

THESIS

**THE IMPLEMENTATION OF TRANSLANGUAGING IN A
MULTILINGUAL MONTESSORI CLASSROOM CONTEXT**

By:

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ENGLISH EDUCATION DEPARTEMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2026

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*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Bachelor Degree of English Language Teaching
(S.Pd.) in the English Education Department*

By:

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ENGLISH EDUCATION DEPARTEMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2026

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THESIS

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other 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

Malang, 2 Mei 2026



Aula Hanunah Wardhani
NIM. 220107110077

MOTTO

“If you can't endure the hardships of learning, then you must be prepared to endure the pain of ignorance.”

~ Imam Syafi'i

“God's decree will definitely come, so don't ask for it to be hastened.”

~ An- Nahl:1

DEDICATION

I dedicate this work with all my heart to my parents, Mr. Ahmad Hazim alm. and Mrs. Marlipah. Thank you for being my home, my source of strength when I'm tired, and my main reason to keep going. Your prayers, love, and countless sacrifices have been a light in every step of this journey. I also want to include gratitude to my entire family who always provide encouragement and warmth in every step. To my thesis advisor, Mrs. Maslihatul Bisriyah, MTESOL., thank you for the guidance that is not just academic correction, but also lessons in dedication and patience. To my friends who are always there, thank you for every sincere support that makes this journey more colourful, thank you all for being part of my academic journey. And to myself, thank you for enduring fear, remaining patient when everything feels difficult, and continuing to move forward until now.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all praise is due to Allah SWT, the Most Merciful and Compassionate, for His endless blessings, guidance, and strength that have enabled me to complete this thesis as a partial fulfillment of the requirements for a Bachelor's degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Peace and salutations are always devoted to Prophet Muhammad SAW, who has guided mankind toward the path of truth and goodness.

This thesis, entitled "**The Implementation of Translanguaging in a Multilingual Montessori Classroom Context**," would not have been possible without the support, prayers, love, and encouragement from many people around me. I truly realize that this work is not solely the result of my own effort, but also a reflection of the contributions and kindness of others. Therefore, I would like to express my deepest gratitude and sincere appreciation to the following parties.

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., CAHRM., CRMP., as Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Mrs. Maslihatul Bisriyah, M.TESOL., as the Head of the English Education Department.
4. Mrs. Maslihatul Bisriyah, M.TESOL., as my thesis advisor, I would like to express my sincere gratitude for the time, patience, and dedication in

guiding me throughout this process, which have greatly helped me in completing this thesis.

5. All lecturers of the English Education Department, thank you for sharing your knowledge, guidance, and experiences throughout my years of study, which have shaped my learning and helped me grow.
6. All teachers and staff of Kiddie Haven Montessori Malang, especially Miss Claresta Pramelda Shanty as the principal, for kindly granting permission, providing support, facilities, and helping ensure that every stage of my research ran smoothly.
7. My deepest gratitude goes to my beloved parents. To my father, Mr. Ahmad Hazim alm., thank you for your presence, for all the struggles you went through, for every effort you made to provide, for your endless love, and for the strength you have given me throughout my life. I am truly sorry that until your last moments, I had not been able to give you anything in return except my prayers. To my dearest mother, the most sincere and gentle person I have ever known, Mrs. Marlipah, thank you for being my greatest role model, my constant source of motivation, and my safest place to return to. Thank you for your sincere and unconditional love, and for staying strong through everything. I would not have reached this point without the love, prayers, and presence of both of you.
8. My sincere thanks also go to my siblings: my older brother, Imtiyaz Zuhan Ahmad, and my two younger sisters, Eilen Naznin Zafirah and Aufa Yumna. Thank you for your constant support, for being there through every moment, and for all the laughter and joy you have brought into my life.

9. My special thanks go to Dwi Mulya Putri. Thank you for being with me since day one, for staying by my side and supporting me during my lowest moments. Thank you for being both a study partner and a source of joy, for all the lessons you have shared, and for your sincerity throughout this journey. You have truly added so much color to my canvas during these years of college.
10. To Maulidia Zakia for being not only a friend, but also like a sister to me. Thank you for always being my one call away, for listening to all my stories and worries, and for always being willing to lift my spirits and bring comfort whenever I needed it. Thank you as well for always being there whenever I needed a break, for accompanying me on spontaneous trips, and for helping me recharge during exhausting times.
11. To Zea and Najwa, thanks for bringing so much happiness into my college life. I am also truly grateful to my Medina Residence mates: Tarisah, Hida, and Aisyah, for always being there for me, for all the meals we shared, the lessons we learned together, and the joy you brought into my days. In addition, I would like to thank my Khodijah 44 roommates for filling my days, especially in the early years of college, with warmth, laughter, and unforgettable memories that have stayed with me until now. Also my TBI 2022 friends whom I cannot mention individually, thank you for your constant support.
12. To my beloved Tim hore: Liha, Alif, Amira, Shabrina, and Jidda, thank you for all the support, laughter, motivation, and presence you have given me

along the way. I would also like to extend my heartfelt thanks to Cici for the continuous support given to me until this moment.

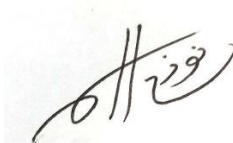
13. To my fellow supervision group members: Salwa, Sabil, Sherly, Vara, and Sofi, thank you for all your support, help, and companionship throughout the process of writing this thesis.

14. My warmest thanks go to my beloved tutoring students: Abigail, Fariz, Bima, Rafa, and Azkia. Thank you for the joy, energy, and meaningful moments you have brought into my days. Teaching you has not only been a responsibility, but also a source of happiness and learning for me. Your enthusiasm and small achievements have been a reminder for me of how valuable this journey is.

15. To myself, thank you for never giving up throughout this journey. Thank you for surviving all the pressure, doubts, and exhausting days. You have done well, and I am proud of how far you have come.

Finally, the researcher realized that this thesis is still far from perfect. Therefore, constructive suggestions and criticism are sincerely welcomed for future improvement. It is also hoped that this work can offer useful insights for readers and future researchers.

Malang, 4 Mei 2026



Aula Hanunah Wardhani
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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

TABLE OF CONTENTS

APPROVAL SHEET	i
LEGITIMATION SHEET	ii
THE OFFICIAL ADVISORS' NOTE	iii
DECLARATION OF AUTHORSHIP	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
LATIN ARABIC TRANSLITERATION GUIDE	xi
TABLE OF CONTENTS	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Significance of the Research	5
1.5 Scope and Limitations	6
1.6 Definition of Key Terms	7
CHAPTER 2	9
LITERATURE REVIEW	9
2.1 Multilingual Classroom in Early Childhood Education	9
2.2. Translanguaging in Early Childhood Education	11
2.3 Montessori Education as a Pedagogical Framework	21
2.4 Previous Studies	27
CHAPTER III	31
RESEARCH METHODOLOGY	31
3.1 Research Design	31
3.2 Research Subject	32
3.3 Research Instruments	32

3.4 Data Collection.....	36
3.5 Data Analysis	38
3.6 Data Validity	39
CHAPTER 4	42
FINDING AND DISCUSSION	42
4.1 Research Findings	42
4.2 Discussion	68
CHAPTER 5	73
CONCLUSION AND SUGGESTION	73
5.1 Conclusion.....	73
5.2 Suggestion	74
REFERENCES.....	76
APPENDICES	80

LIST OF FIGURES

Figure 4. 1 Teacher Using a Globe as Concrete Material	63
Figure 4. 2 Children Independently Choosing Materials during Free Activity Session.	64
Figure 4. 3 Use of Sandpaper Letters during Literacy Instruction.....	67

LIST OF APPENDICES

Appendix 1. Observation Checklist	81
Appendix 2. Interview Guideline.....	84
Appendix 3. Survey Permit	86
Appendix 4. Research Letter.....	87
Appendix 5. Validation Sheet	88
Appendix 6. Transcript Interviews.....	90
Appendix 7. Documentations.....	95
Appendix 8. Letter of Completion Research.....	97
Appendix 9. Curriculum Vitae.....	98

ABSTRACT

Wardhani, Aula Hanunah. 2026. *The Implementation of Translanguaging in a Multilingual Montessori Classroom Context*. Thesis. English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Maslihatul Bisriyah, M.TESOL

Keywords: translanguaging, Montessori education, multilingual classroom, early childhood

The growing use of English-Medium Instruction (EMI) in multilingual early childhood classrooms has created significant challenges for young learners' comprehension and participation, particularly when home and school languages differ. This study aims to examine the implementation of translanguaging in a multilingual Montessori classroom and its alignment with Montessori principles. Translanguaging refers to the flexible use of more than one language to support communication and learning. This research used a qualitative case study design. The study was conducted at Kiddie Haven Montessori, Malang, involving two classes: Nursery 2 (N2) and Kindergarten 2 (K2). Data were collected through classroom observations, interviews, and documentation, then analyzed using Miles and Huberman's model. The findings showed that teachers used translanguaging for managerial, communicative, and academic functions. In N2, translanguaging was mainly used for simple instructions and classroom management, while in K2 it was often used to explain learning materials and check understanding. Students also used translanguaging in classroom interaction, especially for social communication and sharing information. The study also found that translanguaging was aligned with Montessori principles, such as respect for the child, prepared environment, freedom within limits, absorbent mind, and sensitive periods. It can be concluded that translanguaging can support understanding, participation, and inclusive learning in a multilingual Montessori classroom.

ABSTRAK

Wardhani, Aula Hanunah. 2026. *Implementasi Translanguaging dalam Konteks Kelas Montessori Multibahasa*. Tesis. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Maslihatul Bisriyah, M.TESOL

Kata kunci: translanguaging, pendidikan Montessori, kelas multibahasa, anak usia dini

Meningkatnya penggunaan Pengajaran Berbasis Bahasa Inggris (English-Medium Instruction/EMI) di kelas anak usia dini multibahasa telah menciptakan tantangan signifikan bagi pemahaman dan partisipasi anak-anak usia dini, terutama ketika bahasa di rumah dan di sekolah berbeda. Penelitian ini bertujuan untuk mengkaji implementasi translanguaging dalam kelas Montessori multibahasa dan keselarasan dengan prinsip-prinsip Montessori. Translanguaging mengacu pada penggunaan lebih dari satu bahasa secara fleksibel untuk mendukung komunikasi dan pembelajaran. Penelitian ini menggunakan desain studi kasus kualitatif. Penelitian ini dilakukan di Kiddie Haven Montessori, Malang, yang melibatkan dua kelas: Play Group (N2) dan TK B (K2). Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa guru menggunakan translanguaging untuk fungsi manajerial, komunikatif, dan akademik. Di N2, translanguaging terutama digunakan untuk instruksi sederhana dan manajemen kelas, sedangkan di K2 sering digunakan untuk menjelaskan materi pembelajaran dan memeriksa pemahaman. Siswa juga menggunakan translanguaging dalam interaksi kelas, terutama untuk komunikasi sosial dan berbagi informasi. Studi ini juga menemukan bahwa translanguaging selaras dengan prinsip-prinsip Montessori, seperti menghormati anak, lingkungan yang disiapkan, kebebasan dalam batas-batas tertentu, pikiran yang menyerap, dan periode sensitif. Dapat disimpulkan bahwa translanguaging dapat mendukung pemahaman, partisipasi, dan pembelajaran inklusif di kelas Montessori multibahasa.

المخلص

وارداني، أولا هانونه. 2026. تطبيق الترجمة اللغوية في سياق الفصل الدراسي متعدد اللغات بنظام مونتيسوري. أطروحة. قسم تعليم اللغة الإنجليزية. كلية التربية والتدريس. جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج.

المشرفة: مسليحتول بيسرياه، M.TESOL

الكلمات المفتاحية: الترجمة اللغوية، تعليم مونتيسوري، الفصل متعدد اللغات، الأطفال في سن مبكرة

أدى تزايد استخدام التعليم باللغة الإنجليزية (EMI) في فصول الأطفال في مرحلة الطفولة المبكرة متعددة اللغات إلى ظهور تحديات كبيرة فيما يتعلق بفهم الأطفال في هذه المرحلة ومشاركتهم، لا سيما عندما تختلف اللغة المستخدمة في المنزل عن تلك المستخدمة في المدرسة. يهدف هذا البحث إلى دراسة تطبيق «التعدد اللغوي» في فصول مونتيسوري متعددة اللغات ومدى توافقه مع مبادئ مونتيسوري. يشير «التعدد اللغوي» إلى استخدام أكثر من لغة واحدة بمرونة لدعم التواصل والتعلم. استخدم هذا البحث تصميم دراسة حالة نوعية. أجريت هذه الدراسة في Kiddie Haven Montessori ، مالانج، وشملت فصلين Play Group : (N2) و TK B (K2). تم جمع البيانات من خلال الملاحظة الصفية والمقابلات والتوثيق، ثم تم تحليلها باستخدام نموذج مايلز وهوبيرمان. أظهرت نتائج الدراسة أن المعلمين يستخدمون التعدد اللغوي لأغراض إدارية وتواصلية وأكاديمية. في N2 ، يُستخدم الترجمة اللغوية بشكل أساسي للتعليمات البسيطة وإدارة الفصل، بينما في K2 يُستخدم غالبًا لشرح المواد التعليمية والتحقق من الفهم. كما يستخدم الطلاب الترجمة اللغوية في التفاعل داخل الفصل، خاصة للتواصل الاجتماعي وتبادل المعلومات. كما وجدت هذه الدراسة أن الترجمة اللغوية تتوافق مع مبادئ مونتيسوري، مثل احترام الطفل، والبيئة المعدة، والحرية ضمن حدود معينة، والعقل المستوعب، والفترات الحساسة. مكن استنتاج أن الترجمة اللغوية يمكن أن تدعم الفهم والمشاركة والتعلم الشامل في فصول مونتيسوري متعددة اللغات.

CHAPTER 1

INTRODUCTION

This chapter sets forth the groundwork for this study by presenting its background of the research, research questions, research objectives, significance, scope and limitations, and definition of key terms.

1.1 Background of the Research

The increasing number of international schools in early childhood education has brought about significant linguistic consequences, particularly with the implementation of English-Medium Instruction (EMI). While the children grow up surrounded by their mother tongue for daily communication, they encounter an academic institution that expects the exclusive use of the English medium for instruction. This gap between language practice at home and school demands often creates significant pedagogical challenges (Parveen et al., 2022). Initial observations indicate that the exclusive use of the English medium for instruction leaves the children perplexed while following the instructions provided by the teachers. When the children fail to grasp the instruction provided by the teachers, they remain silent and unresponsive and even risk being isolated from the academic process (Mateus, 2014).

As a way of exploring this issue, the Montessori teaching system presents a very interesting perspective on how to face these issues. Indeed, the "*follow the child*" principle and "*prepared environments*" highlight how education is a naturally occurring process which follows the rhythms of the child, including their communication styles (Lillard, 2017; Montessori, 2016). Freedom is a fundamental pillar of Montessori teaching. Freedom is not limited to the selection of teaching

aids but also extends to the thinking process (Ogbemudia et al., 2024) . For example, in the activity of making an origami lion. Variations were noticed, the children selected a different work sequence than the teacher's instructions. Nonetheless, they were able to reach the final goal. In the Montessori system, where children are afforded flexibility even in the sequencing of activities, linguistic flexibility becomes a crucial resource for supporting children's meaning-making processes.

In a Montessori classroom, language ideally develops through interaction with concrete objects. As explained by Feez (2018), the manipulation of didactic objects serves as a bridge connecting material experience with a child's semiotic or meaning-making system. In practice, when children interact with familiar props such as miniature cars or other real-world objects, memories of their home language often emerge spontaneously. This phenomenon indicates the practice of translanguaging, in which children utilize their entire linguistic repertoire. Initial observations revealed moments, when a child arranging the *Knobless Cylinders*, asked: "*Miss, ini yang red dulu kan?*" (Miss, it's the red one first, right?). Similarly, when a child needed a specific tool but had not yet mastered the English vocabulary, they pointed to a glue container and said: "*Miss, I want lem*" (Miss, I want glue). This use of mixed language appears to be a natural strategy for children to maintain active participation in the learning process (Palviainen & Mård-Miettinen, 2015).

The teacher's response to the childrens language practices is also a crucial aspect to analyze. When teachers provide scaffolding through linguistic mixing accompanied by gestures and physical expressions such as demonstrating how to tear paper while giving verbal instructions, children exhibit higher levels of enthusiasm to engage in practice. In existing literature, this use of gestures and

objects has been termed embodied translanguaging, which involves the construction of meaning not just through the use of words but also through the body and materiality itself (Samuelsson, 2022). This implies that the educators' adjustment of their language might be directly related to the ethical imperative to communicate in accordance with the capacity for understanding on the part of the child. This imperative can be related to the ethical value of wisdom within the framework of an Islamic approach to education, which can be derived from the Hadith of Ali ibn Abi Talib (ra):

حَدَّثُوا النَّاسَ، بِمَا يَعْرِفُونَ أَتُحِبُّونَ أَنْ يُكَذَّبَ، اللَّهُ وَرَسُولُهُ

Hadditsū an-nāsa bimā yaʿrifūna, atuḥibbūna an yukadzdzaba Allāhu wa Rasūluhu.

“Speak to people according to what they can understand. Do you want Allah and His Messenger to be denied?” (Hadith, Sahih al-Bukhari, no. 127).

The importance of this hadith, from a moral point of view, relates to the moral obligation that teachers have to adjust their language and modes of delivery to ensure that what they communicate is properly received without any kind of confusion or misunderstanding. In relation to early education, this value has a strong correlation, especially because, the students are still in the primary stage of their language and cognitive skills. In relation to Montessori education, especially in a multilingual context, this value relates closely to the principle of 'follow the child' as a teacher. The idea of translanguaging can be seen as an expression of the above principle in which the teacher utilizes the language or the languages most easily understood by children with the aim of promoting comprehension, emotional

security, and active participation. Thus, the idea of translanguaging is not only a pedagogical tool but can be seen as an ethical imperative in the way children are communicated with.

Although studies on translanguaging in early childhood education continue to evolve, previous research still tends to categorize this practice as a situational communication response and has yet to explicitly link it to a specific pedagogical framework. Pesch (2021) identifies translanguaging as a response to the complexities of communication in multilingual kindergartens, where this practice often arises spontaneously but is still hampered by the limitations of rigid curriculum policies. While Samuelsson (2022) highlights the potential of embodied translanguaging through sensory experiences; however, both have yet to connect these findings to a specific pedagogical framework that can guide the practice consistently. In the Montessori context, a study by Dewi et al. (2025) found various aspects of translanguaging in a Montessori school in Indonesia. However, the study only focused upon understanding various types of interaction, such as teacher-directed and pupil-directed, along with the administration perspective of teachers. There remains a gap in understanding translanguaging in a conceptual manner, linking it to various aspects of Montessori, such as follow-the-child, auto-education, manipulation of sensory aids, etc.

Therefore, there is a pressing need for further research on how translanguaging practices are manifested in classroom interactions and how they philosophically relate to Montessori principles. This research aims to fill that gap, ensuring that linguistic flexibility is understood as an element that strengthens,

rather than disregards, the integrity of the Montessori method in a multilingual environment.

1.2 Research Questions

Guided by the issues outlined in the background, the research questions that were addressed are:

1. How is the implementation of translanguaging in a multilingual Montessori classroom?
2. How does the practice of translanguaging align with Montessori principles?

1.3 Research Objectives

The objectives of this study, therefore, are formulated as follows in line with the research questions:

1. To examine how translanguaging is implemented in a Montessori classroom in teaching learning activity.
2. To analyze the alignment between these translanguaging practices and Montessori principles.

1.4 Significance of the Research

This study is significant from two standpoints: a theoretical and a practical.

1. Theoretical Significance

Theoretically, the research expands on the idea of translanguaging because it highlights its role in both language acquisition and classroom interaction and management. It enriches current knowledge of bilingual and multilingual education, as it shows that translanguaging can be viewed as a resource for classroom regulation, inclusion, and successful communication in kindergarten settings with an international dimension. The proposed

framework complements current discourse theories of the classroom by highlighting the multi-faceted nature of translanguaging.

2. Practical Significance

Practically, the findings of this research are expected to provide empirical insights for teachers and early childhood practitioners, particularly in multilingual Montessori schools, regarding how translanguaging is manifested in daily instructional interactions. The findings may serve as a basis for pedagogical reflection for teachers to use language more responsively to children's needs. Furthermore, it aims to provide a foundational reference for educational institutions in designing language-inclusive learning practices without compromising the core principles of the Montessori method.

1.5 Scope and Limitations

This research focus on the practice of translanguaging as a strategy of language use in the process of learning in Montessori kindergarten classrooms, along with the connection to Montessori philosophy. The research is restricted to the classroom context of learning in Montessori kindergarten schools that use the multilingual approach with English as part of the languages of instruction. The data collection process in this research is based on observations of the process of learning to understand the use of translanguaging in teacher-student interactions, along with interviews to understand the perspectives of teachers in the context of their use of languages in the process of learning. The research does not cover the use of languages outside the classroom context, nor is it based on the quantitative assessment of the effectiveness of translanguaging in the process of learning.

Therefore, the research findings are contextual and not intended to be generalized widely.

1.6 Definition of Key Terms

To ensure clarity and avoid misunderstanding, several key terms used in this study are defined as follows:

1. Translanguaging

Translanguaging refers to the practice of using language flexibly by utilizing an individual's entire language repertoire to construct meaning and communicate in a learning context. In this research, translanguaging is understood as a language use strategy that emerges in classroom learning interactions, by both teachers and students, without a rigid separation of languages.

2. Montessori education

In the context of this particular research, Montessori education can be described as a form of teaching philosophy that considers children as active participants in their lives. The teacher, as opposed to being a regular instructor, becomes more of a "director" who aids and assists the child with their interests. For this particular research, Montessori is not just seen as a form of teaching system, but as a fundamental form of teaching philosophy that aids and assists the child with their language.

3. Multilingual Classroom

A multilingual classroom refers to a learning environment where children have diverse linguistic backgrounds and use more than one language in their interactions and learning. In the context of this research, a multilingual

classroom includes the use of English as one of the languages of instruction, as well as other languages used by children and teachers in everyday classroom interactions.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews key literature relevant to the study. It discusses multilingual classrooms in early childhood education, translanguaging practices in early childhood contexts, Montessori education as a pedagogical framework, and previous studies to establish the theoretical foundation and research gap of the present study.

2.1 Multilingual Classroom in Early Childhood Education

The concept of a multilingual classroom with regard to early childhood education entails an environment where learners come from different linguistic and language backgrounds and communicate with each other using multiple languages. With regard to international schools, a lingua franca exists, and it is the primary language of instruction (Milošević, 2019). This lingua franca connects learners of different linguistic and language backgrounds. Beyond the lingua franca, the mother tongue is essential with regard to personal identity and as a primary tool for shaping children's thoughts and emotional frameworks (Cenoz & Gorter, 2017). Therefore, a classroom with regard to early childhood education is not just an environment where multiple languages are being employed; rather, it is a socio-linguistic environment where learners' identities, cultures, and language competencies are being developed concurrently and dynamically.

In terms of practical application, it can be said that linguistic dynamics in a multilingual classroom are a challenge to early childhood learners because these are learners in a critical period of linguistic development, in which a learning situation requires a standard of English linguistic ability which has not been fully mastered

by these learners (Simanjuntak, 2024). As hinted by Phindane (2020), it has a critical effect on learners' concept formation and on learners' ability to participate socially in class. Requiring learners to use English exclusively can result in a stressful learning situation, which can cause frustration and undermine self-confidence in learners who still use their mother tongue as a primary means of thinking. Therefore, it can be said that language management in a multilingual classroom has to be done in a sensitive way with a balance between academic needs and linguistic comfort provided to the child.

In these complex linguistic environments, the teachers play an important part in the children's learning process as mediators between the children's linguistic needs and the educational requirements of the school. The teachers' role is not only to teach the children the target languages but to help the children interact in a way that allows every child to understand, express, and actively participate in the learning process to the fullest extent of their repertoire (Kirsch, 2018). Koyuncu et al. (2024) have pointed out the mediational role of the teachers in the children's learning process, in which the teachers need to be sensitive to the children's linguistic background, to the extent to which the children's native languages may help in the conceptual development, and to the extent to which the children's interaction needs to be gradually focused on the target language. Thus, teachers not only act as educators but are also a type of scaffolding for language learning. They help the child build a bridge from their mother tongue to the school language in an environment of education.

Child-sensitive communication is a core principle that teachers should utilize to improve their skills in managing interactions in classrooms characterized

by multiple languages. Teachers need to demonstrate their ability to distinguish between different language uses, tones, and nonverbal communication techniques so they can adapt their teaching approaches to suit each child's level of understanding (Langeloo et al., 2019). This idea is similar to the belief that language acquisition in early childhood education begins with a child's comfort, experience, and speech. In this context, translanguaging is seen as an example of child-sensitive communication (Bouzid & Javier, 2024). In this sense, translanguaging can be seen not only as a language act but also as an educational strategy that helps develop language in children.

2.2. Translanguaging in Early Childhood Education

In this part, we will discuss the concept of translanguaging in early childhood education, including the definition of the term, the role of translanguaging as a language usage technique in multilingual environments, and the implementation of translanguaging in the classroom for effective communication and learning purposes.

2.2.1 Concept and Definition of Translanguaging

Translanguaging is a concept that has evolved from a pedagogical notion developed by Williams (1994). Nevertheless, there has been a shift in defining translanguaging because recent studies have gone beyond the initial conceptualization of the notion. According to García (2009), translanguaging must not just be seen as an instructional technique or even as something that can simply be used for educational purposes; rather, it must be defined as a process through which meaning is constructed using one's linguistic repertoire.

Following this view, Wei (2018) strengthens the theory by describing translanguaging as a pragmatic language theory that emphasizes everyday language use as its central object of study. In this context, language is no longer seen as an autonomous unit but rather as a system of semiotics that can be used flexibly in line with socio-cultural needs. As a result, translanguaging departs from the traditional notion of code-switching where languages are viewed as separate systems (MacSwan, 2019).

In the field of early childhood education, the concept of linguistic borders becomes practically irrelevant for children. According to the latest research conducted by Papadopoulos and Jansen (2024), children have an innate tendency to ignore linguistic borders and use all of their linguistic resources to compensate for the inability to communicate effectively. In this regard, the concept of translanguaging should be viewed from the perspective of multiple modes. As Canagarajah (2011) asserts, meaning-making involves not just language but also non-language components such as gesture and physical interaction with objects in the environment. This perspective is particularly relevant in kindergarten classrooms, in which the construction of meaning is often achieved by combining verbal communication with handling actual objects. In this context, translanguaging refers to the ability of children to utilize all available means, such as home languages and physical movements, to understand their lessons.

In light of these varied theories, translanguaging among early childhood education should be considered not simply an example of code-switching but rather as an act of children's comprehensive communicative empowerment.

This practice provides a space in which the boundaries of language become fluid, allowing children to combine the languages used at home and in school as a single cognitive resource. This conclusion also confirms the above assumption that the languages practiced by children cannot be separated from their physical environment; communication at this early stage is greatly dependent on the combination of verbal, gestural, and manipulation of the objects in the environment. Thus, the practice of translanguaging in this stage is a natural practice to maximize the whole range of languages to conceptualize the meaning.

2.2.2 Translanguaging as a Language Use Strategy

In the case of the educational sphere, translanguaging is not only regarded as a spontaneous linguistic process, but also as a language strategy that is essential to the support of the learning process and the emotional well-being of the learner. According to García and Wei (2014), it is essential to note that translanguaging is a dynamic process that enables the learner to access and utilize the full range of language repertoire to create meaning and negotiate their identities. Thus, the dimensions of translanguaging can be regarded as the pedagogical and affective dimensions, which are linked to the cognitive process of learning and the emotional comfort of the learner, respectively.

Pedagogically, translanguaging plays a critical role as a tool in the construction of meaning and the acquisition of learning content. According to García (2009), the first language (L1) may serve as a conceptual scaffolding device to facilitate the understanding of complex concepts in the target language. The use of the home language as an intermediate language to the

school language helps to maintain cognitive consistency and connects the learners' experiences with the language learning process (Herrero-Martín, 2021). Duarte (2020) clarifies this through the concept of epistemological function, where the systematic use of multiple languages aims to increase the depth of understanding of the material. This is supported by the findings of Bouzid and Javier (2024), who detailed that practically, this function includes the act of reiteration or repeating messages in different languages to ensure the teacher's instructions are accurately understood.

Additionally, Cenoz and Gorter (2022) further noted that the use of translanguaging also enables the expression of more complex ideas, especially when the students have not fully mastered the vocabulary of the target language. Moreover, the use of translanguaging was also emphasized by Wei (2018) as a tool for the development of metalinguistic awareness, the awareness of the structures and functions of language that enhances the critical thinking abilities of the students. This method also enhances the active involvement of the students in the learning process because they feel more confident when engaging in the class since they are not afraid of making linguistic mistakes (Canagarajah, 2011; White, 2023). As such, the pedagogical use of translanguaging not only enhances the understanding of the lesson content but also the development of more flexible thinking.

On the other hand, translanguaging also has an affective function, which is equally significant for the development of children. Wei (2018) argues that the role of translanguaging is as a linguistic safety net, a safe space for students to communicate in a way they feel comfortable with. This can have a significant

positive effect on the self-confidence of the students because the anxiety of speaking a language is reduced, particularly for a foreign language classroom (Nishanthi, 2020). White (2023) mention that the use of a language that is most familiar to the students creates an emotional comfort for the students because they feel accepted and their identity is recognized.

Moreover, translanguaging also has a role in participatory scaffolding (García & Wei, 2014), which is a means of promoting social involvement and participation in learning activities. The ability to translanguage makes students more confident in articulating opinions, asking questions, and working in groups without any linguistic limitations. According to Hidayati et al. (2024) this aspect also involves developing a positive learning environment through humor and motivation using a language that the student understands. This adds more value to the affective dimension of learning by promoting a positive learning environment that is inclusive and empathetic.

In conclusion, translanguaging can be understood as a holistic language use strategy that encompasses both pedagogical and affective dimensions. In this study, these dimensions function as a conceptual lens to interpret the purposes of translanguaging in supporting learning and emotional well-being in multilingual classrooms. Rather than being analyzed as isolated strategies, translanguaging is examined through its realization in classroom interactions. Therefore, the subsequent subchapter focuses on how translanguaging is enacted through teacher–student interaction and peer interaction in early childhood classrooms.

2.2.3 Translanguaging in Early Childhood Classroom Interaction

In early childhood learning practices, translanguaging cannot be understood as an incidental linguistic phenomenon, but rather as a core part of classroom interactions in multilingual contexts. Recent studies on early childhood classroom interactions commonly distinguish children's learning-related interactions based on interaction partners, particularly teacher-child interaction and peer interaction, which involve different roles, goals, and communicative characteristics (Lim, 2023; Tilbe & Gai, 2022). Therefore, translanguaging practices in this study are analyzed based on these two forms of interaction.

a. Teacher-Student Interaction

The interactions between teachers and children in a multilingual setting are generally structured and instructionally oriented. In this setting, teachers play a primary role in managing learning activities, providing instructions, and developing children's conceptual understanding through language use. The use of translanguaging is seen when teachers strategically use English, the target language, together with the child's more familiar language in order to promote their understanding, develop fluency in interactions, and reduce the cognitive demands on the child's learning. In this way, translanguaging is used as a kind of pedagogical scaffolding that allows children to remain in the Zone of Proximal Development (Kirsch, 2020).

The analysis of teacher-child interactions in this study refers to the framework of teacher discourse functions proposed by Gort and Pontier (2013). This framework views teacher language as a primary tool in

managing and directing the learning process, which is realized through several discourse functions such as managerial functions, communicative functions, and academic functions.

1) Managerial

Managerial functions refer to language used to organize activities, regulate behavior, and maintain children's attention during classroom routines. Educators often use language to redirect behaviors or to calm children when necessary. Language acts as a medium for controlling behaviors and calming children whenever necessary. Some of the statements include "*Tienes que prestar atención,*" which means "*You have to pay attention,*" and "*Yo te voy a mostrar,*" which means "*I will show you.*"

2) Communicative

The communicative function involves language used for communication purposes, acknowledging the input from children, and clarifying meanings. Teachers frequently respond positively to children's utterances to validate their participation and keep the conversation going. Examples include "*Muy bien*" ("Very good"), "*Mhm,*" and repeating a child's response such as "*Un reloj*" after the child said "*Reloj.*" Teachers also ask clarification questions such as "*¿Qué es una cotorra?*" ("What is a parrot?") to encourage children to expand their ideas.

3) Academic

Academic functions refer to language used to introduce vocabulary, assess understanding, and develop children's conceptual knowledge. Educators used language to teach new words and create connections between concepts during learning experiences. Examples of such language include "*Sí, un rectángulo*" ("Yes, a rectangle"), "*Son las 11 y 16*" ("It is 11:16"), and "*Hay diferentes tipos de piratas*" ("There are different kinds of pirates").

Beyond its managerial, communicative, and academic functions, teacher language in early childhood classrooms is also delivered through multimodal forms. Teacher–student interaction often involves spoken language together with gestures, movement, facial expressions, and the use of concrete materials to support children's understanding (Samuelsson, 2022).

b. Peer Interaction

In contrast to the structured teacher-child interaction, children's interaction with each other is more spontaneous and flexible in form. In play and collaborative activities, children spontaneously use their entire linguistic repertoire to negotiate meaning, organize roles, solve problems, and convey experiences. Translanguaging in children's interaction thus occurs naturally in the course of their interaction with each other to sustain communication.

The framework used to analyze students' interaction data in this study, particularly in relation to translanguaging practices, refers to the

language functions proposed by Halliday (1975). Halliday explains that children learn language through social interaction, and language develops as a resource for making meaning rather than as a separate grammatical system. In the early stage of development, children use language to fulfill different communicative purposes in everyday interaction. These functions include instrumental, regulatory, interactional, personal, heuristic, imaginative, and informative functions.

1) Instrumental Function

The instrumental function refers to language used to satisfy the child's material needs or obtain desired objects and services. In this function, language becomes a tool for getting something from the environment. Examples include "*give me that*" and "*give me my bird*"

2) Regulatory Function

The regulatory function refers to language used to control or direct the behaviour of others. Through this function, children attempt to make other people act according to their wishes. Examples include "*do that (again)*" and "*do that right now*"

3) Interactional Function

The interactional function refers to language used to establish and maintain social relationship with significant others. Language in this function helps children create connection and social contact. Examples include "*nice to see you*" and "*yes, it's me*"

4) Personal Function

The personal function refers to language used to express feelings, preferences, attitudes, and awareness of self. Through this function, children present themselves and communicate personal reactions to experience. Examples include “*I’m sleepy*” and “*that’s nice*”

5) Heuristic Function

The heuristic function refers to language used to explore the environment and learn about the world. Children use this function to ask questions, investigate objects, and seek explanations. A common example is “*What’s that?*”

6) Imaginative Function

The imaginative function refers to language used to create imaginary situations, stories, sound play, or pretend scenarios. This function allows children to move beyond immediate reality and construct their own worlds. Its basic form is represented by the expression “*Let’s pretend.*”

7) Informative Function

The informative function refers to language used to communicate new information or report experiences to others. Halliday considers this a later and more complex function because it involves telling something that others may not know. Its typical form is represented by the expression “*I’ve got something to tell you.*”

The seven language functions identified by Halliday (1975) provide an apt model in analyzing the ways children use language in peer interactions. Using these language functions, children use their language competencies to ask for objects, control play, build relations, express emotion, ask questions, create imaginary situations, and share knowledge. Within multilingual environments, these language functions can also be fulfilled using translanguaging, where children naturally use more than one language to facilitate conversations and engage in joint activities. Halliday's model thus provides insights into the role of peer interaction not only as a sociocultural event but also as an environment that fosters language learning and understanding.

2.3 Montessori Education as a Pedagogical Framework

Montessori education is one of the educational approaches that is informed by the natural process of child development and the learner-centered education concept. In the language acquisition field, the Montessori education is relevant in the sense that it is informed by the concept of natural learning experiences, environments, and the role of the teacher in the process. Thus, this section discusses the Montessori education concept as a pedagogical approach in language acquisition.

2.3.1 Montessori as a Pedagogical Approach

The Montessori pedagogical approach is an educational system rooted in humanistic and constructivist views of child development, which positions students as active subjects in the learning process. Montessori viewed children as having an intrinsic drive to learn through direct interaction with a

meaningful environment, so education is not understood as a process of transferring knowledge from teacher to child, but rather as an effort to facilitate the holistic development of children's potential (Lillard, 2017). This view is reinforced by contemporary studies that confirm that Montessori pedagogy aligns with the principles of child-centered learning and active learning, which are the main paradigms in modern education (WKD & HGC, 2024).

Pedagogically, the Montessori approach emphasizes child-centered learning through the provision of a prepared environment, a learning environment systematically designed to enable children to learn independently, in a structured manner, and in a developmentally appropriate manner. Such a learning setting is provided with tangible and multi-sensory materials that allow children to explore, replicate, and self-correct without the need for direct reliance on the teacher (Ogbemudia et al., 2024). In this context, learning materials function not only as means of communication but also as integral components of the learning process that encourage students to take initiative, explore actively, and progress according to their individual pace (Widodo et al., 2024). The role of the teacher here is to be a facilitator or guide who assists the children through observation without any interference at all, and this has been recognized as being an effective method for fostering student autonomy and accountability. (Kersna et al., 2025).

This has been proven by studies done during the last decade on the applicability of the Montessori system to education in the twenty-first century. According to Lillard (2017), the Montessori method has a very high level of correspondence with the discoveries made in developmental psychology and

cognitive science in relation to such topics as experiential learning and self-regulation. There are also empirical studies that prove that students who undergo Montessori-based education show high-level executive functioning, independent learning, and social skills when compared to those who undergo conventional learning systems.

In the context of early childhood education, the effectiveness of the Montessori method in the motor, cognitive, and socio-emotional development of children has been acknowledged. The children are trained through activities that promote practical life and the use of concrete media to enhance fine motor skill development, concentration, and problem-solving abilities from an early age. Hermildawati (2025) found that the application of the Montessori method significantly influenced the improvement of fine motor skills and pattern grouping abilities in kindergarten-aged children. Furthermore, the Montessori approach is also considered adaptive to inclusive education because it allows for differentiation of learning according to the needs and learning pace of each child (Leuwol et al., 2025).

Recent studies have shown that the Montessori method is not a fixed pedagogy, but rather a dynamic and flexible one. Numerous studies have confirmed that the Montessori method is still relevant in dealing with modern educational issues, especially in terms of promoting independent learning, flexibility, and student engagement in the learning process (Leuwol et al., 2025; Saputra, 2025). The flexibility of the Montessori method is also demonstrated through the method's focus on the learning process and the respect it shows to the developmental stages of the students. In this regard, the

relevance of the Montessori method is demonstrated while at the same time retaining its philosophical roots.

Therefore, the above discussion helps to understand the concept of Montessori as a pedagogical approach that focuses on the child as the center of learning, highlighting the importance of independent learning, responsible freedom, and learning through meaningful interaction with the environment. This pedagogical approach is not only theoretically sound, but there are also various empirical findings to support this concept in the past decade, making it a worthy pedagogical framework for the development of modern educational practices.

2.3.2 Montessori Principles

The theoretical framework in this research is based on certain Montessori concepts used to analyze the pedagogical practices of early childhood education classrooms using Isaacs's (2015) *Bringing the Montessori Approach to Your Early Years Practice*. While not intended to summarize the Montessori approach in its entirety, this study focuses on five key Montessori concepts outlined in various sections of the book: respect for the child, freedom of movement and choice, favorable environment, absorbent mind, and sensitive periods, which serve as the basis for analysis in subsequent chapters.

a. Respect the Child

Respect the child is a core element of the Montessori method. According to Isaacs (2015), children are competent individuals with their own experiences, interests, and developmental patterns. Respecting children entails having confidence in their ability to make

sense of their environment through interaction. In Montessori approach, respect for children is shown through teachers giving children time and space to concentrate, express themselves, and make their own choices. Also, teachers do not rush into children's activities but observe and have a sensitive response to their needs. So, children are portrayed as not just mere subjects of knowledge but as active and significant subjects of knowledge, and their learning process is valued depending on their ages.

b. Freedom of Movement and Choice

The concept of freedom of movement and choice is also closely related to children being viewed as individuals with an internal drive to learn. According to Isaacs (2015), children have to be offered the freedom to move and make choices about their learning activities as they see fit. This is important as it allows children to pursue their own initiative in exploring their surroundings and engaging in activities of value to them. However, this freedom as presented in the Montessori approach, is not considered to be unlimited. This freedom is provided in a structured environment, along with boundaries and responsibilities. Freedom of movement and choice helps children to slowly acquire independence and self-regulation skills.

c. Favourable Environment

The role of learning environment in Montessori is very important. The term used by Isaacs (2015) in this regard is a "favourable environment," which means a learning environment designed to facilitate optimal development in children. The learning environment in

this approach is well-organized, safe, and interesting, and children are able to access materials independently without adult dependency.

Favourable environment conducive to learning will also involve the daily routines, social conditions, and interaction patterns created within the space itself. An environment supportive of learning will provide opportunities for learning through direct experience and interaction with the environment itself. In other words, the environment will not be viewed as something passive but rather something active in the child's learning process itself.

d. Absorbent Mind

The concept of the absorbent mind is an explanation of how young children can absorb what they have learned from their environment. Isaacs (2015) explains that from birth to six years of age, children have an extraordinary capacity to naturally absorb language, culture, and experiences without conscious effort. The process of absorption happens naturally and is the basis for a child's development, especially in different areas. The concept of the absorbent mind is composed of two stages, namely, the unconscious stage, which covers 0 to 3 years, and the conscious stage, which covers 3 to 6 years. In either stage, it is evident that a child's experiences have a profound impact on the formation of their thought, behavior, and social skills.

During the absorbent mind period, children naturally absorb language and experiences from their environment through interaction, sensory exploration, and daily activities. In the unconscious stage,

children acquire language spontaneously by listening to and imitating the people around them. Meanwhile, in the conscious stage, children become more verbally active, engage more with peers, and intentionally use language during activities and social interactions. This shows that the environment plays an important role in supporting children's language development and communication skills.

e. Sensitive Periods

Other than the absorbent mind, Montessori also introduced the sensitive period concept. This concept has been defined as a period of special sensitivity in the life of the child, during which the child shows special reactions to certain stimuli, such as language, order, movement, and social contact (Isaacs, 2015). During the sensitive period, the children are particularly interested in certain things in the world around them.

During these periods, if the environment is rich in stimuli, the child would learn more effectively and naturally. On the other hand, if the child's needs are not fulfilled in these periods, the child would not be provided with the most effective and optimal conditions for learning. Therefore, observation of the child is necessary for the educator to design the environment in accordance with the child's needs.

2.4 Previous Studies

Several research studies have been conducted on the concept of translanguaging within the context of early childhood education and multilingual educational environments with different pedagogical approaches. Such research is

significant for understanding the concept of translanguaging as a linguistic practice from an ideological, interactional, and multimodal perspective. Nevertheless, the educational levels, pedagogical approaches, and the operationalization of the translanguaging practice within the context of learning differ, and the space is left for further research, especially within the context of the Montessori method for early childhood education.

One study that situates translanguaging in early childhood education was done by Pesch (2021) through an ethnographic study in a multilingual kindergarten in Norway. This study situates translanguaging as an analytical tool for understanding teachers' linguistic practices, their relationships with multilingual parents, and the language ideologies that guide early childhood education curricula. The findings of the study reveal that translanguaging has the potential to create heteroglossic spaces in environments that are dominated by a single majority language, at the same time creating awareness of the constraints in relatively monolingual environments. In enriching the concept of translanguaging in early childhood education, this study has not yet established the link between translanguaging practice and pedagogical approaches, so that translanguaging is more conceptual and ideological in nature rather than being pedagogical in practice.

An interaction practice-oriented perspective is provided by the study of Samuelsson (2022), where the author explores the concept of translanguaging through the lens of multimodality and embodiment in the context of a multilingual preschool setting. In this ethnographic study, the author focuses on the practice of two-year-old children in the preschool setting and argues that translanguaging is not only restricted to verbal communication but also extends to touch, gestures, and

the material world. The primary contribution of this study is the author's claim that translanguaging in the context of early childhood education is inevitably an embodied practice that is significantly dependent on sensory experiences. However, the practice of translanguaging is presented as an analytical framework for understanding the practice of interaction in the context of preschool education in general, without establishing any direct link with a particular pedagogical practice with unique learning structures, educational objectives, and teacher roles.

Meanwhile, a study that considered the context of Montessori was conducted by Dewi et al. (2025) through a qualitative research design in the upper primary level of the Singaraja Montessori School. The study found that the use of translanguaging was utilized in a teacher-directed and pupil-directed manner and was positively received by the teacher as a tool for understanding, learning comfort, and the inclusivity of the bilingual classroom. The study again highlighted the role of teacher beliefs in the use of translanguaging in the Montessori school context. However, the focus of the research on the upper primary level situates this study beyond the early childhood education domain, and whereas Montessori is more of an institution rather than a teaching approach that has been examined in detail in the context of daily language learning practices, there was a focus on the verbal and perceptions of teachers rather than the multimodal and embodied aspects of translanguaging, which is particularly relevant in early childhood education.

Based on the review of the above studies, it can be concluded that based on the discussion of the translanguaging phenomenon in early childhood education and the Montessori-based learning environment, there is a limitation in the studies that specifically examine the translanguaging phenomenon in early childhood education

in the Montessori pedagogical framework from an operational perspective. In the previous studies, the translanguaging phenomenon has been considered as a conceptual perspective, focusing on the higher education level or verbal practices and perceptions, but not considering the relationship with the Montessori pedagogical principles and the multimodal dimensions of learning. Therefore, the aim of this study is to address the gap by exploring how translanguaging is developed and implemented in Montessori-based early childhood learning interactions and its alignment with Montessori principles that focus on direct experience, independence, and the teacher's facilitative role.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study, which examines the implementation of translanguaging in classroom interactions within a multilingual Montessori early childhood context. The chapter outlines the research design, participants, instruments, data collection methods, and data analysis techniques are all covered in detail in this chapter.

3.1 Research Design

This research used a case study design and a qualitative descriptive methodology. According to Creswell and Poth (2016), qualitative research is a method used to investigate and comprehend the interpretations that people or groups make of a social or human issue in its natural setting. Because it enables a thorough, comprehensive analysis of a limited occurrence in a particular context, the case study design was employed. Tisdell and Merriam (2015) assert that case studies are appropriate for offering thorough explanations and in-depth comprehension of a specific instance.

Translanguaging practices in classroom interactions within one multilingual Montessori kindergarten served as the bounded focus of this study. Observations, interviews, and documentation was used to gather data in a genuine classroom setting. The researcher focused on how and why teachers and children utilized multiple linguistic resources. In addition to investigating the implementation of the translanguaging approach, this case study aims to explore the extent to which the translanguaging approach aligns with core Montessori principles through classroom discourse. Triangulation of classroom observations, interviews, and

documentations was used to enhance the quality and accuracy of the research results.

3.2 Research Subject

The study was conducted at Kiddie Haven Montessori school, located in Malang, East Java. This institution was chosen for its rich multi-language environment that offers an ideal context for exploring translanguaging. English acts as the medium of instruction, whereas home languages of the children such as Bahasa Indonesia and other languages including Indian and Mandarin languages form part of classroom activities. Therefore, the kindergarten represents a unique language ecology where languages are used interchangeably to communicate effectively.

This study investigated translanguaging practices in classroom interaction in two groups Nursery 2 for children aged 3-4 involving 12 students and Kindergarten 2 for children aged 5-6 involving 8 students. In addition, through purposive selection, the two main teachers of the observed classes participated in the study. The teachers were selected because they work with multilingual young learners in a Montessori classroom context. Therefore, the findings provide insights into how translanguaging supports learning processes and aligns with Montessori principles in an international kindergarten setting.

3.3 Research Instruments

In qualitative studies, the researcher is the major tool in data collection and analysis. Observation, conversation, or reading of written records firsthand provides an insight that deepens one's understanding of the phenomenon being

studied. Evidence was collected systematically to support valid findings, as guided by Creswell (2014) approach through observation, interview, or document review.

3.3.1 Observation Checklist

Observation is a technique of gathering data that involves the systematic recording of participant behaviors and actions in their natural setting to understand the occurrence of any contextual phenomenon. According to Creswell (2014) observation allows researchers to gather first-hand information on participants' authentic practices and interactions as they naturally occur.

In this study, the researcher used non-participant observation to investigate how translanguaging was practiced by the teachers and children during classroom interaction. This method provided an avenue for the researcher to pay attention to how participants flexibly drew on multiple languages, gestures, and material objects during instructional activities, transitions, and peer interaction. Through this process, patterns of translanguaging and their role in supporting comprehension, engagement, and participation were identified.

Field notes were taken by the researcher in each observation session to support systematic data collection and to capture relevant contextual details. In addition, a structured observation checklist was employed to document translanguaging practices in classroom interaction, and the instrument had been validated by experts. The checklist was developed based on translanguaging perspectives and classroom discourse frameworks, particularly the teacher discourse functions proposed by Gort

and Pontier (2013) and the child language functions outlined by Halliday (1975).

The checklist consisted of three main sections containing 25 observational indicators in total. The first section focused on teacher–student interaction, consisting of six items related to managerial, communicative, and academic functions. The second section examined peer interaction, consisting of seven items representing children’s language functions, namely instrumental, regulatory, interactional, personal, informative, heuristic, and imaginative functions. The third section focused on Montessori classroom principles, consisting of twelve indicators related to respect for the child, freedom of movement and choice, favourable environment, absorbent mind, and sensitive periods.

The checklist was designed to support the research questions by identifying how translanguaging practices appeared in classroom interactions and how these practices were aligned within the Montessori learning environment. Rather than categorising language use into separate linguistic systems, the checklist focused on observable and interactional indicators of flexible language use during teacher–student communication, peer interaction, and classroom activities. The detailed observation checklist used in this study is provided in Appendix 1.

3.3.2 Interview Questions

To find out more about teachers' opinions and the use of translanguaging in classroom learning, interviews were conducted. According to Creswell (2014), one benefit of interviews is that they enable

researcher to gather specific information that would not be obtained by direct observation. Two kindergarten teachers who have previously been observed participated in semi structured interviews with the researcher for this study.

The interview questions explored teachers' language practices, perceptions, and considerations regarding the use of translanguaging in Montessori classrooms. The interview guide consisted of approximately 12 main questions focusing on several aspects, including the languages used during classroom interaction, strategies for supporting children's understanding, reasons for mixing languages, classroom language policies, and teachers' adjustments to children's different language abilities. In addition, several questions examined how teachers supported children's confidence, participation, and independence through communication practices aligned with Montessori principles such as observation, follow the child, and respect for the child.

The interview questions were designed to support the research questions by providing deeper explanations of how translanguaging was implemented in classroom interaction and how teachers perceived its role within the Montessori learning environment. While the observation checklist focused on observable classroom practices, the interviews provided insights into the teachers' intentions, decision-making processes, and pedagogical considerations behind their language use. Appendix 2 presents the complete interview guide and procedures.

3.3.3 Documentation

Documentation is a method of acquiring data that involves collecting written or visual resources related to the research topic. In qualitative research, documentation helps the researcher verify findings and strengthen data validity through multiple sources. In this regard, the present study employed documentation in order to collect supporting data related to the translanguaging practices in multilingual Montessori classroom. Types of documentation to be acquired by the researcher include activity logs, notes from the teacher, photographs and videos of classroom activities were determined with permission. The materials collected were analyzed with observation and interview data in order to achieve data triangulation and a more comprehensive interpretation of the findings.

3.4 Data Collection

In this study, data were collected through multi-stages in order to ensure that data on translanguaging practices was obtained systematically and comprehensively. The procedures involved observations, interviews, and documentation, to be carried out as follows:

3.4.1 Observation

The researcher carried out non-participant classroom observations in two classes, N2 and K2, to gather direct data on natural translanguaging practices during classroom interaction. Prior to observation, permission was obtained from the school and the teachers, and an observation schedule were arranged. The observation phase lasted approximately a week and was conducted in March 2026.

Each class was observed in 3 observation sessions, with the duration of each session being about 3 hours. The objective behind adopting this method was to obtain enough data to enable a detailed description of the interaction patterns within the classroom and saturate the collected data. During the course of observation, the researcher employed the use of an observation checklist together with field notes to record translanguaging interactions in classroom interactions.

In order to avoid influencing the language behavior of both the teacher and the students, the researcher adopted the method of non-participant observation without engaging in any classroom activities. The information obtained from such an observation reveals how translanguaging was utilized in the process of instruction and learning as well as how the principles of Montessori are reflected in regular classroom activities. A detailed description of the observation checklist is provided in Appendix 1.

3.4.2 Interview

After observation, the second step involved carrying out semi-structured interviews with the two teachers who participated in the study. This was done through face-to-face interviews at an agreed upon time and place in a comfortable environment. The interview process was done using Bahasa Indonesia.

Each interview lasted approximately 20 - 30 minutes and was audio-recorded with participants' consent. The interviews explored when and why translanguaging occurs, teachers' perceptions of its benefits for children's learning and engagement, and its relevance to Montessori pedagogy.

Follow-up questions were used when clarification was needed. Full interview details are presented in Appendix 2.

3.4.3 Documentation

Documentation was used to support and validate findings. Among the documents gathered were activity logs, notes by the teachers, photos and videos of classroom activities, all of which were given permission to be accessed from the school. This served as evidence to back up and add context about how the practice of translanguaging was incorporated in the lessons and daily classroom activities. All documents gathered were analyzed together with observation and interview data.

3.5 Data Analysis

The data analysis process took place throughout the research process for this study, where the Miles and Huberman (1994) interactive model of data analysis was adopted. The phases include:

3.5.1 Data Reduction

The process started with the identification of relevant sections from the primary data collected by means of classroom observations, interviews, and documentation. Information that was not relevant to classroom interaction was not used. At this point, the field notes and audios were transcribed in order to obtain relevant information about how the teacher and the students used translanguaging in their classroom interaction, which involved teaching, transition periods, classroom management, and peer interaction. After this initial coding process, the data were analyzed on the basis of how the practices of translanguaging were being utilized and what

their purposes were. Finally, the data were analyzed in relation to Montessori education. This step allowed the researcher to interpret translanguaging not only as a linguistic practice, but also as a pedagogical practice embedded within Montessori classroom philosophy.

3.5.2 Data Display

Data display refers to the organization and display of data after reduction. The data were arranged into thematic summaries that assist in interpretation. Visual representation enables the researcher to see relationships between categories more clearly, while findings across both observed classes and teacher responses can be compared. This helps the researcher to arrive at an overall understanding of the phenomena studied.

3.5.3 Conclusion Drawing and Verification

Conclusions in relation to the patterns and themes observed during data analysis are arrived at by the researcher at this point. The conclusions made reflect the research questions relating to the manner in which both the teachers and children participated in the practice of translanguaging during the classroom interactions, in relation to classroom management, transitions, teaching, and peer interactions. Verification was done constantly through the process of analyzing the data by checking the findings against the original data, coding consistency, and triangulating the data obtained from the observations, interviews, and documentation.

3.6 Data Validity

This research study adopted triangulation as its main validation strategy to ensure that data collected are credible and trustworthy. Triangulation made it

possible for the researcher to reduce bias and check on accuracy through comparing findings from different instruments that investigated the same phenomenon. By adopting a number of complementary data sources, the researcher was able to gain a more holistic understanding of how translanguaging practices were implemented and how they aligned with Montessori principles in classroom interaction. According to Denzin and Lincoln (2011), triangulation involves multiple data sources, methods, or theories being utilized in order to cross-validate findings and enhance the credibility of data.

In this study, methodological triangulation was utilized through the integration of classroom observation, interviews with teachers, and documentation. Classroom observations generated direct information on how both teachers and children engaged in translanguaging practices during classroom interaction. Semi-structured interviews with teachers further revealed their beliefs, rationales, and pedagogical considerations underlying the use of translanguaging as a resource in classroom interaction and management. Documentation, in the form of activity logs, notes from the teacher, photographs and videos of classroom activities, supplements such evidence and aids the interpretation of teachers' choices of language use to maintain control and promote student engagement.

Data from all these instruments were checked against one another in search of recurring patterns that point to inconsistencies. The results would thus be considered valid and reliable when the same results keep emerging from observation data, interview responses, and documentation. The expected outcome of this triangulation process is enhancement in the reliability of the research and an

accurate description of translanguaging practices in relation to classroom interaction and Montessori pedagogy.

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents field findings and a discussion of translanguaging practices in Montessori classrooms. The data presented aims to answer the research questions of how translanguaging is implemented and how it relates to Montessori principles.

4.1 Research Findings

This section presents findings obtained through classroom observations, teacher interviews, and documentation in Nursery 2 (N2) for children aged 3–4 years and Kindergarten 2 (K2) for children aged 5–6 years. Both classes are multilingual environments, each led by a main teacher and a teaching assistant. With 12 students in N2 and 8 students in K2, observations can be conducted in greater depth, particularly in observing the interactions between teachers and students, as well as among students.

The data presented thematically, beginning with the teachers' translanguaging practices, which encompass managerial, communicative, and academic functions. Furthermore, this section will describe the students' translanguaging practices in their classroom interactions. The goal of all of these findings is to offer a thorough understanding of how language resources are used in a flexible manner in the Montessori educational environment across both levels.

4.1.1 The Implementation of Translanguaging

This section presents observations regarding the implementation of translanguaging in Montessori classrooms. The analysis focuses on how translanguaging practices are formed within learning interactions, both within

the teacher-student relationship and within the overall classroom context. For ease of understanding, the discussion in this section is divided into two main focuses: the teacher's translanguaging practices and the students' translanguaging practices. The following section will first discuss how the teacher implemented translanguaging in classroom management, delivering material, and building interactions with students.

1. Teacher Translanguaging Practices

This section describes how teachers implement translanguaging in three main functions: managerial (classroom management), communicative (building rapport), and academic (delivering material).

a. Managerial Function

Observations show that teachers use translanguaging as a strategy to regulate student behavior, provide routine instruction, and manage classroom transitions. This practice is evident in both N2 and K2 classes, although with varying characteristics depending on the students' level of independence development.

In class N2 interactions, in addition to using verbal language, the teacher also combines it with facial expressions and body gestures. This is because students in class N2 still need intense guidance because they are still in the early stages of developing independence. When the teacher organizes the transition of practical activities, translanguaging is clearly visible, for example, when the teacher organizes students after lunch time, the teacher says:

“Tidy up your table! Rapikan dulu ya.” (T2)

Instructions were given in two languages consecutively to clarify meaning. Observations showed that most students began tidying their desks after the instructions were given in Indonesian, while others followed suit after seeing their peers do so. This suggests that translanguaging helps connect students' understanding to the instructions, especially for those who are not yet fully proficient in English.

Another example is seen when the teacher directs student behavior during a free activity session:

“Jayden kok main ini, it's warm, put it back!” (T2)

During the situation, the instructor used a mix of local language and English, while displaying facial expressions that indicated a warning. The teacher did not repeat the words, yet the message was still passed across through physical actions. The physical response shows that the child gave back the item after being told to do so. This means that the understanding of the child is not based only on speech but also on body language, which explains the intention of the message.

Further, it becomes evident that translanguaging serves the purpose of redirecting students' attention, as in the following utterance:

“Jayden listen! Dengarkan Miss.” (T2)

The use of two languages in this speech serves as a clear signal to encourage students to pay attention. The visible response is that students

stop what they're doing and turn their attention to the teacher, demonstrating that this strategy is effective in managing student attention.

The above claim finds support in the language simplification approach used by the teacher. According to teacher 2, when giving instructions, she tries to use clear language as she stated, *“When giving instructions or short commands, I always try to use simple words. I don’t really emphasize complicated grammar. The most important thing is that the children understand and remember the message.”* (T2), indicating that the use of translanguaging is often accompanied by language simplification to improve student comprehension.

In some situations, translanguaging occurs in the form of both verbal language and bodily movements (embodied translanguaging). For example, when the teacher says:

“Show your finger.”

While giving the instruction, the teacher raised up her finger as a way of demonstration. From observations, there were some learners who would not imitate verbal commands from the instructor but did so after demonstration. This implies that the embodiment of translanguaging facilitates student understanding.

This finding is also supported by the interview results, which show that teachers consciously combine language with physical actions to support student understanding. Teacher 1 stated that in practice, she uses a gradual strategy,

“We usually try using English first. If the student does not understand, we add gestures to help explain the meaning. If the student still does not understand, then we use Indonesian.” (T1)

This statement shows that translanguaging does not only involve language switching, but also the integration of gestures as part of the process of conveying meaning, which reflects the practice of embodied translanguaging.

In contrast to N2 class, the use of translanguaging in K2 class demonstrates a function more oriented toward managing social interactions and coordinating classroom activities, as students' independence increases. In this context, translanguaging is no longer used intensively to ensure basic understanding, but rather as a tool to maintain order and classroom dynamics.

One example is seen when a student accidentally messes up Montessori materials. The teacher then says:

“Ayo everyone, help your friend.”

This instruction combines Indonesian and English to encourage student participation in tidying up materials. Observed responses indicate that some students helped immediately, while others followed suit after observing their peers. This demonstrates that translanguaging plays a role in building collaboration and social awareness among students.

Another example occurs when several students want to speak simultaneously. The teacher says:

“Aishley please be quiet first, Miss mau dengarkan Christiano dulu, one by one okay.”

This utterance is used to regulate turn-taking through a combination of two languages within a single sequence of utterances. Student responses indicate that students pause the conversation and wait their turn, allowing for more orderly classroom interactions.

Additionally, translanguaging is also used to manage activity transitions. For example, when a teacher says:

“Kembalikan dulu, put back the color pencil and eraser.”

While delivering the instruction, the teacher also pointed to the stationery storage area as a visual marker. Visible responses indicate that students are beginning to put their writing utensils in their proper places, although some still observe their peers' actions before making a move. This demonstrates that students' understanding is strengthening through the integration of spoken language and gestures, reflecting the practice of embodied translanguaging.

b. Communicative Function

The use of translanguaging is also found in communicative functions, namely when teachers utilize various language resources to build interpersonal interactions, express concern, and ensure students' understanding and well-being during the learning process. In this context, translanguaging is manifested not only through language choice but also

through intonation, facial expressions, and forms of speech adapted to the communication situation in the classroom.

These findings align with interview results, which indicate that teachers consciously build communication that supports student expression. Teacher 2 stated that in communicating with students, she sometimes changes her responses to keep the discussion going, as she said, *“I try to understand the student’s language and respond to it, so the student feels comfortable to keep expressing themselves and be understood.”* This expression shows that translanguaging is not only aimed at conveying information, but also to ensure the interaction continues and provides opportunities for students to express themselves.

In class N2, this practice was evident when the teacher responded to a student who exhibited symptoms of being unwell during an activity. The teacher asked the following question:

“Gilliant are you okay? Mau pulang aja?”

This message was conveyed in a calm voice and with a caring expression. When speaking, the teacher employed a variety of speech options within a single sentence to ensure the students understood her meaning. The use of the national language also served as a *language of affect*, a means of showing sympathy and providing a sense of calm for students who were feeling unwell.

The students' visible reactions indicate that they verbally responded to the teacher's questions, demonstrating their understanding of the topic and

engagement in the communication. This demonstrates the crucial role of translanguaging in supporting social interactions that are sensitive to the students' circumstances.

Furthermore, the benefits of translanguaging in communication were clearly evident when the teacher provided instructions about the planned activities. This situation is illustrated by the following statement:

“Don’t forget to bring your raincoat, biar tidak basah.”

The speech was delivered during a briefing before an outdoor activity. The use of Indonesian as part of the teacher's communication repertoire served to clarify the message. Observations revealed that students responded with nods or brief responses, indicating they understood the information. Thus, translanguaging in this context serves to ensure message clarity in preventative instructional communication.

A similar practice was also found in the K2 class, with a relatively similar function. In one learning activity, the teacher used confirmation questions to ensure student understanding, as in the following statement:

“Are you sure? Sudah yakin?”

In this utterance, the teacher uses multiple language resources within a single sentence to emphasize the purpose of the question. The responses observed indicate that students tend to evaluate their answers again before giving their final answer, indicating that the explanation encourages students' thoughtful participation in the learning process.

Furthermore, translanguaging is also used in responding to social situations involving students. For example, when a student displays anger toward a friend, the teacher says:

“Kenapa Christiano? What happened?”

In this utterance, the use of two languages appears sequentially in a single communication sequence. The student's response indicates that he or she begins to explain the situation, both verbally and through supporting gestures. This demonstrates that translanguaging plays a crucial role in creating communication opportunities, allowing students to express their circumstances or problems.

Furthermore, the teacher also contributes to increasing students' confidence in communicating. Teacher 1 stated that errors in language use are not a problem as long as students are willing to try, as in her statement, *“If you make a mistake, it's okay... Miss will help you fix it later.”* (T1)

By allowing for language errors, teachers try to eliminate students' fear of making mistakes, so they feel free to explore the use of both English and Indonesian in the classroom.

c. Academic Function

The use of translanguaging is also found in academic settings, where teachers utilize various semiotic resources to support the delivery of material and help students develop an understanding of the concepts being studied. In this context, translanguaging occurs not only through the use of two languages, but also through the combination of languages, the emphasis

on intonation, and the support of visual media and concrete objects used during the learning process.

One form of translanguaging in academic settings is seen when teachers help students connect Indonesian vocabulary with English. For example, teachers might ask students:

“Semut in English apa?”

“Topi in English apa?”

Through these questions, teachers use language that's more familiar to students as a starting point to guide them to English equivalents. In addition to language, teachers also typically use facial expressions, intonation to emphasize certain words, and pointing to objects to help students grasp the meaning of the words being studied.

Furthermore, translanguaging is also used when teachers relate everyday situations to the use of English. This is evident in the following utterance:

“If it's rainy pakai apa?”

In this situation, the teacher not only combines English and Indonesian but also provides contextual guidance through delivery methods and classroom situations so students can guess the intended answer. This activity encourages students to connect their everyday experiences with the vocabulary they are learning.

A similar practice was also found in the K2 class, with a relatively similar function. While it still maintains the connection to students' reality, the use of translanguaging in academic settings is also evident when the teacher explains concepts related to the learning material. For example, when discussing the ocean and its ecosystem, the teacher explains:

“Bisa merusak ekosistem kita, it can destroy our environment.”

In the discussion, the instructor explained the ideas in Indonesian to ensure students understood them, then reinforced them with English terms. This approach supported students' understanding of the ideas while simultaneously introducing them to academic terminology in English.

Another example is seen when the instructor described ocean zones to students:

“The twilight zone is a little bit cooler, karena sunlight cannot reach the twilight zone.”

When delivering this material, teachers don't rely solely on words, but also utilize learning tools such as picture books, globes, and miniature marine animals to help students visualize the ideas being discussed. The support of these visual media and real objects is crucial in helping students grasp the meaning of abstract concepts.

In addition to explaining concepts, teachers also use translanguaging to check students' understanding of the material they have learned. This is evident in the following questions:

“Kalau banyak sampah di laut, is good or bad?”

“Do you still remember about the mammals? Masih inget ga mamalia itu hewan apa?”

Through these questions, teachers encourage students to recall what they have learned while also ensuring their understanding of the concepts being discussed.

Observational data shows that academic functions appear more dominantly and at a higher frequency in grade K2 than in grade N2. This is related to the type of learning material in grade K2, which covers more complex topics, such as marine ecosystems. In delivering this material, teachers are seen strategically using translanguaging, such as using Indonesian terms to explain technical concepts in English as a tool for students. The use of these various resources helps students understand the concepts taught despite their limited English vocabulary. This practice indicates that in grade K2, translanguaging is used intensively to support understanding of academic material appropriate to students' learning levels.

2. Students Translanguaging Practices

Based on observations of student interactions during learning and play activities, various uses of language emerged in student speech. The data obtained were then analyzed and classified based on language functions according to Halliday (1975). The analysis showed that all language functions according to Halliday were identified in the data: interactional, informative, heuristic, imaginative, regulatory, instrumental, and personal.

The results indicate that although all of the language functions proposed by Halliday appeared in student interactions, there was a tendency for certain functions to dominate, particularly the informative and interactional functions. This suggests that students' language use in the classroom context is closely related to their response to learning and the formation of social interactions with peers.

a. Interactional Function

The interactional function is the most dominant function and is used by students to build and maintain social relationships with peers. This finding comes from student utterances in class K2. For example:

“What are you doing mingming? Lagi apa.”

“Ayo main ini, you want play with me?”

Both utterances function as interactional tools aimed at initiating conversations and inviting peers to participate in shared activities. The data demonstrates the flexible use of various language resources, with students spontaneously mixing English and Indonesian to ensure their messages are clearly received by their interlocutors. In the second utterance, students are also seen moving their hands as an invitation gesture when saying, *“Ayo main ini”* This indicates that the meaning of the invitation is not only conveyed verbally but is reinforced through actions (body movements). This interplay between Indonesian-English mixing and bodily gestures was observed to facilitate clear communication during peer interactions. The

visible responses from other students indicate that these nonverbal cues are essential in helping them understand and join the shared activities.

b. Informative Function

The informative function occurs when students convey information in a learning context, especially in response to teacher stimuli. The following utterances were found in N2 students:

“Rumahku warna green and blue”

“I ga bawa nasi, cuma jajan”

In the first data point, *“Rumahku warna green and blue,”* we see students using translanguaging to connect the learning theme to their personal life experiences. In this case, students blend Indonesian language structures with English color vocabulary to demonstrate their mastery of the topic being discussed. This simultaneous use of two languages allows students to convey factual information fluently, even though their sentences are not entirely in one language.

The second data point to significant multimodal strategy use when the student accompanied his utterance, *“I ga bawa nasi.....”* with a gesture of pointing directly at the lunch box. This physical action served to provide visual emphasis to the verbal message being conveyed. This indicates that the student used objects in his environment as aids to clarify his meaning to his interlocutor.

c. Heuristic Function

The heuristic function occurs when students use language to ask questions or confirm understanding. The following is an example of student speech found at the N2 level during the research.:

“Apa ini? Bats?”

“Seven plus berapa?”

In the first data point, the utterance "What's this? Bats?" demonstrates a close connection between verbal and physical actions. When asking this question, students were observed pointing directly at flashcards, indicating that their information-seeking process relied heavily on the physical object being observed. The use of a mixed strategy (Indonesian for asking and English for guessing the object) helped students stay engaged in the activity without being bogged down by not knowing how to ask a question fully in English.

In the second data point, the utterance *"Seven plus berapa?"* demonstrates the use of translanguaging in a mixed structure aimed at making it easier for students to confirm answers in the context of mathematics learning. In this situation, students used English number vocabulary *"Seven plus"* but reverted to Indonesian *"berapa"* to ask about the unknown part. Observations show that the use of this mixed structure allowed students to remain focused on the logical mathematical operation without being hampered by the limitations of technical vocabulary in a single language.

d. Imaginative Function

The imaginative function appears in the context of role play. The following speech data represents the language practices of K2 students recorded in the context of classroom interactions.:

"I polisi and Mikhaila perampok"

"Apa yang kamu lakukan, I will catch you"

In the first data point, the utterance "I polisi and Mikhaila perampok" demonstrates how students use translanguaging to establish identities and assign roles in the game. The use of the Indonesian words "polisi " and "perampok" within an English sentence structure indicates that students prefer to use L1 (mother tongue) vocabulary for terms that have strong cultural or social significance. This allows for quick role assignments and instant understanding by their playmates.

Meanwhile, in the second data set, the utterance "Apa yang kamu lakukan, I will catch you" demonstrates students' involvement in maintaining the narrative flow of the game. The use of these English phrases indicates that students are applying expressions they have mastered to strengthen their role characterizations. This transition from Indonesian to English within a single sequence is observed to function as a means of expressing emotion and assertiveness in the context of role-play.

e. Regulatory Function

The regulatory function occurs when students direct the behavior of their peers in collaborative activities. The following is an example of student speech found at the N2 level during the research:

“Ini pegang trus shake shake”

“So, now giliran kamu”

In the first data set, the utterance "*pegang ini terus shake shake*" demonstrates that language use in student interactions is physically integrated with objects and actions. When delivering these instructions, the student is observed not only speaking but also actively guiding his or her friend's hand to hold the object in question. This physical action serves as direct support for his or her verbal message, ensuring that his or her interlocutor understands which object to hold and what movements to perform "*shake-shake*". This observation suggests that regulatory instructions sometimes involve direct physical assistance to ensure the direction is followed correctly.

Meanwhile, in the second data set, the utterance "*So, now giliran kamu*" demonstrates the use of translanguaging within a multilingual sequence aimed at regulating the flow of activity, particularly in determining turns in play. The combined use of English "*So, now*" and Indonesian "*giliran kamu*" is observed to emphasize the instruction and make it easier for the interlocutor to understand. This language shift serves

as a clear transition marker within an activity, so that peers can immediately understand when they should begin their part.

f. Instrumental Function

The instrumental function arises when students express personal desires or needs. The following utterances were found in K2 students:

“Aku mau candy”

“I want to play perang perangan”

These two utterances serve as tools for students to obtain something, either a physical object or involvement in a specific activity. The first data point shows the use of pointing gestures that reinforce students' verbal messages when requesting specific objects. In the second finding, the emergence of the utterance *“I want to play perang- perangan”* demonstrates how students utilize translanguaging to fill linguistic gaps. The use of the term *“perang- perangan”* in the middle of an English sentence indicates that students use their native language as an instant solution when faced with vocabulary limitations. This phenomenon demonstrates that language flexibility provides space for students to continue to express their personal desires freely. Through this combination of language codes, students successfully overcome linguistic barriers.

g. Personal Functions

Personal functions relate to the expression of emotions in social interactions. The following speech data represents the language practices of K2 students recorded in the context of classroom interactions.:

“Ngga usah nangis, don’t cry”

“Maaf, sorry”

In the first data point, the utterance *“Ngga usah nangis, don't cry”* demonstrates how students provide moral support to a sad friend. In this situation, students employ a repetition strategy to emphasize their empathetic message. This sequential use of two languages serves to ensure that the consoling message is truly received and understood by their friend, while also demonstrating the students' efforts to build harmony in the classroom through mastery of simple emotional vocabulary.

In the second data point, the utterance *“Maaf, sorry”* occurs when a student accidentally bumps into a friend. The use of translanguaging here serves to emphasize the apology. By saying sorry in two languages, students are observed to want to demonstrate sincerity in this social action. Observations show that although the main message is conveyed in one language, students feel the need to add equivalents in the other language to strengthen the interaction.

Overall, field findings indicate that the frequency of this personal function is relatively limited compared to other functions. Students' emotional expression at this level is observed to still be channeled largely through nonverbal gestures or the sole use of their mother tongue. These findings indicate that in conveying affective messages, students tend to revert to the language they are most comfortable with their mother tongue or use physical actions to show their personal side directly.

4.1.2 The Alignment Between Translanguaging Practices and Montessori

Principles

Based on observations and interviews conducted in grades N2 and K2, a convergence was found between translanguaging practices and Montessori principles. In line with the principles outlined by Isaacs (2015) in his book "Bringing the Montessori Approach to Your Early Years Practice," the researcher observed that the use of various language resources in the field represents a concrete manifestation of Montessori pedagogy. Field data indicates that in practice, translanguaging strategies and Montessori principles intersect to support children's comfort and learning activities. The following is a description of the alignment found between translanguaging practices and the main pillars of Montessori, from Isaacs' perspective:

1. Respect the Child

The teacher in this classroom demonstrates respect for children's abilities by supporting spontaneous creative initiatives. This is evident when the teacher allows students to sing during class, rather than restricting their expression to meet a strict schedule. By allowing students to choose songs and allowing other students to participate, the teacher successfully creates a classroom atmosphere that recognizes each individual's courage and authority within their social context.

This open approach is consistently manifested in verbal interaction patterns, where educators provide ample tolerance for translanguaging practices, or the use of students' native languages. Educators prioritize providing constructive feedback to maintain the continuity of students' thought

processes and avoid interventions in the form of repressive linguistic corrections. This is done to prevent students from feeling intimidated in the process of expressing their ideas. This approach aligns with Teacher's statement in the interview which shows the importance of making students feel comfortable when expressing themselves:

“I try to understand the student’s language and respond to it, so the student feels comfortable to keep expressing themselves and be understood.”
(T2)

These findings indicate that by embracing the students’ first language acquired by children during singing and interactions, teachers directly acknowledge the language identities they bring to the classroom. This practice has been observed to support the process of English language acquisition in the classroom, while recognizing students' right to continue using the language they feel most comfortable with while interacting in the school environment.

2. Prepared Environment

Through observations, the researcher found that the classroom environment was specifically designed by providing various concrete materials to facilitate students' sensory understanding of abstract concepts. For example, during a learning activity with the theme "Ocean," the researcher observed teachers integrating illustrated literature with the use of a globe as the main teaching aid. Researcher noted that the use of the globe to represent the water area successfully triggered active student engagement, as seen from their enthusiasm when touching the representation of the water area on the surface

of the object. In this situation, researcher saw that the physical media functioned as a bridge that transformed the teacher's oral narrative into a tangible visual and tactile learning experience for students.



Figure 4. 1 Teacher Using a Globe as Concrete Material

The figure demonstrates how a prepared environment provides concrete tools that support comprehension during translanguaging practices. In this learning process, the globe specifically functioned as a scaffold to overcome language barriers in children. Directly pointing to objects when the word “Ocean” was spoken helped children establish a direct connection between the foreign term and physical reality. This practice reflects the teacher's observation (T1):

“If a student does not understand something, we usually support the explanation with gestures or by using concrete objects around the classroom. For example, when teaching the word ‘door,’ we point to the door and explain that in Indonesian it means ‘pintu.’ This helps students understand the meaning more clearly and remember the word more easily.” (T1)

Observations revealed multimodal support in the classroom, where Montessori materials were observed acting as mediators, clarifying the teacher's intentions through physical media. The use of tangible objects, such

as globes, was observed to function as instruments that harmonized two distinct linguistic references. This synchronization between language elements and material objects facilitated students' more effective acquisition of knowledge.

3. Freedom within Limits

The implementation of this principle is clearly visible during the Free Activity session, which serves to maintain children's productivity while waiting for their turn for the Student-Led Conference (SLC) practice. At this stage, children are given the freedom to choose the materials they wish to investigate, ensuring no time is wasted. However, this freedom is still governed by several rules: children can only take one type of material at a time, and required to return the material to its original location before moving on to another activity, and they are fully responsible for tidying up their own materials.



Figure 4. 2 Children Independently Choosing Materials during Free Activity Session.

The figure shows children independently selecting activities while remaining within classroom routines and expectations. More specifically, this principle is manifested in the use of the Pink Tower material. Children have the freedom to arrange the cubes according to their imagination, for example, at an order or out of order. However, limitations remain on the material's

functional purpose, namely understanding the concept of large to small dimensions. This was emphasized by Teacher (T1):

“The students are free to arrange the Pink Tower in different ways. However, as teachers, we still give limits by making sure they understand that the main concept of the Pink Tower is the order of size, from largest to smallest. So, they may arrange it diagonally or in other creative ways, as long as the size sequence remains correct.”

In the linguistic realm, researcher found interaction patterns that reflected the balance between freedom and constraint. Researcher observed that students freely used mixed languages or Indonesian when expressing ideas or engaging in cognitive exploration in class. Conversely, researcher noted that teachers provided responses or instructions using English or a directed mixture of languages. These findings indicate that teachers' use of English serves as a standard language in schools that complements students' freedom of expression.

4. Absorbent Mind

Early childhood has a unique mental capacity to absorb all elements of its environment comprehensively. Empirical evidence of this absorption capacity was found when a teacher instructed students not to go to the toilet together with the phrase, *“Please go one by one.”* Spontaneously and without prompting, the students imitated the sentence with similar intonation. This phenomenon confirms that children naturally absorb the communication and behavioral patterns modeled by the teacher in their presence. Based on the

interviews, teachers fully recognize that children at this age have a natural tendency to adopt whatever they hear. This was emphasized by Teacher (T1):

“Students will repeat what they hear, and what we say will stay with them. That is why we need to give the right language model.” (T1)

Aware of the vulnerability of this absorption phase, the teacher practiced a regular and methodical translanguaging strategy, presenting complete sentence models, one English sentence followed by its complete Indonesian equivalent. This step was done consciously to avoid randomly mixing language models, as emphasized by Teacher 1 (T1):

“It is better to give the message in one full sentence in English, then translate it into one full sentence in Indonesian. This way, the language stays clear and organized, so students do not become confused by mixing languages randomly.” (T1)

This connection focuses on how teacher provide consistent linguistic models in the classroom. Researcher observed that because children constantly absorb language patterns from their environment, teachers utilize translanguaging as a structured modeling technique to prevent grammatical confusion. Researcher found that by delivering messages in both languages simultaneously and alternately, teachers ensure that the input received by children remains organized. This suggests that in practice, children's natural tendency to imitate is guided by teachers to enrich their multilingual abilities through an organized language system.

5. Sensitive Periods

Based on observations in N2 and K2 classes, the characteristics of children's sensitive periods were visible in their active interactions, strong desire to communicate, and curiosity about the names of objects around them. Materials such as Sandpaper Letters supported this developmental phase by providing concrete language stimulation.



Figure 4. 3 Use of Sandpaper Letters during Literacy Instruction.

The image shows how Sandpaper Letters were used to provide tactile and visual support for children who were developing early literacy skills. In this period, teachers also played an important role in adjusting instruction to each child's readiness while maintaining emotional comfort. This was reflected in Teacher 2's statement:

“My focus in N2 is to build strong letter sounds first. I look at how much each student can improve step by step. I do not want to push them too much, because too much pressure can make students stressed.” (T2)

Researcher observed that when students were at the peak of their enthusiasm to express something but were hampered by English vocabulary, teachers did not interrupt their flow of conversation. Researcher noted that teachers allowed students to use their native language so that the overflowing

communicative impulse would not be abruptly halted. Focused observations showed that teachers prioritized satisfying children's curiosity over linguistic accuracy; teachers allowed dialogue to flow in mixed languages so that students could immediately satisfy their curiosity about the object or concept being studied.

4.2 Discussion

The results obtained in this research show that, contrary to the belief that translanguaging is just random use of various languages, it can actually be seen as an intentional teaching activity, one that is very dependent on the contextual environment. The teacher and students utilize several different sources at once, from English and Indonesian to gestures, tones, and even class materials in order to make sense. In line with the theoretical framework suggested by García and Wei (2014), it can be stated that translanguaging is a process of making meaning out of a multitude of available languages that the speaker can use. In this research, the discussion transcends the theoretical level by articulating the phenomena that occur in the dynamic classroom setting. In this approach, translanguaging is not just a concept discussed in academic texts but a practical technique that both teachers and learners constantly modify in their communication process. While previous research focused more on the ideological side of how this method breaks down the rigid monolingualism (Pesch, 2021), this study takes us closer to the classroom, showing how translanguaging is actually used in real time as part of everyday teaching practice.

Another essential point to note is that the translanguaging performed by the teachers is an intentional reaction to classroom situations instead of merely a

coincidental linguistic switch. It seems that the teachers have spontaneously decided on when and how they should use their languages to ensure the progression of the lessons, provide instructions, handle student behavior, and provide emotional reassurance. This finding is in line with the findings from earlier studies revealing that translanguaging could help students feel more comfortable and understanding in Montessori schools (Dewi et al., 2025). However, what makes the current study unique is the realization that translanguaging appears to be particularly significant in early childhood contexts, as it plays an important role in forming routines and supporting emotional stability. Moreover, the practice is not limited to managerial functions but has proven effective for academic understanding as well, especially in acquiring new terminologies or ideas.

Teacher translanguaging practices also varied according to children's developmental level. In Nursery 2, translanguaging was most visible in managerial functions, particularly during routines, transitions, behavior guidance, and emotional reassurance. Communicative functions were also present, but they appeared less frequently. Younger children still required clearer directions and more immediate support, so teachers often combined short English instructions with Indonesian clarification, gestures, facial expressions, and demonstrations. In contrast, translanguaging in Kindergarten 2 was more strongly associated with academic functions such as explaining concepts, checking understanding, and guiding classroom discussion. Older children were introduced to cognitively more demanding topics, which required more strategic mediation of meaning. These findings align with Gort and Pontier's (2013) classification of bilingual interaction functions, which includes communicative, academic, and managerial functions.

However, rather than simply describing language functions in interaction, this study demonstrates that teachers' translanguaging practices act as a dynamic pedagogical mechanism, where the dominance of certain functions changes with the child's level of cognitive and linguistic development.

Students actively used translanguaging as well, instead of passively accepting what teachers did. During play, problem-solving, asking for help, apologizing, posing questions, negotiating turns, and peer interactions, children were seen mixing English and Indonesian. This suggests that translanguaging was more a sign of communicative engagement than of language deficiency (Canagarajah, 2011). Rather than waiting until they had full command of English, children used available linguistic resources to engage in classroom life, maintain social inclusion, and continue developing English competence. The strong presence of interactional and informative functions further suggests that language learning occurred not only through formal instruction, but also through everyday peer interaction. This supports Halliday's (1975) view that children develop language through meaningful social functions. It also reflects claim that young children often prioritize successful communication over strict language separation (Papadopoulos & Jansen, 2024).

Another important discovery relates to the multimodal aspect of translanguaging behavior. Meaning construction was carried out not only through verbal communication but also with the help of gestures, finger pointing, bodily movements, facial expressions, and the use of Montessori materials. Teachers and children used these means to achieve mutual comprehension. This idea fits well into claim about translanguaging being embodied and sensory in early childhood

education settings (Samuelsson, 2022). In contrast, this study provides a clearer understanding of how embodied translanguaging can be encouraged in a Montessori setting in the form of a prepared environment which focuses on hands-on activities, physical movements, and sensory experiences. In other words, multimodal meaning-making is not only emergent but is also supported by the classroom environment itself.

One important finding of the study is that the phenomenon of translanguaging in Montessori early childhood classrooms is influenced by pedagogy, development, and preparedness in equal measure. This interaction becomes clearer when analyzed from the perspective of Montessori philosophy as outlined by Isaacs (2015). Translanguaging can be seen as reflecting the principle of respect for the child, as teachers valued communicative intent over linguistic perfection. Rather than interrupting communication through constant correction, teachers often prioritized meaning, confidence, and participation. Translanguaging also supported a favourable environment because children could access concepts through multiple resources, including familiar language, gestures, and concrete materials. At the same time, it remained compatible with freedom within limits, as children were given space to use available linguistic resources while English continued to be modeled as an important classroom language. These findings may also be interpreted in relation to the concepts of the absorbent mind and sensitive periods, where children appeared responsive to meaningful language input repeated through daily routines and interaction.

While the positive aspects of translanguaging have been identified, there are some limitations. The current study took place in one particular Montessori school,

with the number of participants being too small for generalization of the findings to other schools or languages or even age groups. What is more important, the research focused on the dynamics of language interactions within the classroom and did not consider the results that translanguaging had on students' English skills development. The above problem has a bearing on its importance due to the fact that some researches have highlighted possible disadvantages of using translanguaging too much. Translanguaging might help reduce stress and improve understanding, but at the same time, when overused, it might restrict possibilities of acquiring fluency in the foreign language (Agustin & Wahyudi, 2024). Though the discussed paper was carried out by researchers at the university level, the concern remains relevant across educational levels. This suggests that translanguaging should be used carefully, as a form of support rather than a substitute for English exposure.

Overall, the results imply that Montessori early childhood classrooms' translanguaging acts as an adaptable and reactive teaching tool. It seems to help students interact more freely, remain engaged in classroom activities, feel more emotionally secure, and better grasp the learning content. Particularly when it is applied in ways that meet their developmental needs and inside a supportive, multimodal learning environment. Simultaneously, its application should be delicately balanced so that it helps, and not takes over, the development of English language skills.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents conclusions drawn from the findings and discussion regarding the implementation of translanguaging in the context of multilingual Montessori early childhood education. Furthermore, this chapter also offers several suggestions intended to guide educators and future researcher based on the insights gained from this study.

5.1 Conclusion

After conducting classroom observations, interviews, and documentation at Kiddie Haven Montessori, the researcher concluded that translanguaging was implemented as a natural and strategic pedagogical tool. In answering the first research question, the findings revealed that teachers utilized translanguaging for managerial, communicative, and academic functions. In the N2 classroom, this practice was used intensively for behavior management and simple instructions, while in the K2 classroom, the focus shifted toward managing social dynamics and explaining complex academic concepts such as "marine ecosystems." Within Halliday's seven language functions framework, translanguaging becomes a flexible tool used by students, particularly in interactional and informative functions. This practice provides space for students to bridge lexical limitations while maintaining social relationships, so that limited English fluency does not become a barrier to communication.

Related to the second research question, this study found a strong connection between translanguaging practices and Montessori principles. Translanguaging reflects the principle of Respect for the Child by placing the child's

comfort and identity above rigid rules of language correction. This practice serves as support in the Preparatory Environment, where objects such as the Pink Tower and the globe collaborate with language to explain more complex concepts. Furthermore, this activity supports the Absorbent Mind stage by using structured language modeling and providing freedom within limits, where students have the freedom to express their ideas freely while remaining guided by the school's English language standards. Ultimately, translanguaging ensures that children's developmental needs are met in a supportive, multilingual Montessori environment.

5.2 Suggestion

Based on the findings of this study, the researcher put forward several suggestions aimed at the following three main parties:

1. For teachers

Teachers are encouraged to use translanguaging techniques to ensure efficient knowledge transfer during the teaching process. Using students' existing language resources as a starting point for teaching English can help minimize communication gaps while increasing students' enthusiasm for learning.

2. For Institutions

Institutions are encouraged to support flexible language policies that allow teachers to use translanguaging appropriately in the classroom while maintaining English as a language of instruction. Schools are also recommended to provide learning materials and training that help teachers create inclusive and effective multilingual learning environments.

3. For future research

This study will be useful as a source of reference for any future study on similar matters. As it happens, this current study only focuses on Nursery and Kindergarten in the Montessori school setting. Future studies can focus on studying translanguaging in a different educational setting, such as at a primary school or in an alternative educational setting altogether. Additionally, further studies would benefit from adopting a quantitative research methodology in order to determine whether there are any effects of translanguaging on learning, such as the acquisition of English proficiency and motivation among learners.

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APPENDICES

Appendix 1. Observation Checklist

Observation Checklist

Observer :
 Date of Observation :
 School / Institution :
 Class / Level :
 Number of Children :
 Age Range of Children :

1. Teacher–Student Interaction (Gort & Pontier, 2013)

Function	Description	Translanguaging Practice	Notes
Managerial Function	Managing attention and behaviour <i>(e.g. refocusing attention, correcting behaviour, calming a student)</i>		
	Managing Participation (e.g. giving permission, asking for assistance)		
Communicative Function	Responding to student utterances <i>(e.g. affirming, clarifying student responses)</i>		
	Supporting meaning-making <i>(e.g. scaffolding through prompts or visual cues)</i>		
Academic Function	Building academic knowledge <i>(e.g. providing relevant vocabulary, giving new information)</i>		
	Eliciting student understanding		

	<i>(e.g. assessing students' knowledge through questions)</i>		
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2. Peer Interaction (Halliday, 1975 – Child Language Functions)

Language Function	Description	Translanguaging Practice	Notes
Instrumental	Child requests help or object		
Regulatory	Child directs or controls peer behavior		
Interactional	Child builds social relations		
Personal	Child expresses feelings or emotions		
Informative	Child provides information		
Heuristic	Child asks questions or explores environment		
Imaginative	Child engages in role play or pretend play		

3. Montessori Principles in Classroom

Montessori Principle	Observational Indicators (Checklist)	Notes
Respect for the Child	<input type="checkbox"/> Teacher provides wait time for children's verbal expression <input type="checkbox"/> Teacher does not interrupt children's verbal expressions <input type="checkbox"/> Teacher responds to the meaning of children's utterances rather than correcting immediately	

Freedom of Movement and Choice	<input type="checkbox"/> Children move freely within the classroom <input type="checkbox"/> Children choose activities independently <input type="checkbox"/> Children initiate interaction or communication during self-chosen activities	
Favourable (Prepared) Environment	<input type="checkbox"/> Materials are accessible without adult assistance <input type="checkbox"/> Classroom layout supports free movement and peer interaction <input type="checkbox"/> Verbal interaction occurs naturally while children use materials	
Absorbent Mind	<input type="checkbox"/> Children use language spontaneously during activities <input type="checkbox"/> Children engage verbally with peers while working with materials <input type="checkbox"/> Children imitate or repeat words/expressions heard in the environment	
Sensitive Periods	<input type="checkbox"/> Teacher adjusts interaction style according to children's readiness <input type="checkbox"/> Teacher allows repetition of activities without interruption	

Appendix 2. Interview Guideline

Interview Guideline

Interviewee (Teacher) :
Interviewer :
Date of Interview :
School / Institution :
Class / Level :

No	Interview Question
1	In daily classroom activities, what languages do you usually use when teaching the children? <i>(Dalam kegiatan kelas sehari-hari, bahasa apa yang biasanya Anda gunakan saat mengajar anak-anak?)</i>
2	When giving instructions in English and children seem not to understand, what do you usually do? <i>(Saat memberikan instruksi dalam bahasa Inggris dan anak-anak tampaknya tidak mengerti, apa yang biasanya Anda lakukan?)</i>
3	Do you ever mix Indonesian and English when explaining activities? In what situations does this usually occur? <i>(Apakah Anda pernah mencampur bahasa Indonesia dan Inggris saat menjelaskan suatu kegiatan? Dalam situasi apa hal ini biasanya terjadi?)</i>
4	How do you ensure that all children understand the instructions, especially when their language abilities vary? <i>(Bagaimana Anda memastikan bahwa semua anak memahami instruksi, terutama ketika kemampuan bahasa mereka berbeda-beda?)</i>
5	Is there any difference in language use when explaining learning activities and when managing children's behavior in class? <i>(Apakah ada perbedaan penggunaan bahasa saat menjelaskan kegiatan pembelajaran dan saat mengelola perilaku anak di kelas?)</i>
6	Does the school have specific rules or policies regarding language use in the classroom? <i>(Apakah sekolah memiliki peraturan atau kebijakan khusus mengenai penggunaan bahasa di dalam kelas?)</i>
7	In daily practice, can these rules always be applied, or do they need adjustment based on the children's conditions? <i>(Dalam praktik sehari-hari, apakah aturan-aturan ini selalu dapat diterapkan, atau perlu disesuaikan berdasarkan kondisi anak-anak?)</i>
8	How do you adjust your way of speaking when children in one class have different language abilities? <i>(Bagaimana Anda menyesuaikan cara berbicara Anda ketika anak-anak di satu kelas memiliki kemampuan bahasa yang berbeda?)</i>
9	How do you help children remain confident and engaged even if they are not yet fluent in English? <i>(Bagaimana Anda membantu anak-anak tetap percaya diri dan terlibat meskipun mereka belum fasih berbahasa Inggris?)</i>
10	How do you decide when to provide direct assistance and when to let children try independently during classroom activities?

	<i>(Bagaimana Anda memutuskan kapan harus memberikan bantuan langsung dan kapan harus membiarkan anak-anak mencoba secara mandiri selama kegiatan di kelas?)</i>
11	In Montessori teaching, observation is important. What aspects of children do you usually observe before intervening or assisting? <i>(Dalam pengajaran Montessori, observasi sangat penting. Aspek apa saja dari anak-anak yang biasanya Anda amati sebelum melakukan intervensi atau membantu?)</i>
12	How does the principle of “ <i>follow the child</i> ” influence the way you communicate with children in class? <i>(Bagaimana prinsip “follow the child” memengaruhi cara Anda berkomunikasi dengan anak-anak di kelas?)</i>

Appendix 3. Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 4354/Un.03.1/TL.00.1/11/2025 18 November 2025
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada

Yth. Kepala Kiddie Haven Montessori
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Aula Hanunah Wardhani
NIM : 220107110077
Tahun Akademik : Ganjil - 2025/2026
Judul Proposal : **Teachers' Code-Switching for Classroom Management in an International Kindergarten: A Case Study**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan



Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 4. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 835/Un.03.1/TL.01.04/03/2026 02 Maret 2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala Kiddie Haven Montessori

di

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Aula Hanunah Wardhani
NIM : 220107110077
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : The Implementation of Translanguaging in a Multilingual Montessori Classroom Context di Kiddie Haven Montessori Kota Malang
Lama Penelitian : Maret 2026 sampai dengan Mei 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 5. Validation Sheet

Validations Sheet

Instrument Validation Sheet of Observation and Interview for Research Entitled "The Implementation of Translanguaging in a Multilingual Montessori Classroom Context"

Validator : Dr. Alam Aji Putera, M.Pd
NIP : 19890421201802011153
Expertise : English Language Teaching Development
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date :

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:

1: Very poor

2: Poor

3: Average

4: Good

5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of the instrument with the research objectives				✓	
2.	Relevance of the instrument to the research topic				✓	
3.	Clarity of observation indicators and interview questions					✓
4.	The instrument represents key aspects of translanguaging practices			✓		

5.	The observation checklist allows the researcher to capture classroom interaction effectively				✓
6.	Interview questions are appropriate to explore teachers' experiences and perspectives			✓	
7.	The language used in the observation checklist and interview guideline is clear and understandable				✓
8.	The instrument is appropriate for the characteristics of young learners in a Montessori context			✓	
9.	The instrument supports the collection of valid and reliable qualitative data			✓	
10.	The observation indicators are observable and measurable in real classroom situations				✓

D. Suggestion

.....
.....
.....
.....
.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 13 februari 2026

Validator,



Dr. Alam Aji Putera, M.Pd

19890421201802011153

Appendix 6. Transcript Interviews

Interview Result

Interviewee : Miss Claresta Pramelda Shanty
K2 Teacher & Head of School
Date of Interview : March 5, 2026
School / Institution : Kiddie Haven Montessori Malang
Class / Level : Kindergarten 2 (5 – 6 years old)

No	Interview Question	Interview Answers
1	Dalam kegiatan kelas sehari-hari, bahasa apa yang biasanya Anda gunakan saat mengajar anak-anak?	Di sekolah ini kami menggunakan dua bahasa, yaitu Bahasa Inggris dan Bahasa Indonesia. Tetapi sebagian besar kami menggunakan Bahasa Inggris. Namun kami juga memahami bahwa ada anak-anak yang di rumah tidak terbiasa memakai Bahasa Inggris, sehingga kadang mengalami kesulitan. Karena itu biasanya ada dua guru di kelas, satu menggunakan Bahasa Inggris dan satu lagi membantu dengan Bahasa Indonesia. Tes di sekolah juga menggunakan Bahasa Inggris, jadi itu memang menjadi prioritas utama.
2	Saat memberikan instruksi dalam bahasa Inggris dan anak-anak tampaknya tidak mengerti, apa yang biasanya Anda lakukan?	Biasanya kami coba dulu menggunakan Bahasa Inggris. Kalau anak terlihat belum paham, kami tambahkan gesture. Misalnya mengatakan <i>open the door</i> sambil menunjuk pintu. Kalau masih belum paham juga, baru kami gunakan Bahasa Indonesia. Kadang kami mengenalkan dulu kata bendanya, misalnya “door itu pintu,” supaya anak lebih mudah mengingat.
3	Apakah Anda pernah mencampur bahasa Indonesia dan Inggris saat menjelaskan suatu kegiatan? Dalam situasi apa hal ini biasanya terjadi?	Paling sering di Nursery 1, karena mereka masih tahap awal mengenal bahasa. Ada anak yang di rumah memakai Mandarin atau bahasa India, jadi ketika di sekolah mereka butuh penyesuaian. Maka kami menggunakan instruksi sederhana seperti <i>sit down</i> , <i>stand up</i> , <i>line up</i> , <i>push in your chair</i> . Bukan hanya saat pembelajaran, tetapi juga dalam aktivitas sehari-hari, misalnya saat mengambil tempat makan atau transisi kegiatan.
4	Bagaimana Anda memastikan bahwa semua anak memahami instruksi, terutama ketika kemampuan bahasa mereka berbeda-beda?	Kalau saya di K2, biasanya melihat dari workbook dan practice book. Kami mengerjakan bersama di kelas, lalu ada buku latihan yang dibawa pulang. Tetapi saya lebih melihat hasil pekerjaan yang dikerjakan di sekolah. Misalnya saat tema <i>ocean</i> , saya beri tugas tentang lapisan laut atau hewan laut. Dari situ kelihatan siapa yang sudah paham dan siapa yang belum. Kadang saat free time saya juga memberi review kecil, jadi saya bisa tahu bagian mana yang mereka lupa atau masih lemah.

		<p>Kalau untuk pemahaman bahasa sendiri bagaimana mengetahuinya?</p> <p>Kadang anak sebenarnya paham, tetapi pura-pura tidak paham karena ingin perhatian. Misalnya saya bilang <i>let's go sit down</i>, tetapi dia tetap berdiri karena ingin dibantu atau diperhatikan. Kalau dalam materi biasanya saya cek lagi dengan pertanyaan seperti <i>which one?</i>, <i>can you show me?</i>, atau <i>are you sure?</i> Misalnya setelah mereka menyelesaikan pekerjaan Montessori, saya tanya <i>are you sure?</i> supaya mereka mengecek lagi jawabannya. Dari situ saya juga bisa melihat apakah mereka benar-benar paham.</p>
5	Apakah ada perbedaan penggunaan bahasa saat menjelaskan kegiatan pembelajaran dan saat mengelola perilaku anak di kelas?	<p>Kami tidak terlalu menggunakan Bahasa Inggris yang formal atau rumit. Kalau menjelaskan materi, kami sederhanakan ke bahasa yang mudah dipahami anak. Misalnya saat menjelaskan country folder, kami membaca informasi dulu lalu menyampaikannya kembali dengan bahasa yang lebih sederhana. Kalau untuk menegur anak, kami lebih sering mengingatkan aturan kelas. Misalnya kalau anak berlari, kami tidak langsung memarahi, tetapi bertanya: <i>What is the rule in the classroom? How to walk in the classroom?</i> Jadi anak diingatkan kembali pada aturan.</p>
6	Apakah sekolah memiliki peraturan atau kebijakan khusus mengenai penggunaan bahasa di dalam kelas?	<p>Ada. Untuk guru, kami sangat diusahakan menggunakan Bahasa Inggris, walaupun belum semuanya fasih. Yang penting anak-anak terbiasa mendengar Bahasa Inggris. Kami juga dibiasakan kalau berbicara sesama guru menggunakan Bahasa Inggris atau minimal Bahasa Indonesia, bukan bahasa daerah. Jadi kalau keceplosan pakai bahasa Jawa, biasanya saling mengingatkan.</p>
7	Dalam praktik sehari-hari, apakah aturan-aturan ini selalu dapat diterapkan, atau perlu disesuaikan berdasarkan kondisi anak-anak?	<p>Kalau untuk aturan penggunaan Bahasa Inggris itu tetap kita usahakan, Miss. Jadi pertama pasti kita pakai Bahasa Inggris dulu. Tapi kalau anak-anak kelihatan belum paham, kita lihat dulu kondisinya. Kadang kita tambahkan gesture, nunjuk benda di sekitarnya, atau kalimatnya kita bikin lebih simple. Kalau memang masih belum ngerti juga, baru kita bantu pakai Bahasa Indonesia. Jadi aturannya tetap ada, tapi kita sesuaikan supaya anak tetap paham.</p>
8	Bagaimana Anda menyesuaikan cara berbicara Anda ketika anak-anak di satu kelas memiliki kemampuan bahasa yang berbeda?	<p>Ada anak bernama Kenzie yang pindahan sekolah. Awalnya dia sama sekali belum mengerti instruksi Bahasa Inggris sederhana seperti <i>close your eyes</i> atau <i>close the door</i>. Jadi saya tetap konsisten menggunakan Bahasa Inggris, tetapi kalimatnya saya pendekkan. Misalnya <i>put your book in your drawer</i>. Kalau terlalu panjang, dia belum bisa menangkap. Ada juga anak bernama Audrey yang justru lebih paham kalau</p>

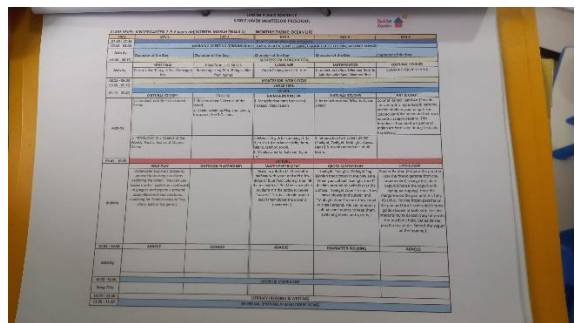
		menggunakan Bahasa Inggris. Jadi kami sesuaikan dengan kebutuhan masing-masing anak.
9	Bagaimana Anda membantu anak-anak tetap percaya diri dan terlibat meskipun mereka belum fasih berbahasa Inggris?	Biasanya kami dorong pelan-pelan. Misalnya kalau anak ingin ke toilet dan masih berkata dalam Bahasa Indonesia, saya bantu mengingatkan kalimat Bahasa Inggrisnya: <i>May I go to the restroom please?</i> Kalau dia lupa, saya beri clue sedikit demi sedikit sampai dia bisa mengucapkannya sendiri. Kami selalu menenangkan anak bahwa salah itu tidak apa-apa, nanti guru bantu memperbaiki.
10	Bagaimana Anda memutuskan kapan harus memberikan bantuan langsung dan kapan harus membiarkan anak-anak mencoba secara mandiri selama kegiatan di kelas?	Memang kami melatih kemandirian. Misalnya toilet training, membuka tempat makan, membuka botol minum, atau merapikan barang. Kalau anak bilang tidak bisa, kami biasanya bilang <i>You can do it</i> . Kami contohkan caranya sekali, lalu kami minta anak mencoba sendiri. Kalau anak benar-benar mentok baru kami bantu. Jadi mereka belajar percaya diri bahwa mereka bisa melakukan sendiri.
11	Dalam pengajaran Montessori, observasi sangat penting. Aspek apa saja dari anak-anak yang biasanya Anda amati sebelum melakukan intervensi atau membantu?	Ada trial class dulu. Saat trial class kami mengamati kemampuan akademik, sosial, kesiapan sekolah, dan kecocokan level kelas. Misalnya apakah anak sudah bisa menghitung, mengenal nama sendiri, mengikuti instruksi, atau bisa ditinggal orang tua. Kami juga melihat apakah anak lebih cocok di Nursery, K1, atau K2.
12	Bagaimana prinsip “follow the child” memengaruhi cara Anda berkomunikasi dengan anak-anak di kelas?	Kami mengikuti kebutuhan anak, tetapi tetap ada batasan. Freedom ada, tetapi ada limit. Misalnya anak boleh memilih permainan, tetapi setelah selesai harus mengembalikan ke tempat semula. Saat anak menyusun <i>Pink Tower</i> , targetnya harus urut dari besar ke kecil. Kalau anak menyusun dengan cara berbeda karena imajinasi, kami lihat dulu apakah dia sudah paham konsep dasarnya. Kalau sudah, itu bagian dari kreativitas. Tetapi kalau belum paham, kami arahkan lagi. Jadi kami memberi kebebasan, tetapi tetap memastikan tujuan belajar tercapai.

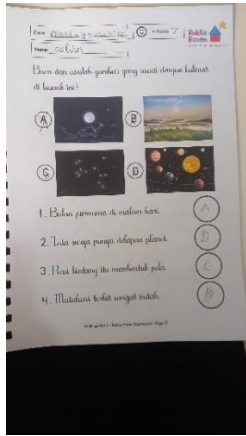
Interviewee : Miss Octa Viyanti
 N2 Teacher
 Date of Interview : March 5, 2026
 School / Institution : Kiddie Haven Montessori Malang
 Class / Level : Nursery 2 (3 – 4 years old)

No	Interview Questions	interview answer
1	Dalam kegiatan kelas sehari-hari, bahasa apa yang biasanya Anda gunakan saat mengajar anak-anak?	Bermacam-macam. Saya berusaha menggunakan Bahasa Inggris karena saya mengajar dengan Bahasa Inggris. Tetapi kalau ada anak yang belum bisa memahami Bahasa Inggris, saya melakukan translasi ke Bahasa Indonesia.
2	Saat memberikan instruksi dalam bahasa Inggris dan anak-anak tampaknya tidak mengerti, apa yang biasanya Anda lakukan?	Saya langsung menerjemahkan, lalu mengulang lagi dalam Bahasa Inggris. Misalnya saya bilang, "Sit down, sit down," lalu saya tambahkan, "Duduk, duduk." Selain itu saya juga menggunakan action atau gerakan. Kadang saya menjelaskan dengan Bahasa Inggris sederhana, kalau masih belum paham saya bantu dengan Bahasa Indonesia dan gesture.
3	Apakah Anda pernah mencampur bahasa Indonesia dan Inggris saat menjelaskan suatu kegiatan? Dalam situasi apa hal ini biasanya terjadi?	Biasanya saat menjelaskan materi. Kalau untuk menegur, saya sebisa mungkin tetap menggunakan Bahasa Inggris.
4	Bagaimana Anda memastikan bahwa semua anak memahami instruksi, terutama ketika kemampuan bahasa mereka berbeda-beda?	Saya melakukan reinforcement. Setelah pembelajaran selesai, saya tanya lagi. Saya juga memberi dictation atau latihan menulis, misalnya three-letter words seperti <i>set, net, red</i> . Anak-anak menyalin dulu supaya mereka mengenal bentuk tulisannya. Sebenarnya beberapa hal masih cukup berat untuk mereka. Tetapi di sini kami berusaha lebih advance. Namun saya tidak mau membuat anak-anak merasa tertekan. Kalau belum bisa, saya pelan-pelan saja. Yang penting mereka enjoy dan tidak stres. Saya maunya mereka have fun. Karakter itu penting. Akademik nanti bisa menyusul.
5	Apakah ada perbedaan penggunaan bahasa saat menjelaskan kegiatan pembelajaran dan saat mengelola perilaku anak di kelas?	Ada. Kalau menjelaskan materi, vocabulary yang saya pakai bisa lebih banyak. Tetapi kalau anak-anak belum menangkap, saya sederhanakan. Untuk perintah atau instruksi, saya pakai kata-kata yang singkat dan simple. Gramarnya juga tidak terlalu saya tekankan, yang penting anak-anak paham.
6	Apakah sekolah memiliki peraturan atau kebijakan khusus mengenai penggunaan bahasa di dalam kelas?	Ada. Untuk level tertentu sudah mulai fokus ke grammar, writing, dan pencampuran kemampuan bahasa. Kalau di N2, fokus saya letter sounds harus kuat, three-letter words harus kuat, lalu numbers sampai 20. Anak-anak semester sebelumnya rata-rata sudah bisa angka 1–10, jadi saya tingkatkan.

7	Dalam praktik sehari-hari, apakah aturan-aturan ini selalu dapat diterapkan, atau perlu disesuaikan berdasarkan kondisi anak-anak?	Diusahakan untuk selalu diterapkan, tapi juga menyesuaikan dengan kebutuhan anaknya
8	Bagaimana Anda menyesuaikan cara berbicara Anda ketika anak-anak di satu kelas memiliki kemampuan bahasa yang berbeda?	Pasti ada. Misalnya ada anak yang belum jelas berbicaranya atau memakai campuran bahasa lain. Saya berusaha memahami maksudnya dulu supaya dia tetap bisa berekspresi. Saya tetap memberi feedback walaupun ucapannya belum jelas. Yang penting anak merasa didengar. Walaupun belum paham sepenuhnya, kita tetap respon. Saya pernah menangani anak speech delay juga. Jadi saya tahu pentingnya memberi kesempatan anak berbicara dan terus mencoba.
9	Bagaimana Anda membantu anak-anak tetap percaya diri dan terlibat meskipun mereka belum fasih berbahasa Inggris?	Saya latih bertahap. Misalnya menyanyi di depan kelas, memimpin doa, atau tampil di depan teman-temannya. Kalau masih belum berani, saya dampingi dulu. Sedikit demi sedikit biasanya mereka jadi percaya diri.
10	Bagaimana Anda memutuskan kapan harus memberikan bantuan langsung dan kapan harus membiarkan anak-anak mencoba secara mandiri selama kegiatan di kelas?	Saya berpegang pada prinsip Montessori, <i>Help me to help myself</i> . Kalau anak masih bisa sendiri, saya biarkan mencoba. Tapi kalau benar-benar kesulitan, saya bantu.
11	Dalam pengajaran Montessori, observasi sangat penting. Aspek apa saja dari anak-anak yang biasanya Anda amati sebelum melakukan intervensi atau membantu?	Saya dan Miss Sharon setiap hari evaluasi. Misalnya siapa yang masih terbalik menulis, siapa yang cara pegang pensilnya belum benar, siapa yang perlu perhatian khusus. Kami saling berbagi tugas. Kalau di awal semester biasanya saya tanya guru sebelumnya. Saya cari tahu karakter anak, kebiasaan, dan bagaimana cara menghadapinya.
12	Bagaimana prinsip “follow the child” memengaruhi cara Anda berkomunikasi dengan anak-anak di kelas?	Kita mengikuti kebutuhan anak, tapi tidak semua dibiarkan bebas. Saya ambil bagian teori Montessori yang cocok dan saya sesuaikan dengan kondisi kelas. Misalnya saat free time anak-anak boleh memilih aktivitas sendiri tetapi tetap dengan arahan guru.

Appendix 7. Documentations





Appendix 8. Letter of Completion Research



Nomor : OO8/SK.SKSP/E2/III/2026
Hal : Surat Keterangan Selesai Penelitian

Malang, 1 April 2026

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Claresta Pramelda Santhy A.Md.Li
Jabatan : Kepala Sekolah
Alamat : **KIDDIE HAVEN MONTESSORI PRESCHOOL**
Jl. Pondok Blimbing Indah J2/4A Malang

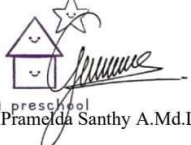
Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

Nama : Aula Hanunah Wardhani
NIM : 220107110077
Program Studi : Tadris Bahasa Inggris (TBI)
Judul : The Implementation of Translanguaging in Montessori Classroom Context
Universitas : UNIVERSITAS MAULANA MALIK IBRAHIM MALANG

Telah selesai melakukan penelitian di Kiddie Haven Montessori Preschool pada tanggal 5 Maret 2026 untuk menyelesaikan tugas akhir mahasiswa.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Kepala Sekolah
Kiddie Haven Montessori Preschool



Kiddie Haven
montessori preschool
Claresta Pramelda Santhy A.Md.Li

Appendix 9. Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap : Aula Hanunah Wardhani
Tempat, Tanggal Lahir : Lamongan, 29 Agustus 2001
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. H. Zen RT.07/RW.02, Kec. Paciran, Kab. Lamongan, Jawa Timur
No.HP/Telepon : 082334413881
Alamat E-mail : hanunahahmadi@gmail.com
Nama Wali : Ahmad Hazim (Alm.)



Riwayat Pendidikan

1. TK Aisyiyah Bustanul Athfal : 2008-2009
2. MI Muhammadiyah 02 Paciran : 2009-2015
3. SMP Muhammadiyah 12 Paciran : 2015-2017
4. MA Al Ishlah Lamongan : 2017-2019
5. UIN Maulana Malik Ibrahim Malang : 2022-sekarang

Malang, 4 Mei 2026
The Researcher,

Aula Hanunah Wardhani
NIM. 220107110077

