the deployment of a speaker’s full linguistic repertoire without regard for socially and politically defined boundaries of named languages.” It involves the flexible use of multiple linguistic resources to construct meaning, facilitate communication, and support learning. This concept is understood both as a theoretical framework for analyzing bilingual language practices and as a pedagogical strategy used by lecturers to enhance engagement and comprehension in multilingual classrooms.

### **2. Applied linguistics**

Applied linguistics is the interdisciplinary study of language-related issues in real-world contexts, including language learning, teaching, assessment, policy, and social communication. It applies insights from linguistics to solve practical problems. In this research, applied linguistics serves as the overarching framework that connects translanguaging theory to classroom interaction, discourse analysis, and pedagogical decision-making.

### **3. First Language (L1)**

First language refers to the language a person acquires from early childhood in their home and social environment. It represents a primary



means of communication and reflects an individual's sociocultural identity. In this study, Bahasa Indonesia is generally considered the L1 of most students, and it plays a central role in their classroom language practices.

#### **4. Second Language (L2)**

Second language refers to a language acquired after the first language, often through formal instruction or wider social exposure. English, in this research, is treated as the L2 for both students and lecturers. Understanding the interplay between L1 and L2 is essential in analyzing translanguaging strategies and their pedagogical functions

#### **5. Classroom Setting**

Classroom setting refers to the formal instructional environment in which teaching and learning activities take place. This includes interactions between lecturers and students, the use of teaching materials, and the linguistic dynamics that emerge during classroom discourse. This study focuses on one classroom setting at Universitas Islam Negeri Maulana Malik Ibrahim Malang where multilingual practices are employed.

#### **6. Discursive Functions**

Discursive functions refer to the specific communicative purposes that translanguaging fulfills during classroom interactions. These functions illustrate how lecturers strategically use multiple languages to achieve pedagogical goals. Based on García and Wei (2014), the discursive functions of translanguaging include purposes such as involving students, clarifying content, managing classroom interaction, and extending or asking questions (García & Wei, 2014). Identifying these

functions allows for a deeper understanding of how translanguaging supports pedagogical goals.

## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE**

This chapter we will discuss the literature reviews and theories related to the study  
translanguaging strategies as a learning pedagogy.

#### **A. Translanguaging Concept**

In the Welsh language the term "trawsiethu" was introduced and subsequently translated into English as "translanguaging" by Baker in 2001. Originally CenWilliams (1994) was the first to employ this term, which was primarily used to delineate pedagogical methods in bilingual classrooms that don't rigidly segregate the use of two distinct languages. Over time the concept expanded to encompass the language practices of students in bilingual and multilingual classrooms as studied by Creese and Blackledge. (García & Wei, 2018) Additionally there has been an increasing interest in the study of bilingualism and multilingualism in recent years particularly through the lens of translanguaging. This approach has led to the development of more comprehensive theoretical concepts. Today translanguaging is understood as the utilization of language as a fluid repertoire, transcending rigid socially and politically constructed boundaries.

Translanguaging, as defined by experts such as Baker (2011) and Garcia (2014), is the practice of using two languages to create meaning, shape experiences, and gain understanding. This process involves utilizing both the source language and the target language. In bilingual settings, translanguaging occurs organically as a means of constructing meaning, and it can also be harnessed as a pedagogical strategy for effective communication, teaching, and delivering content accurately. Essentially, translanguaging pedagogy is a valuable tool for students facing language challenges.

Moreover, Garcia (2014) characterizes translanguaging as a bilingual discourse practice and pedagogical strategy specifically designed to harness the full linguistic repertoire of bilingual students for the purpose of teaching complex subject matter and language skills in an academic context. This underscores the spontaneous and organic nature of translanguaging in the bilingual classroom, where translanguaging occurs naturally as a mechanism for constructing meaning. In this light, translanguaging serves as a valuable pedagogical tool, enabling effective communication, teaching, and the accurate conveyance of content. Therefore, the idea of translanguaging pedagogy is coming up as a powerful tool for classroom settings, providing essential support for students who may face language-oriented challenges. This approach leverages the rich linguistic resources available to bilingual learners to facilitate their comprehension and engagement in academic content.

Conceptually, the idea of translanguaging aligns with the principles put forth by Cummins (2001), whose concepts of 'common underlying proficiency' (CUP) and linguistic interdependence highlight the advantages of language transfer in the learning process. Nevertheless, it's worth noting that while research on translanguaging has predominantly focused on understanding the interaction process, recent work, exemplified by Mertin (2018), is emphasizing the pedagogical potential. This new perspective makes room for teachers' contributions to the discourse on translanguaging. For instance, teachers in Brussels and Johannesburg have shared insights and practical classroom activities involving translanguaging, such as using video clips in students' native languages and collaboratively creating translations.

In general understanding concept of translanguaging is the understanding that multilingual speakers naturally and flexibly use the languages they master in everyday life without limiting themselves to one particular language. In a

concept of linguistics and education translanguaging that refers to the cross-border use of languages or the blending of languages that occurs naturally by multilingual speakers in various communication contexts. As a concept of linguistics equality (Wei, 2018) shows that language also encompasses the ability of humans to connect with others and convey ideas through a repertoire of semiotic elements, including linguistic features like words, sounds, and structures, as well as multimodal features like gestures and images. It can be viewed more broadly as semiotics.

In addition, the concept of translanguaging is to recognize that multilingual speakers often use their languages in more complex and flexible ways than assumed in conventional educational models. In order to address the impracticality of dividing languages, Garcia and Wei (2014) sought to represent how multilingual individuals utilize their languages in daily life. We wished to enhance the conversation around multilingualism and language usage in a world growing more interconnected by the day. By taking translanguaging into account, they aid in comprehending the opportunities and difficulties multilingual speakers have while communicating across cultural boundaries. In general, the idea behind translanguaging was to address the need to enhance education and instruction in a society that is becoming more and more multilingual, as well as to better comprehend the intricacies of language usage by multilingual speakers. The theory and practice of linguistics and multilingual education have been greatly influenced by the idea.

## **B. Translanguaging and Code – Switching**

Translanguaging and code-switching are two important concepts in language studies that are often confused. Although both involve the use of more than one language in a conversation, There are similarities and differences between translanguaging and code-switching. In terms of action, they are similar.

Both translanguaging and code-switching involve using the first language to assist students in learning a second or foreign language in the classroom. This similarity is evident in the practice of changing from one language to another during communication activities. However, there is a difference in the extent of language use. In code-switching, only a few words or phrases in another language are used, whereas translanguaging involves using the entire language.

Highlights the natural cross-border use of languages by multilingual speakers in various communication contexts. In translanguaging, the languages used by multilingual speakers are not strictly separated or categorized. This reflects a more flexible approach to language use. García (2009) describes translanguaging as "using all the languages available to us as one unified tool". While Code-switching is a phenomenon in which speakers combine two or more languages in a single speech or conversation. It usually occurs in everyday communication when speakers move from one language to another without a clear transition. Code-switching is often used to describe more limited switching between different languages in a given interaction. For example, Li Wei (2000) describes code-switching as "the replacement of elements of one language by another, one language replacing the other".

The most fundamental difference is that translanguaging emphasizes more on the simultaneous and indivisible use of different languages, whereas code-switching involves switching between different languages in one conversation. Translanguaging is usually used to achieve more effective communication, while code-switching may arise for social, identity, or emphasis reasons. Translanguaging has more to do with effective outcomes, while code-switching may have more complex motives. To help multilingual students, translanguaging is frequently used in educational settings. It enables educators and learners to use whatever language they are proficient in during the educational process. In

educational settings, code-switching can have a variety of effects and isn't always permitted.

According to García (2009) “Translanguaging expresses the idea that we have always and will always speak more than one language, in the context of social interaction and in our thought processes, and in our minds.” This statement highlights the importance of translanguaging. It states that, particularly in multilingual environments, translanguaging is an inherent component of human cognitive and social activity, not just a means of communication. It illustrates how humans inherently combine their vocabularies to successfully negotiate various social, cultural and intellectual contexts. According to García, translanguaging is a normal and necessary process to enhance deep relationships and self-expression.

According to Li Wei (2000), “Code-switching is one of the ways a person shows a complex social identity manifested in the language used in a multilingual society.” This perspective emphasizes that code-switching is a way for people to create and express their complex social identities, not just as a language tool. Through code-switching, speakers navigate their roles and relationships in diverse social contexts, using language as a dynamic means to conform to cultural norms, build solidarity, or assert individuality. The combined perspectives of Li Wei and García shed light on the significant influence of multilingual practices on identity and human relationships.

Two other notions of multiple language use in communication are translanguaging and code-switching in language use. Code-switching is the practice of switching between languages in a single discussion, while translanguaging emphasizes the use of languages that can be understood simultaneously. The environment, purpose of communication, and social identity of the speaker can influence the use of both. While code-switching may have more

complicated consequences, translanguaging is often used in educational settings to help multilingual students.

### **C. Discursive Functions of Translanguaging**

According to Garcia & Wei (2014), translanguaging has several functions in the classroom, namely to encourage a more open and active learning environment. There are several functions that demonstrate the role of translanguaging in promoting interaction, understanding and engagement in a multilingual classroom. By giving students the opportunity to use their entire language repertoire, translanguaging acts as a link between comprehension and expression, thus ensuring that all students, regardless of their language background, can actively engage in the learning process. This linguistic flexibility not only helps students, but also helps teachers create a more responsive and interactive classroom atmosphere. This research will focus on the first three functions, namely participating, elaborating ideas, and asking questions, as well as concrete examples to illustrate how translanguaging is applied in the classroom.

The first function is to participate. This discursive function refers to how interpreting facilitates student engagement by allowing them to use multiple languages to take part in classroom activities. In a classroom where students have different language backgrounds, rigid monolingual rules may inhibit students who are not yet proficient in the dominant language. However, translanguaging creates an inclusive space where students will feel comfortable to express their thoughts without fear of making mistakes in the second language. By allowing students to use their full linguistic resources, teachers can encourage active participation from all students to ensure that language is not a barrier to participation. For example: a student who struggles to convey ideas in English can turn to their native language to clarify their thoughts before trying to express them in English. Not only does this boost confidence, but it also helps students to engage more deeply



with the subject matter. Overall, this function highlights how translanguaging supports students to fully engage in learning and creates an environment where every voice or opinion is welcome and knowledge is co-constructed through multilingual interaction.

The second function is to elaborate ideas. Translanguaging helps students to be able to develop and articulate their thoughts in a more detailed and meaningful way. In a traditional monolingual classroom, students who are still acquiring proficiency in their primary language may find it difficult to express complex ideas due to limited vocabulary or syntactic knowledge. However, when given the flexibility to use multiple languages, students can explore and explain concepts with more clarity and depth. This discursive function is particularly relevant in discussions that require critical thinking as students can use their entire language repertoire to refine and develop their arguments. For example, a student may try to formulate an idea in English, but then switch to their home language to explain various complicated aspects before translating it back into English. This back and forth between languages not only helps students convey their thoughts, but also enhances the thinking process by allowing them to engage with the material at a deeper level.

In addition, elaborating ideas through translanguaging supports collaborative learning where students can use multiple languages to explain concepts to their peers who may have barriers in understanding certain terms or concepts in English. These interactions create a more diverse classroom discourse where students actively negotiate meaning and create shared knowledge. Ultimately, by giving students the opportunity to develop their ideas without language barriers, translanguaging helps to improve comprehension skills, support creative expression, and promote a more comprehensive understanding of the subject matter, thus enabling all students, regardless of their language ability, to contribute fully to classroom discussions.

The third function is to ask questions. Asking questions is an important part of the learning process, as it helps students to understand concepts, ideas, and engage in deeper critical thinking. However, in a monolingual classroom where English is the only language allowed, some students may hesitate to ask questions because they are not confident in their English skills. Translanguaging addresses this issue by allowing students to ask questions in their own language, thus ensuring that curiosity and questions are not hindered by language barriers. This function is particularly beneficial in the classroom as it encourages students to interact with the subject matter in a way that feels comfortable to them. For example, when students have difficulty in understanding a concept, they can ask questions in their native language making it easier for them to express their doubts appropriately. Including teachers not only helps validate students' linguistic identity, but also facilitates a learning environment that prioritizes understanding over rigid language rules. Thus, by asking questions through translanguaging, students can be actively involved in the learning process and actively participate in constructing knowledge.

Furthermore, translanguaging in question asking also fosters peer support as other students who share the same home language can assist in translating or expanding on the question. This collaborative dynamic not only strengthens classroom interaction but also bridges linguistic gaps among students with varying proficiency levels. Ultimately, this interaction exemplifies the role of translanguaging in making the classroom a space where linguistic diversity is acknowledged as an asset rather than an obstacle, fostering a more inclusive and effective learning environment.

#### **D. Classroom Discourse**

Classroom discourse is an activity that shows the language used in the classroom between teachers and students in the learning process. In this process, discourse can come from teachers and students or students and students in the classroom. Teachers in the classroom have an important role to control the interaction that occurs in the classroom or can be called turn-taking interaction (Walsh, 2011). Therefore, the classroom is the main place for learning especially in English language learning. Interaction in the classroom is very important in language learning because it affects the success of the teaching-learning process. Interaction in classroom discourse not only focuses on communication between teachers and students but also involves communication between fellow students. Collaboration among students in speaking, listening and discussing plays an important role in deepening their understanding. Students can help each other exchange ideas and solve problems together, all of which contribute to the development of their language skills.

The teacher has a central role in controlling classroom interaction. The concept of "turn-taking interaction" as described by Walsh (2011), emphasizes how teachers effectively manage the turn of speaking and discussion in the classroom. They guide learning provide direction and respond to students' questions with the aim of helping students achieve better understanding. In the context of English language learning classroom discourse is very important. English is one of the most widely spoken international languages in the world and classroom discourse helps students interact in the language. Effective language interaction in the classroom is the key to success in the teaching-learning process, as it helps students understand the subject matter better. Therefore, classroom discourse is not just about speaking but also about facilitating understanding and learning.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter aims to present and discuss the research methodology employed by the researcher. The chapter is divided into several sections including research design, data and data sources, data collection and data analysis.

#### **A. Research Design**

This research employed a qualitative descriptive approach within the framework of a single case study. The study aimed to understand the translanguaging strategies used by an English lecturer in classroom interactions at Universitas Islam Negeri Maulana Malik Ibrahim Malang. A qualitative approach was considered appropriate because the focus of the study was on exploring a natural setting, understanding social phenomena, and interpreting meaning from the participants' perspectives. This approach allows for an in-depth investigation of how language is used in real classroom contexts, particularly in relation to bilingual or multilingual teaching. Descriptive qualitative research was chosen to describe the patterns, functions, and purposes of translanguaging in detail without manipulating the setting or variables. It focuses on describing the "what" and "how" of the phenomenon rather than testing hypotheses or building theories. Meanwhile, the case study method was selected because it offers a comprehensive and contextualized examination of a single case in this study, one lecturer and one of their classroom settings. As Yin (2018) suggests, a case study is suitable when the boundaries between the phenomenon and context are not clearly defined and when the aim is to gain rich, holistic insights.

The integration of these three methodological components qualitative, descriptive, and case study provides a strong foundation for exploring translanguaging practices as they naturally occur in instructional settings. This design allowed the researcher to capture the depth of classroom discourse,

including the discursive functions of translanguaging and the underlying pedagogical intentions of the lecturer. The single case focus also enabled a thorough examination of the participant's language practices, experiences, and beliefs in relation to translanguaging. Based on the purpose of this study, which was to identify the discursive functions and implementation of translanguaging strategies in classroom interaction, this research design was the most suitable. It provided the flexibility to describe linguistic behaviors as they emerged in authentic contexts, while also acknowledging the role of teacher background and institutional culture. This approach ensured that the findings remained grounded in the lived realities of the classroom and contributed meaningfully to the study of multilingual pedagogy.

## **B. Research Instrument**

The study begins by collecting all the data from the classroom interaction. The research analyzed the translanguaging strategies and classified the data to determine the relationship between the translanguaging strategies in learning and the theory used. The primary research instrument in this study is the researcher herself. The researcher is responsible for collecting, analyzing, identifying, and classifying the research data. Cresswell (2009) also supports this idea by explaining that those who collect and process data are the main instruments in research.

## **C. Data source**

The data in this study were obtained through direct classroom observation, interviews, and documentation. As the focus of the research was on translanguaging practices in classroom interaction, the primary data source consisted of spoken exchanges between the lecturer and students, as well as the lecturer's instructional discourse. The lecturer involved in this study was a

permanent faculty member in the Faculty of Humanities at an Islamic university in Malang. She was selected as the subject of this case study due to her multilingual background and extensive experience teaching English in multilingual classroom settings. The classroom observed was one of her Speaking classes offered to English Literature students during the academic semester. In a case study approach, the researcher aims to gain an in-depth understanding of a phenomenon within its natural context. In this study, the phenomenon under investigation was explored through non-participant observation, supported by audio recordings and field notes. The field notes documented relevant events, patterns of language use, and instances of language alternation observed during the class sessions. These observational data were then triangulated with information from a semi-structured interview conducted with the lecturer after the observation phase. The interview aimed to explore the lecturer's rationale for using translanguaging, the pedagogical goals behind her language choices, and contextual factors that may influence her discursive practices.

#### **D. Data Collection**

In this study, the data collection process was carried out through multiple classroom observations and a semi-structured interview with one English lecturer. The researcher observed three classroom sessions of a Speaking class to ensure that the translanguaging practices were consistently and naturally occurring. These observations were intended to capture how translanguaging emerged within real classroom interactions and how it was used to support learning. The observations focused on the lecturer's use of language, the students' responses, and the overall flow of bilingual communication during instruction. The multi-session approach provided the researcher with a broader perspective on classroom discourse and allowed for the identification of recurring patterns related to translanguaging.

Before the data collection began, the researcher arranged an initial meeting with the lecturer from the Faculty of Humanities at an Islamic university in Malang. During this meeting, the researcher formally presented a letter of authorization to conduct research and requested permission to observe the lecturer's class. The lecturer's consent was obtained, and ethical considerations were fully addressed prior to data collection. This step was essential to ensure transparency and respect for the participant's professional space. By securing official approval and participant willingness, the researcher ensured that the study adhered to ethical research protocols and that the data collected would be reliable and valid for analysis.

The observation process involved non-participant observation, meaning the researcher did not intervene or participate in classroom activities. Audio recordings and field notes were used to document the lecturer's and students' utterances and language practices during classroom interactions. The use of field notes allowed the researcher to record contextual information, such as gestures, tone of voice, and student reactions, which enriched the understanding of the linguistic environment. In addition, the researcher conducted a semi-structured interview with the lecturer to explore the rationale behind her language choices and the perceived pedagogical functions of translanguaging. The interview served to triangulate the observational data and uncover the intentionality behind language use in teaching.

After completing the data collection, the researcher transcribed the recorded classroom interactions verbatim. This process was conducted using audio recordings captured with a smartphone. During transcription, both relevant and irrelevant data were noted. The researcher then conducted a selection process to filter the data according to the research focus. Only data related to translanguaging practices specifically those illustrating discursive functions and pedagogical intention were retained for analysis. This stage marked the transition

from raw data to organized material, which would later be examined in-depth using the theoretical framework of García and Wei (2014).

## **E. Data analysis**

The data analysis process in this study followed a qualitative descriptive approach, focusing on the identification, categorization, and interpretation of patterns of translanguaging found in classroom interactions. After the audio recordings were transcribed verbatim, the data were organized into units of meaning by examining instances where the lecturer or students shifted between languages. These shifts were analyzed in relation to their discursive functions and pedagogical purposes. The researcher employed thematic analysis to group the utterances into meaningful categories based on García and Wei's (2014) framework of translanguaging, which emphasizes language use as fluid and socially situated.

The first step involved coding the transcripts to identify instances of translanguaging, paying particular attention to when and how language shifts occurred in the lecturer's and students' utterances. These included intra-sentential translanguaging (language switches within a sentence) and inter-sentential translanguaging (switches occurring between sentences). Linguistic indicators such as syntactic boundaries, lexical alternation, and shifts in discourse markers were used to distinguish between these types. Each instance was then analyzed to determine its discursive function, whether it served to clarify content, involve students, manage classroom behavior, or extend questioning.

Following the identification of these functions, the data were interpreted through comparison with the theoretical framework and supported by relevant previous studies. The researcher compared findings with existing literature to assess the extent to which the observed translanguaging strategies aligned with,



diverged from, or expanded on established knowledge. This comparative process involved reviewing previous studies on translanguaging in multilingual classrooms, particularly those in Southeast Asian or Islamic education contexts. These comparisons helped situate the findings within a broader scholarly discussion and highlighted the unique contributions of the current study.

The final stage of data analysis involved synthesizing the patterns and interpretations into thematic conclusions that directly responded to the research questions. The findings were not only presented descriptively but were also discussed in relation to the broader implications for multilingual pedagogy and classroom discourse. By grounding the analysis in García and Wei's (2014) framework and supporting it with prior research, the study ensured a systematic and theoretically informed interpretation of the data. This approach allowed the researcher to move beyond description and provide insight into the pedagogical logic and communicative strategies behind translanguaging practices in the observed classroom.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher explained more detail the findings and the discussion of the research. The findings included the descriptive analysis of teachers' translanguaging strategies in teaching in class. Findings explain how the researcher way to get the data and answer the research questions. Discussions explain about comparing the result and theory. The findings present data from observations and interviews. The data was collected reflecting on Garcia's (2014) theory of Discursive Functions to describe the participants' experiences and also classify the types of Discursive types by using Garcia's (2014) theory of discursive types.

#### **A. Findings**

The researcher collected data from an English-speaking student at an Islamic university in Maulana, Malang, using the researcher. Information was obtained by asking questions to a lecturer in English, and after answering the question, the researcher secretly observed the learning process that lasted for one hundred minutes. The learning process lasted one hundred minutes. The researcher set aside three weeks to transfer and encode the data after establishing contact with the individuals concerned. the individual in question. Until then, the researcher transferred the data, made changes, and watched the movie several times. During the coding process, the researcher read the data and analyzed it using concepts and components from the theoretical framework.

This section summarizes the research findings on English lecture effectiveness in the field of translanguaging. Findings first is the result of the researcher's study on the knowledge of knowledge of the nature of the class before the class activities, which was used to maximize the existing facilities. used to maximize the existing facilities. The initial table shows the results of the researcher's investigation the researcher's investigation of the speaking class on classroom activities used to facilitate language use.

## 1. Type of Discursive Functions

The first type found is To involve and give voice which is used by the lecturer to open the class. Based on the analysis of the data, the researcher discovered four types of discursive functions in this investigation. The following will show the total number of types of discursive functions in lecturers utterances in classroom discourse. Based on the data, there are four types of discursive that researchers found during the observation, the four types will be explained below:

### Datum 1

*Lecturer : hello guys, how are you today? sorry yaa ma'am a bit late soalnya macet banget tadi.*

*Students : okey ma'am*

According to García and Wei (2014), the function “to involve and give voice” in translanguaging practices reflects a pedagogical attempt to build inclusive and dialogic classroom spaces. This function is particularly useful in multilingual classrooms where students often come from diverse linguistic and cultural backgrounds. By involving students in the classroom discourse using multiple languages, the lecturer acknowledges the value of their linguistic repertoires and encourages them to be active participants. This aligns with the notion that language use in classrooms should not merely focus on linguistic accuracy, but also on fostering engagement, identity recognition, and participation (Wei, 2018). Involving students by giving them voice enables them to take ownership of their learning, express themselves more freely, and ultimately fosters a more meaningful learning experience.

Based on this utterance the type of discursive function found is “to involve and give voice.” The lecturer’s begins with the utterance, “Hello guys, how are you today? Sorry yaa ma'am a bit late soalnya macet banget tadi.” This sentence is a

clear example of translanguaging as it blends English with Indonesian in a fluid and spontaneous manner. The use of casual English greetings such as “Hello guys” and “how are you today” sets a relaxed tone for the classroom while the addition of “sorry yaa ma’am a bit late soalnya macet banget tadi” brings a personal and localized context to the interaction. The lecturer’s acknowledgement of the traffic delay in Indonesian does not just serve as an apology, but as an invitation for students to relate to the shared experience of being late. This creates a more humanized atmosphere where both the teacher and students engage as individuals rather than just as language learners and instructors. Moreover, this kind of opening lowers the affective filter for students, especially those with lower confidence in English, as the teacher shows a willingness to use multiple languages to initiate meaningful interactions.

The strategy demonstrated in Datum 1 contributes significantly to building students’ confidence and active involvement in class. As Palmer et al. (2021) suggest, such a move is not only about starting a class but about reducing the linguistic pressure that students might feel when expected to respond solely in English. By switching to Indonesian when explaining her lateness, the lecturer validates the everyday realities of her students, positioning the classroom as an empathetic space. Moreover, the student’s response, “Okey ma’am,” reflects comfort and readiness to interact, even with limited English. This shows that translanguaging provides an accessible entry point for students to engage with the lesson without anxiety. The blending of languages, in this case, also signals the teacher’s recognition of students’ lived linguistic practices, a crucial element in forming an inclusive classroom. Therefore, this translanguaging moment is more than a casual greeting it is a deliberate pedagogical act that acknowledges student identities, reduces power imbalances, and empowers learners to contribute meaningfully to class discussions.

## **Datum 2**

*Lecturer : gimana kabarnya hari ini ? How are you today ?*

*Students : fine ma'am*

According to García and Wei (2014), one of the central discursive functions of translanguaging is “to involve and give voice.” This function reflects a pedagogical approach that welcomes students into the learning space by acknowledging and incorporating their linguistic backgrounds. Rather than enforcing a rigid English-only policy, the lecturer uses students’ full linguistic repertoires to create a more inclusive and participatory environment. In doing so, translanguaging lowers the affective filter and reduces students’ anxiety, especially in classrooms where learners might not be confident English users. This strategy demonstrates that language use in education is not only about delivering content but also about creating relational space where students feel seen, heard, and respected. Opening a conversation using both Indonesian and English indicates that the lecturer is not simply concerned with language form but also with human connection and student readiness to learn.

Based on this utterance “Gimana kabarnya hari ini? How are you today?”, the lecturer opens the class by using both Indonesian and English. The phrase “Gimana kabarnya hari ini?” is a culturally familiar and emotionally warm greeting, which is then followed by the English equivalent “How are you today?” This translanguaging approach creates a sense of continuity between students’ everyday communication practices and the formal learning environment. It shows that the lecturer does not separate students’ L1 and L2 into fixed domains but rather allows them to interact fluidly within a single learning space. By incorporating both languages, the lecturer reduces anxiety, particularly at the start of class when students might be hesitant to speak. This allows them to transition more comfortably into English-focused tasks while maintaining a sense of belonging. The strategy used here is subtle but powerful: it aligns the emotional tone of the

classroom with its academic objectives, making students feel supported both linguistically and psychologically.

This strategy also has a positive impact on student morale. When students feel that the lecturer is trying to ensure that everyone is comfortable and included in the conversation, it increases their sense of comfort and courage in the classroom. The use of both Indonesian and English to address students demonstrates a sense of care and understanding that helps create a good rapport. It is not just about the content of the lesson that the lecturer will deliver, but also about how to make students feel comfortable and confident to engage in the learning process. By removing language barriers, teachers can ensure that no student feels left out or left behind. With such a supportive atmosphere, the classroom will become more active and interesting, where students will be more willing to ask questions, contribute ideas, and participate in discussions. The use of Translanguaging by lecturers helps students to understand themselves as learners capable of fully participating in the academic process, regardless of their level of English fluency.

### **Datum 3**

*Lecturer Make sure Google classroom atau google scholar?*

*Students : Google classroom ma'am*

According to García and Wei (2014), one of the pedagogical purposes of translanguaging is to clarify meaning and facilitate students' understanding by connecting new or abstract information with their existing linguistic resources. Clarification, in this context, does not mean simplification of content, but rather ensuring accessibility through multiple linguistic pathways. Especially in academic settings where students often encounter unfamiliar terminologies, switching briefly into the students' first language can remove ambiguity and help solidify comprehension. Using translanguaging for clarification acknowledges that meaning-making is a collaborative process

between teacher and student, and it supports students in navigating complex linguistic and academic terrain without feeling lost or overwhelmed.

In this interaction, the lecturer combines English and Indonesian to differentiate two similar-sounding platforms: “Make sure Google Classroom atau Google Scholar?” The insertion of the Indonesian conjunction “atau” (“or”) is a deliberate pedagogical move to clearly signal contrast. It enables students to mentally separate the two tools, which are frequently used in their academic routines but can easily be confused, especially for those unfamiliar with English-only instructions. The use of translanguaging here is practical as it allows the lecturer to bridge linguistic gaps without breaking the flow of instruction. The student’s confident response, “Google Classroom Ma’am,” confirms that the clarification strategy was successful. This indicates that translanguaging helped not just in understanding vocabulary, but also in supporting students’ real-time processing of information during instruction. This approach not only facilitates more effective communication, but also shows the lecturer’s concern for the students’ level of understanding. The lecturer’s effort to explain the differences between the two platforms shows an understanding of the diverse language ability levels in the classroom, thus creating an environment that allows students to easily grasp complex ideas and concepts. This type of translanguaging is essential to ensure that the subject matter is accessible to all students, especially when dealing with terms that may be unfamiliar or unclear.

Beyond facilitating immediate comprehension, the lecturer’s translanguaging choice also supports student confidence. The classroom becomes a space where partial understanding is acknowledged, and students are not penalized for not grasping everything in English. Instead, they are supported through strategies that match their linguistic reality. This fosters a sense of inclusion and reduces the intimidation that students may associate

with monolingual English instruction. Clarification through translanguaging, as seen in this example, is therefore not a fallback but a forward-thinking pedagogical tool that respects learners' needs. It exemplifies how translanguaging serves dual purposes: improving cognitive access to content and affirming the emotional safety of the learning environment. Such an approach will reduce the level of confusion and support students to engage more deeply with the material. In addition, by using Bahasa Indonesia to clarify the meaning of terms, lecturers can ensure that all students, regardless of their English fluency, can understand key concepts and participate in lessons more easily. This strategy becomes an effective way to ensure students have an equal understanding and can make meaningful contributions to class discussions, thus increasing their sense of participation and motivation to learn.

#### **Datum 4**

*Lecturer: "The last presenters should be group 4 ya?"*

*Student : yes ma'am*

According to García and Wei (2014) explain that translanguaging in such moments allows teachers to maintain classroom order while ensuring instructions are clearly understood by all students. In multilingual classrooms, students might struggle with subtle or implied meanings in English directives. By integrating familiar linguistic cues such as the Indonesian pragmatic particle "ya" the lecturer enhances clarity while also softening the tone of the command. This translanguaging practice does more than deliver instructions; it humanizes them. It makes procedural language feel more accessible, participatory, and in some cases, less intimidating for students who may still be developing confidence in English.



Based on this utterance, the type of discursive function identified is *“to clarify”*. In this interaction the lecturer gives instructions about the presentation order in a relaxed and inclusive manner. By asking “The last presenters should be group 4 ya?” and adding “ya?” at the end of the sentence the lecturer creates an inviting atmosphere where students feel comfortable engaging with the lecturer. The use of Indonesian in this case makes the question feel more personal as it addresses the students in a way that feels less formal and more like a conversation. This technique helps to break down barriers and creates a space where students are more likely to speak up and respond without hesitation. The casual tone also encourages students to ask questions if something is unclear as they do not feel pressured to respond in a strict academic style. The addition of “ya?” not only serves as an invitation for confirmation but also softens the directive nature of the instruction making it more approachable. This style of communication promotes a more interactive and participatory classroom where students feel they have a voice in the learning process.

This method of using translanguaging is also effective in motivating students, the lecturer’s translanguaging choice also supports student confidence. The classroom becomes a space where partial understanding is acknowledged, and students are not penalized for not grasping everything in English. Instead, they are supported through strategies that match their linguistic reality. This fosters a sense of inclusion and reduces the intimidation that students may associate with monolingual English instruction. When students feel like they are part of a conversation rather than just being told what to do, they are more likely to engage. The informal friendly tone created by the use of “ya?” and the switch to Indonesian helps reduce any anxiety students might feel about participating in class. It sends a message that their contributions are valued even if they make mistakes or are not fluent in English. This positive reinforcement encourages students to participate more

actively in the lesson and feel more confident in their ability to contribute. By making the instructions more accessible and relatable the lecturer enhances student involvement ensuring that all students can follow along ask questions and engage in class activities. This type of translanguaging helps create a supportive classroom environment that fosters motivation and a sense of belonging leading to more effective learning outcomes.

#### **Datum 5**

*Lecturer: “Beri tepuk tangan for all speakers today!!!”*

According to García and Wei (2014), the function “to manage the classroom” in translanguaging involves using bilingual strategies to regulate classroom dynamics, motivate students, and establish social cohesion. Translanguaging used for management can serve to give praise, maintain discipline, or organize classroom activity in a culturally responsive way. In multilingual classrooms, switching between English and the students’ first language allows lecturers to reach all students equally, regardless of their proficiency level. Cohen (2021) emphasizes that inclusive classroom management via translanguaging creates a sense of belonging and community, reinforcing positive behavioral norms. Praise, in particular, is a powerful pedagogical tool; when delivered through students’ familiar language, it strengthens student-teacher rapport, enhances morale, and fosters a supportive learning environment. Thus, translanguaging for management functions is not only about control but about relationship-building and emotional affirmation.

Based on this utterance “Beri tepuk tangan for all speakers today!!!” exemplifies this function. The phrase starts with an Indonesian imperative “Beri tepuk tangan” which is instantly recognizable and understood by all students. It is followed by an English phrase, “for all speakers today,” which positions the appreciation within the academic context of the day’s

presentations. This blend of languages does more than praise; it bridges the local language and the formal register expected in academic settings. The lecturer's spontaneous switching from Bahasa Indonesia to English enhances accessibility and engagement. Even though it is a brief utterance, it invites collective participation, turning a simple act of clapping into an inclusive acknowledgment of student performance. The use of both languages can also foster a spirit of community as it can help create a space where all students, no matter what their language background, can feel that they are part of the class and are valued. Praise is a powerful tool to boost student morale and participation and by giving praise in both English and Indonesian, lecturers can foster a sense of unity and shared achievement.

The approach of using translanguaging to show praise and support also has a significant impact on student morale. Students are more likely to feel that their efforts are being seen and recognized when praise is expressed in familiar linguistic codes. The choice to use Bahasa Indonesia for the imperative ensures clarity, while English serves as a reinforcing academic frame. This duality enables the lecturer to manage the classroom not through rigid discipline but through warmth and appreciation. The use of both languages highlights the cultural hybridity in the classroom and affirms all linguistic identities present. Such a practice not only supports classroom management but also contributes to the overall emotional well-being of students, which is critical for maintaining motivation and classroom harmony. Therefore, the translanguaging act in this datum is a deliberate strategy to maintain order while celebrating student participation. This positive support will help increase student engagement and motivate them to take an active role in the lesson. translanguaging in this case is not only a communication tool, but also a means to build an inclusive and supportive learning environment to encourage participation and academic success.

## **Datum 6**

*Lecturer: "Are you happy to do that presentations? Of course you have to be happy , karena yang kita diskusikan ini adalah topik internasional."*

In managing classroom discourse, translanguaging enables lecturers to not only provide instructions but also influence student attitudes and emotional states. As García and Wei (2014) explain, translanguaging for classroom management includes motivational language that supports students' psychological readiness to learn. The integration of multiple languages in such expressions can normalize enthusiasm and lower anxiety. Motivational discourse in both English and L1 allows lecturers to build enthusiasm for the task at hand, demonstrating that language use in classrooms goes beyond content delivery it shapes classroom atmosphere and student engagement. By inserting Bahasa Indonesia in critical moments, lecturers can ensure deeper emotional resonance and cultural relevance in their message.

This utterance combines English and Bahasa Indonesia to energize students and underscore the relevance of their activity. The phrase "Are you happy to do that presentations?" opens with a motivational prompt in English, positioning the task as something to look forward to. The follow-up, "Of course you have to be happy, karena yang kita diskusikan ini adalah topik internasional," switches seamlessly into Bahasa Indonesia, offering a rationale grounded in global context. The lecturer thus connects the class activity with broader academic and professional goals, making the assignment feel meaningful. This blend of languages supports student comprehension while affirming their identity as learners navigating both local and global domains. It also fosters comfort and enthusiasm, which are essential for active participation. The translanguaging also validates the importance of emotional engagement in academic tasks. By acknowledging students' feelings and linking the lesson to real-world relevance, the lecturer reinforces the value of effort and curiosity. Using both languages, she

bridges the formal (academic English) with the informal (local expression), creating an accessible and inspiring message. This strategy aligns with relational pedagogy, where emotion and connection are viewed as central to learning. The lecturer's approach also reflects culturally sustaining pedagogy, acknowledging students' multilingual realities and using them as resources. Overall, this utterance illustrates how translanguaging serves not just to convey ideas, but to build an inclusive, motivating classroom culture where students are empowered to contribute

This combination of motivating language and translanguaging also helps to create a positive learning environment. The use of two languages by lecturers can ensure that students, regardless of their English proficiency, feel included and cared for. It also reinforces the concept that the classroom is a place where students can connect academically and personally. By encouraging students to feel comfortable and enthusiastic about their presentations, lecturers can create a good atmosphere for a comfortable and enjoyable learning experience. This kind of support will boost students' confidence and make it easier for them to actively participate in class. It also shows the lecturer's understanding of the needs of diverse students and their language abilities. The use of translanguaging in this context provides a more personalized approach to teaching, where students feel more valued not only as learners, but also as individuals with unique perspectives and experiences.

#### **Datum 7**

*Lecturer: "Pay attention if you guys make a PowerPoint make sure that your PowerPoint is readable, dan jelas."*

According to García and Wei (2014), the discursive function "to manage the classroom" within translanguaging practices is employed to structure classroom behavior, maintain order, and motivate students through a combination

of instructional and affective language. Translanguaging used for classroom management bridges academic directives with emotional resonance, especially when learners possess diverse linguistic backgrounds. As noted by García and Kleyn (2016), the strategic use of both languages serves not only to ensure clarity but also to promote inclusiveness and relational teaching. In multilingual classrooms, managing students' attention and guiding them toward desirable behavior must be done in a way that is both understandable and engaging. Translanguaging, therefore, enables the lecturer to reinforce expectations while accommodating learners' sociolinguistic realities. Using two languages in this context affirms students' identities and helps them feel seen and understood, contributing to a psychologically safe learning environment.

Based on this utterance, the type of discursive function identified is *"manage the classroom"*. The lecturer opens the instruction using English "Pay attention if you guys make a PowerPoint make sure that your PowerPoint is readable," and then continued with additional explanations in Bahasa Indonesia "dan jelas." Translanguaging here was very effective in conveying an important message to students about the quality of their visual presentation. The use of English in the initial instruction gives a formal feel and integrates international language aspects in an academic context while the Indonesian additions provide clarifications that ensure all students understand the intent of the instruction, particularly regarding "readability" and clarity. The combination of both languages ensures that no student feels excluded from understanding the key points of the lesson, regardless of their language proficiency. By providing an understanding of how to make a clear and readable presentation, the lecturer emphasized that it is not only about making a presentation, but also about how they should be able to ensure that the audience can easily follow the material presented. This bilingual method makes the instruction more understandable and acceptable, especially for students who may not be familiar with English. The flexibility that translanguaging provides will create an environment where

students will feel more confident in completing assignments and being able to ask questions if needed.

This utterance also reflects how classroom management can be achieved without relying solely on rigid rules or formal reprimands. Instead, the lecturer uses a blend of languages to maintain authority while being relatable and culturally responsive. The phrase structure remains direct, yet the linguistic shift helps in softening the tone, making the command feel less authoritarian and more like friendly guidance. As Li and Wang (2020) note, such use of translanguaging in management discourse contributes to a collaborative and productive classroom climate. Students are more likely to follow instructions when they are communicated in familiar terms. Furthermore, the utterance promotes self-awareness in students about the quality of their work by emphasizing the importance of readability and clarity—essential components in academic communication. By integrating both pedagogical intent and cultural resonance, this example of translanguaging effectively supports both behavior regulation and student engagement. This will help students focus on the quality of their work and improve their ability to produce effective presentations. translanguaging in this context serves as a tool to support student understanding and ensure that expectations are understood in both formal and familiar terms. It demonstrates the lecturer's commitment to achieving student success by removing language barriers and reinforcing understanding of key concepts in a way that is accessible to all students, regardless of their language background.

#### **Datum 8**

*Lecturer: "Oh one more, if your friend finish their presentations try to ask some question, ibu udah catet loh tadi siapa aja yang sudah bertanya."*

According to García and Wei (2014), translanguaging used “to manage the classroom” helps lecturers maintain structure and reinforce previously

conveyed information while simultaneously fostering emotional comfort. This type of discursive function is particularly powerful when the goal is to review expectations, sustain continuity, and involve students in maintaining classroom norms. Using translanguaging to revisit rules or procedures allows students to better recall information and clarifies responsibilities without inducing stress. As Cohen (2021) emphasizes, language mixing used in management contexts is not only about control but also about relational teaching that builds trust and cooperation. In this case, blending English and Indonesian allows the lecturer to re-establish shared understanding and ensure accountability, while keeping the tone light and non-threatening. Such an approach is especially vital in multilingual classrooms, where consistent scaffolding can lead to more autonomous learning.

Based on this utterance, the type of discursive function identified is *“manage the classroom”*. The lecturer combines the formal instructions in English with personal affirmations in Indonesian. The phrase “try to ask some questions” in English, provides clear clues about the lecturer's expectations for student engagement in the Q&A session. Meanwhile “*ibu udah catet loh tadi siapa aja yang sudah bertanya*” in Bahasa Indonesia will add an element of personalization and a sense of responsibility. Not only does this encourage students to participate, but it also shows that the lecturer is paying attention and appreciates the students' contributions, which can increase enthusiasm for further involvement. The application of translanguaging here is intended to create a balance between clear instructions and a more intimate classroom atmosphere so as to strengthen communication between lecturers and students. By ensuring that students are aware that the lecturer is monitoring their participation, the lecturer emphasizes the importance of active engagement and invites students to participate in the discussion process. This kind of communication encourages students to be more actively involved and reinforces the idea that every question and contribution is valuable.



This approach also aims to support students by giving them a sense of being cared for and valued. An informal personal approach using Indonesian helps students feel comfortable, while using English makes academic expectations clear. By monitoring who has asked questions, the lecturer can also create a responsible environment and motivate students to participate more actively. This method of translanguaging encourages a more dynamic learning environment where students feel comfortable interacting and asking questions. The lecturer's approach helps foster a classroom culture where students feel encouraged to take risks, speak up and engage with the material more deeply. By using both languages, the lecturer ensures that students feel equally capable of participating regardless of their English proficiency and this encourages them to take ownership of their learning.

#### **Datum 9**

*Lecturer :how to be succesfull student in global context by doing internship, international competition and event apakah hal tsebut itu do-able?*

*Student : Yes, because the survey itself has explained that if you want to participate in an internship or international competition you must have networking with faculty, and industry professionals.*

According to García and Wei (2014), the discursive function “to extend and ask questions” emphasizes how translanguaging can create opportunities for critical engagement by allowing students to access complex concepts in both their dominant and additional languages. This function is essential when a lecturer aims to stimulate reflection, invite elaboration, and prompt higher-order thinking. The ability to switch between languages helps ensure that the cognitive load of English-only questioning does not become a barrier to meaningful participation. In multilingual classrooms, this approach fosters intellectual curiosity and builds

connections between students' local knowledge and global academic discourse. As Cenoz and Gorter (2021) argue, translanguaging in higher education not only facilitates access to knowledge but also provides space for constructing new knowledge through multiple linguistic resources.

This utterance is categorized as “to extend and ask questions” because the lecturer is prompting students to think critically about the feasibility of achieving success in an international academic and professional context. The lecturer begins the sentence in English introducing key concepts such as *internships*, *international competitions* and *events* which are central to the discussion. By doing so the lecturer encourages students to engage with the topic in a globalized academic framework reinforcing the importance of these opportunities in their future careers. However, the lecturer then shifts to Indonesian at the end of the question with “*Apakah hal tersebut do-able?*” This switch is a translanguaging strategy that aims to ensure clarity and accessibility for all students. By using Bahasa Indonesia, lecturers can reduce the language barrier, making it easier for students to process and answer questions without being hindered by complex English terms.

Translanguaging in this case plays an important role in enhancing understanding and developing more inclusive discussions. Early use of English will engage students in international academic discourse, helping them to familiarize themselves with terms and expressions commonly used in global professional environments. This exposure is particularly beneficial in preparing students for real-world applications, where English proficiency is often a major factor in securing internships, participating in international conferences or competing in global events. However, by concluding the question in Indonesian, the lecturer realized that not all students could confidently answer in English. This transition demonstrates a pedagogical approach that prioritizes language development and conceptual understanding. This gave students confidence that

they could participate in the discussion using the language they were most comfortable with, thus encouraging higher levels of engagement.

Additionally, this translanguaging strategy demonstrates an attempt to connect the theoretical discussion with practical application. By directly asking whether the activity is “doable”, the lecturer challenges students to think critically about the feasibility of engaging in international academic and professional opportunities. This approach not only encourages active participation but also fosters problem-solving skills as students are asked to consider the steps needed to make the opportunity achievable. In addition, the use of the term “do-able”, a borrowed term from English that is often used informally in Indonesian communication by lecturers, demonstrates the natural integration of the two languages in an academic setting. This linguistic flexibility reflects real-world bilingual interactions where speakers often switch between languages to maximize clarity and efficiency. By using translanguaging like this, lecturers can create a more interactive and dynamic learning environment, which in turn will support students to develop their language skills and academic horizons.

#### **Datum 10**

*Lecturer: “Baik, terima kasih untuk presentator. Any question, teman-teman?”  
(repeated 8 times)*

According to García and Wei (2014), one of the primary discursive functions of translanguaging is “to extend and ask questions”, especially in multilingual classrooms where students may experience hesitation or linguistic insecurity. This function encourages participation and critical thinking by using students' full linguistic resources. In such settings, lecturers often combine English and the students' first language to ease cognitive load, manage interaction, and create space for student voice. As Wei (2018)

highlights, translanguaging not only bridges comprehension gaps but also builds inclusive routines that promote equitable engagement. The repetition of questions—particularly those involving dual-language cues—functions as a scaffold to invite responses and normalize participation. It helps signal openness and encourages students to feel more secure in contributing, especially when the class norm includes fluid movement between languages.

In this datum, the lecturer says, “Baik, terima kasih untuk presentator. Any question, teman-teman?” and repeats the invitation up to eight times throughout the session. The utterance begins with full Bahasa Indonesia (“Baik, terima kasih untuk presentator”) to close the student presentation politely. Repeating the question eight times shows that the lecturer really wants to make sure that students understand the material and feel free to participate. Repetition in communication can also be seen as a reinforcement strategy, where the lecturer sends a signal that questions and feedback from students are highly valued. By using English in these questions, lecturers may be trying to build communication skills in English while still providing flexibility for students to answer in Indonesian if they feel more comfortable. Translanguaging here also allows for a more open two-way discussion where students can ask or answer more freely.

In this case, English was used as a way to familiarise students with the use of the language in an academic context where simple questions such as “Any questions?” served to hone communication skills in more formal English. Although the phrases used are in English the lecturer still provides flexibility for students to answer or ask questions in Bahasa Indonesia if they feel more comfortable. In addition, the repetition of this question indicates the lecturer's attempt to facilitate a more open two-way discussion. By providing opportunities for students to openly ask questions or offer feedback, translanguaging here also becomes an important means of establishing

interactive communication. By providing space for students to express themselves, lecturers help create a more flexible and supportive learning atmosphere.

#### **Datum 11**

*Lecturer: “Any respond? Ada yang bisa bantu jawab??”*

According to García and Wei (2014), the translanguaging function “to extend and ask questions” is used to elicit student responses, scaffold participation, and foster classroom engagement. This function becomes especially valuable when questions are embedded in both English and the students' L1, allowing learners to negotiate meaning and construct responses more comfortably. In a multilingual classroom, the blend of languages within a question offers both comprehension and encouragement. Wei (2018) explains that when questions are framed bilingually, they reduce the psychological pressure of producing grammatically perfect English responses, thus opening up more equitable participation. Translanguaging in questioning empowers learners to process information cognitively and express themselves using all linguistic tools available to them.

This utterance is categorized as “*to extend and ask questions*” the lecturer begins with the English phrase “Any respond?”, continues with the Indonesian sentence “Ada yang bisa bantu jawab?”, and ends with “I give you opportunity to speak.” This utterance shows intentional code-switching for clarity and encouragement. The first part, though slightly ungrammatical, signals an invitation in English. The follow-up in Bahasa Indonesia softens the request and increases clarity, particularly for students who may not fully grasp the English phrasing. The final clause reaffirms student agency by granting explicit permission to speak. These combinations of phrases fulfill

both pedagogical and affective purposes—encouraging students to participate while ensuring they feel linguistically supported. The pattern shows that the lecturer is not just instructing, but building confidence through multimodal linguistic cues. By using simple and straightforward sentences, lecturers can ensure that students can easily understand what they mean without feeling burdened by complex language structures. In this regard, translanguaging plays an important role in developing an inclusive learning environment where students feel comfortable to participate. Although the lecturer uses English to ask questions, students implicitly have the freedom to answer in English or Bahasa Indonesia, according to their level of confidence and language ability.

This strategy helps to reduce linguistic barriers and helps to ensure that students remain actively engaged without feeling pressured to speak in English even if they are not yet confident. In addition, by repeating these types of questions in the discussion, students will feel that their opinions are valuable and their thoughts matter in the learning process. Through translanguaging, lecturers help to bridge the gap between formal academic language and students' everyday language use, ultimately making the classroom more dynamic and interactive. By providing responses and not just questions, lecturers can create a learning atmosphere that prioritizes discussion, critical thinking and active student engagement. This approach is in line with the main objective of helping students increase confidence in conveying their ideas, both in English and their native language, as well as familiarizing themselves with academic communication styles.

## **Datum 12**

*Lecturer: "Baik, what time is it?"*

According to García and Wei (2014), the discursive function of translanguaging to manage the classroom can include directives, transitions,

and checking routines—all used to maintain order and pace within learning interactions. In classroom discourse, especially within multilingual contexts, combining languages to give cues or transitions helps students navigate not only linguistic shifts but also shifts in classroom focus. Wei (2018) asserts that such moves not only aid comprehension but also foster a sense of shared space, where both teacher and students can engage in natural, fluid interaction. By incorporating Bahasa Indonesia and English within a single utterance, the lecturer is modeling communicative competence that values both linguistic and cultural familiarity. This reinforces the idea that classroom routines, such as time-checking, can also be moments for informal interaction and relational teaching.

Based on this utterance, the lecturer begins with the word “Baik”, an Indonesian term meaning “Fine” or “Okay” that signals a change in the discussion and serves as a way to grab students' attention before moving on. Questions that follows “What time is it?” is posed in English, demonstrating a clear instance of translanguaging where the lecturer seamlessly integrates both languages within a single utterance. The use of English for the time-related question offers language exposure in context, while the opening word in Indonesian keeps the tone relaxed and culturally grounded. This demonstrates translanguaging as a classroom management tool that is subtle but effective. Rather than using English only or switching completely into Indonesian, the lecturer chooses a combination that resonates with students both linguistically and behaviorally. This method of switching from Indonesian to English helps to maintain the flow of the conversation while helping to ensure that students remain active in the discussion. While the question may seem simple, its function in the classroom is quite important as it indirectly reinforces the use of English while keeping in touch with the students' language comfort zone.

This approach helps students to process information more easily as they are first spoken to in their mother tongue before being asked to think in English. This technique can help increase comprehension and participation by reducing concerns about language use. In addition, by asking questions in English, lecturers also provide opportunities for students to practice answering in English even in less stressful contexts. The skill to move from one language to another fluently will help students develop greater linguistic flexibility, which is essential for academic and professional environments where bilingual or more communication is often required. In addition, translanguaging in this context helps maintain a discussion and interactive atmosphere that encourages students to actively participate rather than passively absorb information. The use of bilingualism by lecturers will further reinforce the idea that learning English does not have to be rigid and intimidating, but can be integrated naturally into everyday academic interactions. This method will ultimately support students to improve their English language skills naturally and confidently over time.

### **Datum 13**

*Lecturer: “Ada kelas setelah ini? What’s class?””*

According to García and Wei (2014), translanguaging in classroom discourse serves a managerial function when used to transition between activities, elicit information, or adjust the pacing of a lesson. This function is especially effective in multilingual classrooms where teachers seek to maintain engagement while navigating between different instructional phases. Wei (2018) suggests that even short utterances that combine languages can establish rapport and guide classroom actions. These linguistic shifts are not arbitrary—they are strategic. When lecturers use students’ L1 to initiate familiar conversation and then transition into the target language, they provide both linguistic support and communicative modeling. Such discourse



encourages students to respond in context without the fear of language inadequacy, particularly during low-stakes interactions like scheduling or general inquiries.

The lecturer started the question in Indonesian with “Ada kelas setelah ini?” which can be translated to “Is there a class after this?” before then switching to English with “What class?”. This choice of language shows concern for the students' language background and an attempt to make the interaction feel more natural and understandable. By asking questions like this, the lecturer ensures that students understand the original question and also introduces English in a way that does not feel forced or intimidating. Switching between languages shows an attempt to foster a bilingual learning environment where students can slowly build their confidence in using English while still feeling comfortable in their primary language. As García and Li (2014) emphasize, translanguaging helps create a classroom ecology where language use is dynamic, responsive, and human-centered. Rather than treating time or scheduling questions as separate from the language learning process, the lecturer integrates them into authentic communication. This not only keeps the classroom organized but also reinforces students' ability to shift between languages without fear or confusion. In doing so, the lecturer affirms translanguaging as a holistic pedagogical practice that manages learning both linguistically and relationally.

This translanguaging method serves several purposes. Firstly, it recognizes the linguistic realities of students and ensures their ability to communicate in two languages. By starting with Indonesian, the lecturer can ensure understanding and clarity, potentially reducing the possibility of confusion that might arise if the entire question was asked in English. The switch to English in the second part of the question subtly invites students to think and answer in English which reinforces language learning without

explicitly demanding it. Moreover, this technique helps break down hierarchical barriers between lecturer and students by making the classroom environment feel more conversational and inclusive. When students see that their lecturer is willing to use both languages fluidly, they are more likely to feel comfortable doing the same which can lead to richer more dynamic classroom discussions. Translanguaging in this way also helps to normalize code-switching as a practical skill rather than a deficiency demonstrating to students that shifting between languages is a valuable and legitimate part of communication. By employing this strategy, the lecturer effectively bridges the gap between students' linguistic comfort zones and their academic language development making the learning process more engaging and effective.

## **2. Underlying Reasons for Discursive Use**

After going through a series of observations. The researcher returned to the lecturer to conduct an interview to confirm the results of the observations that the researcher had made. In this section the researcher will explain the results of the interviews that have been carried out. Based on the observation, the teacher starts the conversation by greeting the students and asking how they are doing which creates a familiar and pleasant atmosphere in the classroom. In addition, the teacher uses various strategies such as using two languages to signal to students that the class is about to start, the lecturer shows his efforts to introduce an international academic atmosphere. In this way, students are given the opportunity to be immersed in the use of English right from the start. This is evident in the findings below:

Lecturer : *“Opening the class with a greeting in both English and indonesia is my way to introduce students to an academic atmosphere with an international perspective, giving them the chance to immerse in English from the beginning.*

*However, by following up with Bahasa Indonesia, I create a sense of comfort and familiarity that acknowledges their local context and personal experiences. This balanced approach, I believe, encourages motivation because it signals to students that I not only respect their backgrounds but also understand the challenges they might face with English as a medium of instruction.”*

In the interview above, the lecturer explained the teaching strategies she used to create a more inclusive and supportive learning environment. This not only aims to facilitate the process of learning English, but also gives students the opportunity to familiarise themselves with the language from the start. However, the lecturer does not stop there. By adding a greeting in Indonesian, he creates a sense of comfort and familiarity which is important in a learning context. This balanced approach allows all students, whether they feel confident with English or still feel awkward to be able to understand and actively engage in learning. By asking questions in both languages, the lecturer provides space for students to decide which language they are most comfortable with when answering. This will create an inclusive classroom atmosphere, where students will feel safe to participate without fear of language mistakes.

During the observations, the researcher also found that lecturers inserted Bahasa Indonesia in the explanation of complex material and also often repeated questions such as ‘Any questions?’ several times. The combination of these two practices demonstrates a comprehensive approach to creating an inclusive and effective learning environment.

*Lecturer : Sometimes complicated that material is kinda difficult to understand if I only explained it in English. So by inserting an explanation in Bahasa Indonesia I want to make sure that all my students are really understand the concept. And by repeating “Any questions ?” I show that I really open to questions and want them to feel safe to ask or respond both in English and Bahasa Indonesia.”*

From the observations, it can be seen that the lecturer deliberately uses translanguaging in giving explanations by inserting Indonesian. The lecturer revealed that sometimes quite complex material is difficult to understand if only delivered in English and by using Indonesian, he intends to ensure that all students really understand the concepts he conveyed. This shows the lecturer's concern for student understanding and the importance of ensuring that no student is left behind due to language barriers. In addition, the lecturer also deliberately repeated questions such as "Any questions?" several times. This aims to provoke students to actively participate. By repeating the question, the lecturer signals that he is open to questions or responses from students in both English and Bahasa Indonesia. This repetition creates a sense of security for students, so they feel more confident in interacting in class.

The combination of these two practices shows the lecturer's efforts to create an open and interactive classroom atmosphere. Lecturers do not only focus on delivering material but also pay attention to student comfort and engagement. The translanguaging practices used by lecturers effectively facilitate student understanding and participation so as to create a learning environment that supports all students to develop without being hindered by language. And the last, during the observation, the researcher also found that lecturers often gave feedback or appreciation by using two languages: English and Bahasa Indonesia. This approach not only reflects an effort to create an inclusive learning atmosphere by combining two languages, lecturers can customize the way of delivering messages according to students' needs and backgrounds. This is especially necessary in the context of higher education where students come from different backgrounds and different levels of language proficiency.

Lecturer : *" I deliberately use appreciation in two languages to encourage and make everyone feel appreciated without language barriers. Using English when giving the appreciation will give an academic impression but Bahasa*

*Indonesia ensures that the message of appreciation is more easily understood by all students so they feel appreciated and more motivated."*

From the observation, we found that lecturers often give feedback or appreciation in two languages, English and Bahasa Indonesia. This approach shows the lecturer's effort in creating an inclusive learning atmosphere where the use of two languages allows the lecturer to be able to adjust the way of delivering the message to the students' background and needs. This is particularly necessary in higher education where students come from different backgrounds and with different levels of language proficiency.

Lecturer : *"I think my students are really good, so they almost understand everything that I'm saying. When I use Translanguaging I don't just use it for clarification or to make my explanations more understandable. I think it's more about convenience as using English or switching to Bahasa Indonesia can be more engaging. Additionally I want to build an emotional connection with my students. By incorporating Bahasa Indonesia I believe it is an effective way to bridge communication and enhance their understanding."*

This lecturer's statement reflects translanguaging-based teaching practices, where the use of multiple languages is not just a means of communication but also a powerful pedagogical strategy. It is not only seen as a tool to explain the material but also as a strategy to build emotional connections with students. Lecturers stated that the students they teach have a good ability to understand the material which shows confidence in students' abilities and creates a positive learning environment.

## B. Discussions

This section discusses the research findings. The solutions to the two research topics are the main topic of discussion. The discussion is on the ramifications of the lecturer's employment of translation techniques when speaking in professional and academic communication seminars. The teacher in this study taught English for more than five years, and the participants were all Indonesian. For Indonesian language learners, Indonesian is crucial for language translation since it helps them comprehend the topic at hand, particularly when the lecturer uses English to convey difficult topics. The teacher can explain the subject matter more thoroughly by using Indonesian. Bahasa Indonesia is frequently used in classroom interactions since many students in underdeveloped nations lack skills in foreign languages and do not understand English. The researcher discovered that the teacher employed a variety of translanguaging techniques when instructing the speaking for academic and business classes. As a consequence of the meeting, the researcher offers the following methods for translating the teacher's discourse in class. It ensures a deeper understanding of content as well as enhancing the weaker language by scaffolding with the dominant one (Garcia & Wei, 2014).

This study explores the use of translanguaging by lecturers in speaking classes at an Islamic university in Malang, focusing on four main discursive functions: “to involve and give voice” “to clarify” “to manage the classroom” and “to extend and ask questions”. The analysis shows that translanguaging is not merely a tool for bilingual communication but also an essential pedagogical strategy for creating an inclusive and interactive learning environment. In this study the function “to reinforce” was not identified indicating that the implementation of translanguaging may vary depending on the classroom context and needs.

The function “*to involve and give voice*” plays an important role in establishing an open classroom atmosphere where students feel valued and encouraged to participate.

This was evident in datum 1 where the lecturer started the class with a greeting “*Hello guys, how are you today? Sorry yaa ma’am a bit late soalnya macet banget tadi.*” This statement combines English and Indonesian and creates a fun atmosphere that makes students feel comfortable to answer even with simple answers such as “*Okey ma’am.*” García and Wei (2020) state that translanguaging allows for an inclusive dialogic space where students can interact naturally without fear of making language mistakes. In data 2, the use of translanguaging is seen in the question “*Gimana kabarnya hari ini? How are you today?*” By repeating the question in two languages, the lecturer provides students with the option to respond in the language they are most comfortable with.

This strategy can not only reduce language barriers, but also increase students' confidence as mentioned by Palmer et al. (2021), who stated that a learning environment that supports two-way communication can increase student participation. In addition, Cenoz (2020) highlighted that giving students the freedom to choose the language they use in the learning process will increase their motivation and desire to participate. The interview data further reinforces this observation. The lecturer explained, “Opening the class with a greeting in English is my way of introducing students to an academic atmosphere with an international perspective, giving them the opportunity to immerse themselves in English from the start. However, by following up with Bahasa Indonesia, I create a sense of comfort and familiarity that acknowledges their local context and personal experiences.” This reflects a deliberate strategy by the lecturer to create a balance between international exposure with local familiarity which is crucial in motivating students to engage in the learning process.

The “*to clarify*” function is central to ensure the clarity of instructions and concepts being taught. In datum 3 the lecturer says “*Make sure Google Classroom atau Google Scholar?*” The use of translanguaging in this context also provides additional affirmation of the differences between the two technology platforms that may often confuse students. By inserting the word “*atau*” In Indonesian, lecturers can ensure that the message they want to convey can be clearly understood by all students, including

those who may lack confidence in their English language skills. Liu et al. (2021) highlighted that translanguaging helps connect complex academic concepts by relating them to more familiar terms in students' primary language. It is also seen in data 4 where the lecturer says *"The last presenter should be group 4, ya?"* The addition of the word *"ya?"* in Indonesian is intended as a confirmation and invitation for students to respond to ensure clarity and engagement. This highlights how translanguaging not only facilitates the process of understanding instructions, but also helps to bridge language differences that may occur in the classroom, the lecturers are aware of students' cultural and linguistic contexts so that communication feels more comprehensible and less formal. García et al. (2021) emphasize that the use of translanguaging for clarification promotes a more inclusive learning experience, especially in environments with diverse language backgrounds.

Classroom management is one of the essential elements in the learning process and translanguaging is an effective tool to carry it out. In datum 5, the lecturer instructs *"Beri tepuk tangan for all speakers today!!"* Translanguaging here is used to create a supportive classroom environment in the classroom where students feel appreciated and motivated. Cohen (2021) notes that instructions given in a language that students are familiar with can strengthen the social bond between lecturers and students which in turn creates a positive learning atmosphere. Instructions such as *"Pay attention if you guys make a PowerPoint make sure that your PowerPoint is readable dan jelas"* in datum 7 show how translanguaging is used to give clear directions. The phrase *"dan jelas"* in Indonesian ensures that all students can understand the importance of clarity in their visual presentations. Research by Li and Wang (2020) revealed that the use of translanguaging in classroom management not only increases student engagement, but also helps create a collaborative and productive learning environment.

The *"to extend and ask questions"* vident in the lecturer's attempt to open discussion and encourage critical thinking. In datum 9, the lecturer asked *"How to be a successful student in a global context by doing internships international competitions and*



*events, apakah hal tersebut itu do-able?"* This question, which begins with English and ends with Indonesian, invites students to think about the global relevance of the material being discussed. Cenoz and Gorter (2021) argue that translanguaging in such questions will help students connect new ideas with prior knowledge. In addition, the repetition of the question "*Any questions?*" in datum 10 shows the lecturer's attempt to encourage student participation, especially among those who may feel hesitant to speak. Fang and Ruhl (2020) note that repetition of questions not only helps to encourage student engagement, but also creates an environment where they feel comfortable to share their ideas or opinions. Translanguaging allows students to respond in their own language to encourage more natural and meaningful discussions.

In this study, the "*to reinforce*" function was not found. This function is generally used to emphasize important points in language that students are more familiar with. The absence of this function may be because lecturers focus more on other strategies that prioritize direct interaction, such as "*to extend and ask questions*". García and Wei (2020) mentioned that translanguaging is a flexible and contextual strategy with its use tailored to the specific needs in the classroom. In the context of this study, the absence of "giving reinforcement" suggests that lecturers prefer strategies that encourage students to engage critically rather than simply repeating information.

The discussion highlighted the importance of translanguaging as a pedagogical strategy in creating an inclusive and supportive learning environment. By utilizing the four main functions of translanguaging, the teachers were able to increase student engagement, clarify information, manage the class and extend the discussion. The absence of the "*to reinforce*" function indicates that translanguaging strategies can be adapted to meet specific classroom needs and learning objectives. This research supports the view that translanguaging is an important tool in multilingual education that allows students to develop without being hindered by language barriers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This study reveals that translanguaging plays an important role in the interaction process of lecturers and students in language classes, especially in the context of multilingual higher education. Using data from observations and interviews, four main functions of translanguaging used by lecturers have been found, namely “to involve and give voice”, “to clarify”, “to manage the classroom”, and “to extend and ask questions”. Each of these functions contributes significantly to creating an inclusive, interactive learning environment that supports students' linguistic needs.

The first function “to involve and give voice” helps to create a dialog space where students feel valued and encouraged to participate actively. Lecturers apply translanguaging to create a friendly and comfortable atmosphere, reduce language barriers, and build better interpersonal relationships with students. This function allows students to be more confident in expressing their opinions as supported by García and Wei's (2020) research. The second function “to clarify” is used to ensure students understand complex instructions or concepts. Lecturers combine English with Indonesian to explain technical terms or specific instructions. The use of translanguaging in this function not only increases the clarity of information but also reduces ambiguity, as stated by Liu et al. (2021).

The third function “to manage the classroom” is to help lecturers organize the flow of learning, provide direction, and build a positive classroom atmosphere. The use of translanguaging in this context helps lecturers to provide clear directions while building student motivation through verbal appreciation as expressed in Cohen's (2021) research. The fourth function “to extend and ask questions” shows how translanguaging is used to expand the discussion space and

support students to think more critically. Questions designed with translanguaging allow students to connect existing knowledge with new concepts as described by Cenoz and Gorter (2021). This function also shows how lecturers open up space for more interesting and interactive dialog.

However, this study did not find the use of the “to reinforce” function. The absence of this function indicates that lecturers in this study prioritize translation strategies that support active engagement rather than repetition of information to reinforce students' understanding. This highlights the flexibility of translanguaging as a teaching strategy that can be adapted to the specific needs of the class. Overall, this study supports the view that translanguaging is an effective pedagogical tool in multilingual learning contexts. By using translanguaging lecturers not only support students' linguistic understanding but also create an inclusive and motivating learning environment.

## **B. Suggestion**

Based on the results of the study, the following suggestions can be made for teaching practice and further research: Since this study focuses on speaking classes in Islamic universities. Future research could explore translanguaging in other educational contexts such as secondary schools or non-formal institutions to understand how this strategy can be adapted in various learning environments. Future research could also quantitatively measure the impact of translanguaging on learning outcomes such as improvements in students' English language proficiency or learning motivation. This approach can provide stronger empirical evidence on the effectiveness of translanguaging.

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## APPENDIX

No	Teacher utterance	Student respon	Type of Discursive function
1.	<ul style="list-style-type: none"> <li>Lecturer : gimana kabarnya hari ini? How are you today?</li> </ul>	<ul style="list-style-type: none"> <li>Student : fine ma'am, baik ma'am</li> </ul>	To involve and give voice
2.	<ul style="list-style-type: none"> <li>Make sure Google classroom atau google scholar?</li> <li>The last presentators should be group 4 ya?</li> </ul>	<ul style="list-style-type: none"> <li>Google classroom ma'am</li> <li>Yes ma'ma</li> </ul>	To clarify
3.	<ul style="list-style-type: none"> <li>Lecturer : hello guys, how are you today? sorry yaa ma'am a bit late soalnya macet banget tadi.</li> <li>Beri tepuk tangan for all speakears today !!</li> <li>are you happy to do that presentations? Of course u have to be happy, karena yang kita diskusikan ini adalah topik internasional</li> <li>pay attentions guys, if you guys make a power poin make sure</li> </ul>	<ul style="list-style-type: none"> <li>Student : okey ma'am</li> <li>Yes ma'am, Happy ma'am!!!</li> </ul>	To manage the classroom



	<p><i>that your power poin is readable, dan jelas.</i></p> <ul style="list-style-type: none"> <li><i>Oh one more time, if your friend finish their presentations try to ask some qustion, ibu udah catet loh tadi siapa saja yang sudah bertanya.</i></li> </ul>		
4.	<ul style="list-style-type: none"> <li><i>how to be succesfull student in global context by do internship, international competition and event, apakah hal tsb itu do-able?</i></li> <li><i>Any questions? (8times)</i></li> <li><i>Any respond?</i></li> <li><i>Baik what time is it ?</i></li> <li><i>Ada kelas setelah ini? What's class?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Yes, because the survey itself has explained that if you want to participate in an internship or international competition, you must have networking with faculty, and industry professionals.</i></li> </ul>	To extend and ask the questions

Interview	Teacher's Answer
When making observations in your class I found that you greeted students when you just entered the class using Indonesian and English. and you also closed the class in the same way and made students more enthusiastic to answer your words, you	<i>“Opening the class with a greeting in both English and indonesia is my way to introduce students to an academic atmosphere with an international perspective, giving them the chance to immerse in English from the beginning. However, by following up with Bahasa Indonesia, I create a sense of comfort and familiarity that acknowledges their local context and</i>

<p>also often give appreciation to students using both languages.</p> <p>maybe there is a reason why you use two languages when opening the class (when you just arrived), and when the class is ended, and when giving appreciation to students?</p>	<p><i>personal experiences. This balanced approach, I believe, encourages motivation because it signals to students that I not only respect their backgrounds but also understand the challenges they might face with English as a medium of instruction.</i></p> <p><i>“And I deliberately use appreciation in two languages to encourage and make everyone feel appreciated without language barriers. Using English when giving the appreciation will give an academic impression but Bahasa Indonesia ensures that the message of appreciation is more easily understood by all students so they feel appreciated and more motivated”</i></p>
<p>I also find a lot of repetitive sentences when you ask questions like “any question” to your students.</p>	<p><i>“Sometimes complicated that material is kinda difficult to understand if I only explained it in English. So by inserting an explanation in Bahasa Indonesia I want to make sure that all my students are really understand the concept. And by repeating “Any questions ?” I show that I really open to questions and want them to feel safe to ask or respond both in English and Bahasa Indonesia.”</i></p> <p><i>“I think my students are really good, so they almost understand everything that I'm saying. When I use Translanguaging I don't just use it for clarification or to make my explanations more understandable. I think it's more about convenience as using English or switching to Bahasa Indonesia can be more engaging.</i></p>

	<p><i>Additionally I want to build an emotional connection with my students. By incorporating Bahasa Indonesia I believe it is an effective way to bridge communication and enhance their understanding."</i></p>
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