

**TRANSLANGUAGING AS A PEDAGOGICAL
APPROACH: ITS INFLUENCE ON STUDENTS'
ENGAGEMENT IN ENGLISH LANGUAGE
LEARNING**

SEOW YI LEN

UNIVERSITI TUNKU ABDUL RAHMAN



**TRANSLANGUAGING AS A PEDAGOGICAL APPROACH: ITS
INFLUENCE ON STUDENTS' ENGAGEMENT IN ENGLISH LANGUAGE
LEARNING**

**SEOW YI LEN
23ATB01093**

SUPERVISOR: DR JOANNA TAN TJIN AI

**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF ARTS (HONOURS) ENGLISH EDUCATION**

**FACULTY OF EDUCATION
UNIVERSITI TUNKU ABDUL RAHMAN**

MAY 2026

DECLARATION

I hereby declare that this project report is based on my original work except for citations and quotations which have been duly acknowledged. I also declare that it has not been previously and concurrently submitted for any other degree or award at UTAR or other institutions.

Signature : _____ *Seow* _____

Name : _____ SEOW YI LEN _____

ID No. : _____ 23ATB01093 _____

Date : _____ 9th MAY 2026 _____

APPROVAL FOR SUBMISSION

I certify that this project report entitled **“TRANSLANGUAGING AS A PEDAGOGICAL APPROACH: ITS INFLUENCE ON STUDENTS’ ENGAGEMENT IN ENGLISH LANGUAGE LEARNING”** was prepared by **SEOW YI LEN** has met the required standard for submission in partial fulfilment of the requirements for the award of Bachelor of Arts (Honours) English Education at Universiti Tunku Abdul Rahman.

Approved by,

Signature : _____

Supervisor: Dr. Joanna Tan Tjin Ai

Date : 17.05.2026

COPYRIGHT PAGE

© 2026 Seow Yi Len. All rights reserved.

This final year project report is submitted in partial fulfilment of the requirements for the degree of Bachelor of Arts (Honours) English Education at Universiti Tunku Abdul Rahman (UTAR). This final year project report represents the work of the author, except where due acknowledgment has been made in the text. No part of this final year project report may be reproduced, stored, or transmitted in any form or by any means, whether electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author or UTAR, in accordance with UTAR's Intellectual Property Policy.

ACKNOWLEDGEMENTS

I would like to express my deepest and sincerest gratitude to my Final Year Project supervisor, Dr. Joanna Tan Tjin Ai, for her continuous guidance, patience, encouragement, and valuable feedback throughout this research journey. Her support and expertise have greatly assisted me in completing this study successfully.

I would also like to thank the lecturers who provided advice, support, and knowledge that contributed to the development of this research. Special thanks are given to all the participants who willingly took part in the questionnaires and interviews. Their cooperation, time, and honest responses made this study possible and provided valuable insights into translanguaging in Malaysian classrooms.

Also, I am grateful to all my course mates for their constructive feedback and encouragement which have really helped me throughout this academic journey. Next, I would like to extend my profound gratitude to my family and friends for their unwavering love, support and encouragement throughout this incredible journey. Although they are far away, their love and support gave me the strength to persevere during challenging and difficult moments.

Lastly, I would like to thank everyone who directly or indirectly contributed to the completion of this research. I truly appreciate all the assistance and support that I have received. I could not have done it without everyone involved.

TRANSLANGUAGING AS A PEDAGOGICAL APPROACH: ITS INFLUENCE ON STUDENTS' ENGAGEMENT IN ENGLISH LANGUAGE LEARNING

ABSTRACT

This study investigates undergraduate students' perceptions of translanguaging as a pedagogical approach and its influence on engagement in English language learning within a Malaysian higher education context. Translanguaging refers to the flexible use of multiple languages to facilitate communication, comprehension, and learning. An explanatory sequential mixed-method design was employed, integrating quantitative and qualitative approaches. Data were collected from 100 undergraduate students at a private Malaysian university through online questionnaires, while semi-structured interviews were conducted with five selected participants to gain deeper insights into their experiences with translanguaging. Quantitative data were analysed using SPSS through univariate analysis, whereas qualitative data were analysed using thematic analysis. The findings revealed that students generally held positive perceptions towards translanguaging with an overall mean of 3.59, with respondents agreeing that it enhances comprehension, relieves pressure, and increases classroom participation. It is also reported that students frequently used their L1 alongside English to clarify concepts, communicate with peers, and improve understanding of lesson content, with an overall mean of 3.41. Qualitative findings further highlighted themes and codes such as enhanced comprehension, expressive clarity, inclusiveness, and flexible language use. However, some participants still associated translanguaging with low English proficiency and believed that excessive reliance on L1 may reduce exposure to the target language. Overall, the study concludes that translanguaging is a valuable pedagogical approach that supports engagement, comprehension, and

inclusiveness in multilingual classrooms. The findings provide useful insights for educators, curriculum designers, and policymakers in strategically integrating translanguaging into English language teaching practices in Malaysia to ameliorate students' learning experiences.

Keywords: Translanguaging, Multilingual Pedagogical Approaches, Students engagement, Comprehension, Inclusive classrooms

Subject Areas: Applied Linguistics, English Language Teaching

TABLE OF CONTENTS

DECLARATION	iii
APPROVAL FOR SUBMISSION	iv
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF SYMBOLS / ABBREVIATIONS	xiv
LIST OF APPENDICES	xv

CHAPTER

1	INTRODUCTION	1
1.1	Background	1
1.2	Problem Statements	3
1.3	Purpose	4
1.4	Research Objectives	4
1.5	Research Questions	5
1.6	Definition of Key Terms	5
1.7	Significance	6
1.8	Scope and Limitations	7
	1.8.1 Scope	7
	1.8.2 Limitations	7
2	LITERATURE REVIEW	9
2.1	Definitions	9
2.2	Previous Research	10
2.3	Theories	12
	2.3.1 Overt Theories on Code-Switching	12
	2.3.2 From Code-Switching to Translanguaging	13

2.4	Theoretical Framework	15
2.4.1	Social Interactionist Theory	15
2.4.2	Common Underlying Proficiency	16
2.4.3	Cognitive Load Theory	17
3	METHODOLOGY	20
3.1	Research Design	20
3.2	Sample and Sampling Method	20
3.3	Instruments	22
3.4	Data Collection	24
3.5	Ethical Considerations	27
3.6	Data Analysis	27
3.7	Pilot Test	28
4	ANALYSIS AND RESULTS	30
4.1	Quantitative Data	30
4.2	Qualitative Data	38
5	DISCUSSION AND CONCLUSION	43
5.1	Benefits of Translanguaging	43
5.1.1	Student Comprehension	43
5.1.2	Engagement	45
5.1.3	Inclusiveness	46
5.1.4	Acceptance of Culture	48
5.2	Limitations of Translanguaging	49
5.2.1	Misconceptions	49
5.2.2	Lack of Teacher Training	52
5.2.3	Wide Range of Languages	53
5.3	Strategies to Integrate Translanguaging	54
5.4	Implications	56
5.5	Recommendations for Future Studies	57
5.6	Conclusion	58

REFERENCES**60****APPENDICES****76**

LIST OF TABLES

TABLE	TITLE	PAGE
Table 4.1	Summary of Demographic Information	33
Table 4.2	Reliability Coefficients for Study Constructs	34
Table 4.3	Students' Perceptions on Translanguaging	36
Table 4.4	Students' Experiences with Translanguaging	37
Table 4.5	Recurring Codes	39

LIST OF FIGURES

FIGURE	TITLE	PAGE
Figure 2.1	Conceptual Framework of the Shift from Code-switching to Translanguaging	14
Figure 2.2	Information Processing Model	18
Figure 3.1	Alignment of Quantitative and Qualitative Instruments with Research Questions (RQ)	24
Figure 3.2	Data Collection Flowchart	26
Figure 4.1	Distribution of Gender	30
Figure 4.2	Distribution of Age	31
Figure 4.3	Distribution of States	31
Figure 4.4	Distribution of Faculties	32

LIST OF SYMBOLS / ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
CLT	Cognitive Load Theory
CUP	Common Underlying Proficiency
EAL	English as an Additional Language
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
MUET	Malaysian University English Test
SIT	Social Interactionist Theory
SPSS	Statistical Package for the Social Sciences

LIST OF APPENDICES

APPENDIX	TITLE
A	Online Questionnaire
B	Interview Questions
C	Jiang et al.'s (2022) Original Questionnaire
D	Öztürk's (2022) Original Questionnaire and Interview Questions
E	Sample Consent Form for Interviews
F	Consent Statement for Online Questionnaire
G	Pilot Test Codebook
H	Main Codebook

CHAPTER 1

INTRODUCTION

1.1 Background

Multilingual pedagogical strategies are teaching techniques that consider the multilingual nature of the classroom (Rapuleng, 2024). These strategies support and enhance the learning experience and process for multilingual students. They ensure that students' linguistic diversity is viewed as a strength, not a burden. This is where translanguaging comes into play, as it involves the flexible use of all the language resources available at the learners' disposal.

According to Lewis et al. (2012), translanguaging is the deliberate use of multiple languages, including switching between them, within or between sentences to facilitate methodical teaching and learning. More than 130 languages are spoken in Malaysia, showcasing the country's multiethnic and multilingual populace (Hamzah et al., 2022). Hence, multilingualism is a core identity of Malaysian society (Nor Azmi Mostafa, 2016). It has become a nature of daily communication among citizens. To further elaborate, Malay is the country's national language, while English serves as the second language and is used extensively in business and commercial sectors (Chan & Ain Nadzimah Abdullah, 2015). Although English is acknowledged as a second language and many Malaysians are able to speak English fluently, there remain regions in Malaysia where people still view English as a foreign language, or in some cases, as something irrelevant to their daily lives (Zulkefly & Razali, 2019). Consequently, diverse languages and proficiency levels often result in the emergence of multilingual classrooms where translanguaging is common.

As a pedagogical approach, translanguaging refers to teachers and students using different languages by alternating between them to improve comprehension and learning (Nur et al., 2020). According to Elias et al. (2022), English is a compulsory subject in every school at every level from primary to university. Students therefore tend to 'mix' English with their first language to facilitate learning. Ulum (2024) stated that teachers translanguage to reduce the communication gap with students who are not proficient in the target language, which is quite common in Malaysia. This leads to successful cooperation and stimulating learning.

Translanguaging enables students to grasp complex or subtle implicit meanings conveyed by specific vocabulary choices by making inferences (Mgijima & Makalela, 2016). Mochacha (2020) claims that translanguaging aids in improving strategies and methods to make lectures easier to comprehend. Effective learning and active participation during classes is then achieved. Translanguaging not only creates learning opportunities that improves students' English but also promotes social development and improve cognitive process (Yaccob et al., 2023).

However, there are mixed opinions regarding translanguaging being used in classrooms. When the target language is being taught, Cenoz and Gorter (2020) claim that translanguaging encourages students to include every language that they know. This is because translanguaging promotes fluency in spoken language, boosts confidence and relieves pressure (Susila & Asari, 2025). On the other hand, Wlosowicz (2020) discovered that some students struggle with a single language due to confusion by translanguaging. Students may also become overly dependent on their first language (L1) by constantly using it. This limits their exposure to the target language and creates confusion with their L1. This is detrimental to achieving the desired learning outcome.

Given these contrasting views, it is crucial to examine how translanguaging influences students' engagement in English language learning as a pedagogical approach. Valuable insights regarding the effectiveness of translanguaging can be discovered by investigating this topic within the Malaysian higher education context. Besides, effective ways to strategically apply translanguaging to encourage students' engagement during lessons may be explored as well.

1.2 Problem Statements

Translanguaging is considered an emerging realm of research (Ramli & Jamaluddin, 2021). To define translanguaging in simple terms, it implies how multilinguals switch between languages naturally (Park, 2013). While previous research has primarily focused on classroom observations, teachers' view on translanguaging and how it influences instruction and classroom management, limited attention has been given to students' perspectives on how translanguaging influences their personal learning experiences and engagement in class. Students' voice and insights are crucial for successful teaching and learning because they offer valuable feedback on how to enhance and improve translanguaging techniques in the classroom. Since students are the primary recipients of instruction in the classroom, their perspectives might provide essential information that teachers might overlook. Besides, research on translanguaging in Malaysia remains relatively scarce as well. Malaysian students grow up in a multilingual environment and frequently draw on multiple languages to make sense of academic content. Hence, by facilitating in different languages, using translanguaging as a pedagogical approach allows students to engage in lessons and improve comprehension in the long run (Nur & Nik, 2023).

Therefore, this study seeks to fill in these gaps by investigating students' perceptions of translanguaging as a pedagogical approach within the Malaysian context. It also aims to explore how it motivates their engagement during classroom instruction and identify ways to apply it strategically.

1.3 Purpose

The aim of the proposed study is to investigate how translanguaging shapes engagement in English language learning, especially amongst Malaysian university students. This study seeks to examine if using translanguaging helps students understand the lesson content or hinders it, as well as how involved students feel during lessons. By focusing on students' perspectives, the research aims to provide valuable insights into the pedagogical role of translanguaging in multilingual English classrooms and how it affects learning outcomes determined by the lecturer. At the same time, exploring students' own experiences could shed light on effective ways to incorporate translanguaging into teaching, boost education quality in Malaysia and develop holistic individuals that embrace their own culture.

1.4 Research Objectives

The study aims to examine the following research objectives:

1. To investigate the perceptions of undergraduate students on the effectiveness of translanguaging as a pedagogical approach in higher education settings.
2. To examine how translanguaging influences undergraduate students' level of engagement with lecturers during English language lessons.

3. To determine strategies for integrating translanguaging into English language teaching practices.

1.5 Research Questions

Specifically, the research questions concerned Malaysian students as well as educators are as follows:

1. What are the perceptions of undergraduate students on the use of translanguaging as a pedagogical approach in higher education settings?
2. How does translanguaging influence undergraduate students' level of engagement with lecturers during English language lessons?
3. What are the strategies for integrating translanguaging into English language teaching practices?

1.6 Definition of Key Terms

This section provides clarity for the key terms used in this research, which includes:

Translanguaging- The mobilisation of students' entire multilingual repertoires to promote comprehension and learning (Lewis et al., 2012).

Pedagogy- The art, science, or profession of teaching (Merriam-Webster, 2018).

First Language (L1)- A learner's mother tongue or native language (Nielson, 2016).

Second Language (L2)- Any additional language that is acquired after the first language has been established (Nielson, 2016).

Target Language- A language that a non-native speaker learns through formal instruction or interactive exposure (Nielson, 2016).

1.7 Significance

This study looks into how translanguaging works in university-level English classes, straight from the eyes of the students' themselves. In Malaysia, classrooms are filled with different languages. However, the use of other languages other than the target language sparks controversial debate. By exploring its influence on students' learning, this study gives teachers, students and policymakers insights and practical ideas to integrate translanguaging more effectively.

First and foremost are the main recipients of classroom instruction. Students are able to understand how translanguaging affects their engagement and language learning. This understanding can help them rethink how they approach English in class. They are also able to use translanguaging to their utmost advantage and apply it to their learning processes.

Furthermore, for educators, these findings can help them use students' L1 and English in more flexible ways, connecting them to make lesson content clearer and improve students' English skills (Hillcrest, 2021). This study helps educators to strike a balance between full English immersion and giving students the linguistic support they need.

For policymakers and curriculum designers, this study offers empirical evidence to help shape language education policies, teacher training, and curriculum planning. It highlights the effectiveness of translanguaging and how it assists students in their learning process. They can also develop programmes that encourage the use of multiple language effectively to raise awareness on multilingual pedagogical approaches.

Thus, the study adds to the ongoing research on the growing body of multilingualism by bridging the gap between theory and practical classroom environment. It explores how a natural way of using language, that is often ignored, could become a tool to achieve the desired learning outcomes.

1.8 Scope and Limitations

1.8.1 Scope

This study focuses on how translanguaging works as a teaching strategy and how it shapes student engagement in university-level English classes. It specifically investigates how undergraduate students view its effectiveness in facilitating their learning process and provide feedback for lecturers in applying translanguaging strategically.

Other than that, the research was conducted among 100 undergraduate students enrolled in programmes where English serves as the main language of instruction at a selected private Malaysian university. On top of that, five were selected to share their insights about using translanguaging in their learning experiences.

Furthermore, data was gathered through online questionnaires and interviews to determine the efficacy of translanguaging in teaching and learning, as well as to gather suggestions for improving the overall learning experience through translanguaging.

1.8.2 Limitations

This study focusses on gathering data at one Malaysian private institution and does not include universities from other countries. As a result, the findings may not

accurately represent the attitudes and practices of all Malaysian tertiary institutions or other educational levels. Additionally, data is also collected within a month.

Furthermore, the study relies on self-reported data from online questionnaires and interviews. This may skew the results obtained as participants' answers may be shaped by their personal opinions, memories or what they deem are "correct" answers. Instead of presenting their genuine ideas on translanguaging, students may provide socially acceptable responses. Furthermore, this study is solely focused on English language classrooms, where English is the main medium of instruction. Hence, it does not investigate translanguaging in casual communication.

CHAPTER 2

LITERATURE REVIEW

2.1 Definitions

Translanguaging has been discussed by researchers and scholars as it is a new area of study. They share varying viewpoints on how multilingual speakers draw from their linguistic resources and background. Translanguaging has been defined by Lewis et al. (2012) as the process of meaning-making, influencing experiences and gaining understanding and information through the use of two languages, or the strategic and systematic use of two languages within the same lesson. Besides, García and Kano (2014) define translanguaging as a process in which educators and students interact in sophisticated discursive practices that employ all of their linguistic resources to establish and sustain language practices, facilitate communication and learning, and address sociopolitical realities by challenging linguistic inequality. As for Cenoz and Gorter (2020), they view that translanguaging is based on dynamic bilingualism and multilingual ideologies, which regard bi/multilingual languages as a single, cohesive linguistic system.

Although their descriptions vary, they share a common ground that translanguaging entails the deliberate and fluid use of various languages in meaning-making. Among these perspectives, the definition by Cenoz and Gorter (2020) stands out as the most recent and comprehensive. They conceptualise translanguaging as a single, unified linguistic repertoire from which multilingual individuals flexibly draw linguistic features to communicate and learn effectively. This perspective highlights the integrated and dynamic nature of multilingual competence rather than viewing languages as distinct and separate systems. This shows how translanguaging helps

students learn and interact with each other. Learners use all the languages they know to learn, tackle complex ideas and make sense of unknown content. In contrast, the definitions proposed by Lewis et al. (2012) and García and Kano (2014) have been considered broad and share similarities with prior multilingual concepts such as code-switching.

2.2 Previous Research

Translanguaging pedagogy challenges the conventional monolingual methodologies. Instead of treating languages as distinct systems and insisting on the usage of the target language in class, it encourages students to draw on every language at their disposal into the learning process (Kucukali & Koçbaş, 2021). It motivates students to use all of their languages as learning resources and integrate their entire linguistic repertoires (Cenoz & Gorter, 2020). Similarly, Cummins (2000) believe that a strong L2 starts with a solid foundation in L1.

Prospective educators see value in this. They believe translanguaging helps students grow their knowledge and improve their English skills (Khairunnisa & Lukmana, 2020). Until students are able to respond in their target language, L1 is strategically employed to support their understanding of L2 discourse (Sapitri et al., 2018). Therefore, using students' L1 in the classroom is considered both socially and pedagogically acceptable (Zein, 2018). Rahmawansyah (2019) reported that translanguaging facilitates effective communication between teachers and students. Teachers and students in Hong Kong have praised translanguaging, especially among Chinese learners, according to Wang (2019). However, Liu and Fang (2020) pointed out that teachers do not always receive enough guidance and support on how to integrate translanguaging effectively. Also, there are still stubborn beliefs that one

language is sufficient to achieve the desired learning outcomes. They also highlighted that students may rely on their native language and switching between languages may cause confusion.

Putrawan (2022) found that most studies rely on interviews and classroom observations to collect qualitative data on translanguaging practices. Kucukali and Koçbaş (2021) also utilised graphical elicitation tasks and student focus group interviews to gather qualitative data. Ooi and Azlina (2022) collected data from primary and secondary schools using teacher questionnaires and classroom observations.

From previous studies, it is evident that most of the studies focused on qualitative methods and teachers' perspectives. Although many studies have examined the extent to which lecturers translanguage, only a limited number have considered students' perspectives. Their views are important, as students' may hold different interpretations of the pedagogical role of translanguaging and the specific classroom needs it can address. Students' opinions about translanguaging should be considered because they are in control of the interpretation and comprehension of lecturers' teaching materials (Qashas et al., 2023). After reviewing literature on translanguaging research, it is found that although research in this area is still developing, only a limited number of studies have specifically investigated translanguaging in the Malaysian context. Hence, this study gathered both qualitative and quantitative data from undergraduate students in Malaysia.

2.3 Theories

2.3.1 Overt Theories on Code-Switching

MacSwan and Rolstad (2024) have reported that linguists were encouraged to use empirical techniques to create overt theories on code-switching. By identifying systematic language restrictions affecting code-switching, Gumperz and Hernández-Chávez (1969) found that bilingual speakers are able to discern between "well-formed" and "ill-formed" switches. These results suggest that rather than random language switching, speakers' assessments of grammaticality in code-switching are a reflection of their subconscious linguistic knowledge.

At the same time, code-switching is restricted by morphological boundaries (MacSwan & Rolstad, 2024). They noted that it is generally unacceptable to switch phonological systems inside a single word, even though bilinguals may create new words by phonologically adapting parts from one language into another. Sankoff and Poplack (1981) argue that word-internal code-switching and switches across phonologically integrated elements, like clitics, are deemed ill-formed. This confirms Poplack's (1980) finding that code-switching does not happen at random but rather is limited by morphological and phonological boundaries. Thus, MacSwan and Colina (2014) concluded that bilingual speakers have distinct phonological systems. Hence, this implies that multilingual code-switching does not occur randomly and has its own set of rules.

Furthermore, deconstructivism was used to frame translanguaging, standing against the traditional notion of discrete languages and question established concepts such as language rights, mother tongues, multilingualism and code-switching itself (Makoni & Pennycook, 2006). Auer (2022) contended that translanguaging has

been viewed as a counterpoint to code-switching based on a significant misrepresentation.

2.3.2 From Code-Switching to Translanguaging

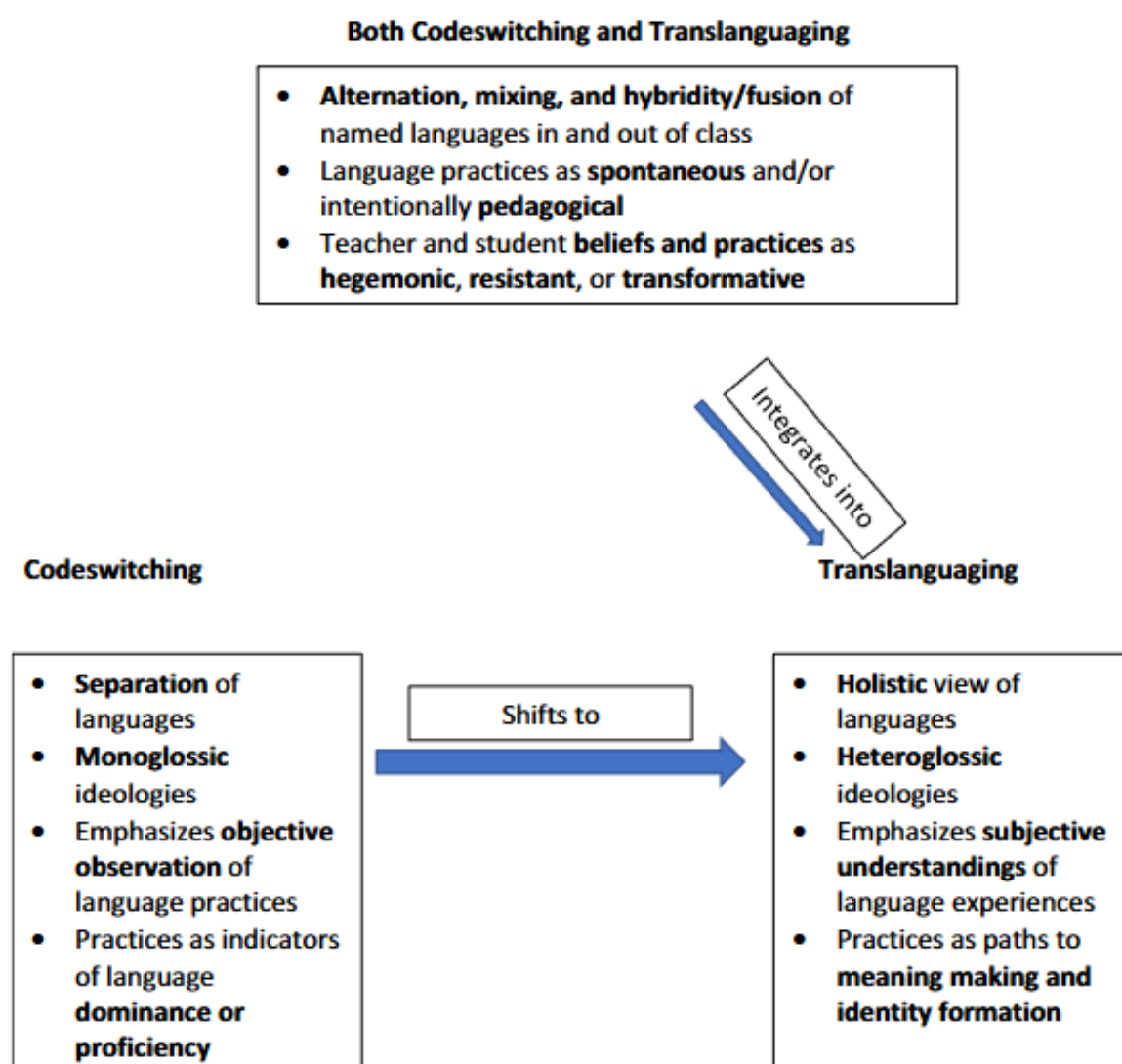
Now that we have touched on code-switching, according to Lin (1990), code-switching is the alternating practice of two or more linguistic codes. Although both code-switching and translanguaging refer to the everyday behaviour of switching between two or more languages, the terms differ in theoretical perspectives (Jessner et al., 2025). Creese and Blackledge (2010) observed that research on code-switching in education was contradicting as some people have viewed their first language as a barrier to acquiring the target language, but they failed to include their whole linguistic background as useful resources.

To overcome these limitations, Williams (2000) proposed translanguaging as both an alternative pedagogical approach and a new way to think about languages, which is based on his study on bilingual practices in Welsh-English schools in Wales. Translanguaging takes a modern and recent heteroglossic approach to language alternation that transcends the traditional notion of standard code-switching concepts. García (2009) defines translanguaging as the use of interconnected resources to enhance language development in educational settings. Monoglossic ideologies, on the other hand, advocates for the adoption of a single, more dominant language (MacSwan & Rolstad, 2024). It suggests that we should use the language that is already familiar to us and ignore the benefits of multilingualism. However, translanguaging is so much more than that. Translanguaging goes beyond the traditional bounds of code-switching by adopting a heteroglossic approach that acknowledges that multilinguals do not compartmentalise their languages. Forcing students to solely use the target language

limits their capabilities and linguistic repertoire. Thus, translanguageing gives multilinguals the freedom to draw on all their languages to communicate and learn. This also empowers students to accept and embrace their cultural identity. Hence, instead of treating language switching as a handicap, this alternative viewpoint recognises its potential and views it as a natural and unified process.

Figure 2.1

Conceptual Framework of The Shift from Code-switching to Translanguageing



Note. Adapted from Goodman and Tastanbek (2021)'s "Making the shift from a codeswitching to a translanguageing lens in English language teacher education".

In contrast to code-switching, translanguaging adopts a more holistic approach, including all of the learner's language experiences to enable tailored meaning-making. Translingualism, from a heteroglossic perspective, views that all languages are interconnected, and multilinguals use it to convey meaning, communicate, construct identity and understand new information by drawing on their entire linguistic repertoire and accessible resources (MacSwan, 2017).

2.4 Theoretical Framework

2.4.1 Social Interactionist Theory

Learning activates a variety of internal developmental processes that can only occur when the child interacts with others in his environment and collaborates with his peers (Vygotsky, 1978). To put it in simpler terms, children's social experiences shape the way they learn to communicate (Ghani et al., 2022). This theory sheds light on how a learner's physical and social environment and real-life experiences mould their language acquisition. It is not just about constant drilling practices and mindlessly memorising words, people learn and grow by initiating in meaningful interactions and conversations with others. This ties closely to translanguaging. Instead of relying on just one language, translanguaging allows students to draw on everything they know, by mixing languages to assist in learning and discourse. It opens up richer conversations, since students are able to express themselves using all the tools they have flexibly. Swain (2000) highlights that students need meaningful interactions and engagements with fluent speakers to help them improve their language skills. Other than that, support from them goes a long way as well. Translanguaging is the epitome approach that allows and encourage this engagement. In the classroom, it helps

students to express themselves more clearly and openly as well as connect their L1 and L2, strengthening both in the process. According to Conteh (2018), most research focused on exploring interactional processes that comes with translanguaging, with little emphasis devoted to its effective pedagogical applications, which is undesirable.

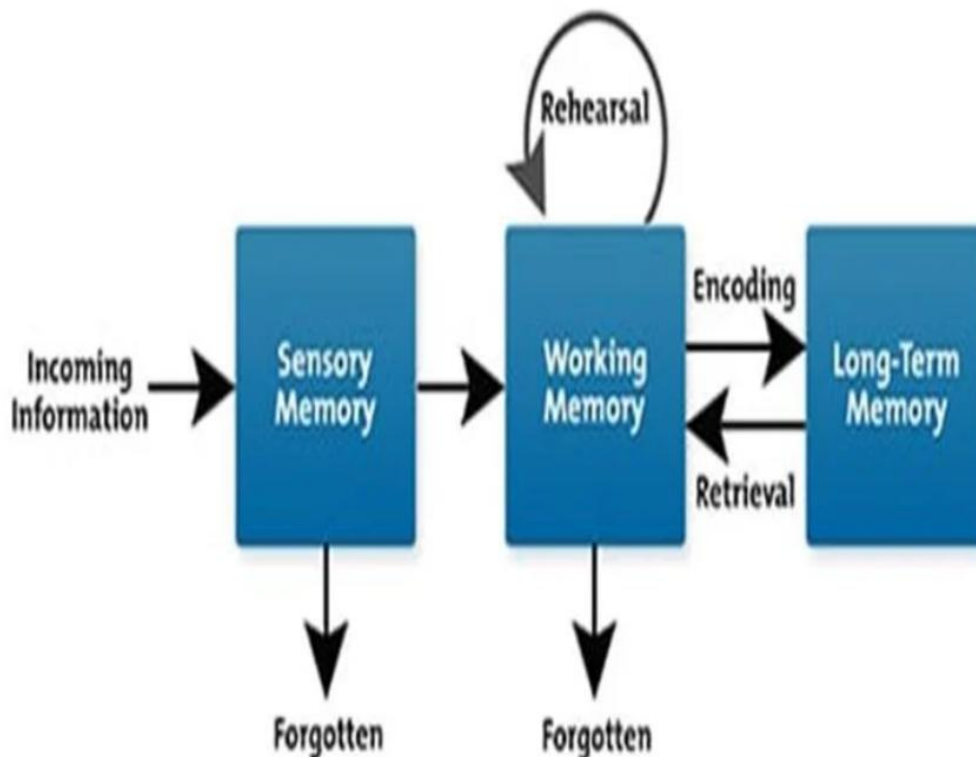
2.4.2 Common Underlying Proficiency

Moreover, translanguaging conceptually aligns with Cummins' (2001) pioneering work in the field of English as an Additional Language (EAL). Conteh (2018) states that his theories of 'common underlying proficiency' (CUP) and linguistic interdependence highlight the importance of cross-linguistic transfer in language learning. According to CUP, as children develop academic knowledge and skills in their first language, they also learn language-independent concepts and procedures that can be transferred to learn a second language (Cummins, 1981). Cummins asserts that there is a strong relationship between an individual's L1 and L2 abilities. Skills and knowledge from L1 often carry over to L2 (Kano, 2012). With this in mind, translanguaging uses this connection to help students build on what they already know in their stronger language, so they can understand and use their second language better. This aligns with Cummins' concept of cross-linguistic interdependence, where our L1 is an asset, not an inconvenience. Translanguaging encourages students to use their first language to help them make sense of their less familiar second language. It is a way for them to build on what they already know, understand more deeply and strengthen both languages at once. This validates Cummins' argument that linguistic competence in one language can promote learning and communication in another, indicating that L1 is a resource rather than a barrier. Bilingual and multilingual students rely on what they know from their first language to learn a new language

(Ameer, 2021). As a result, translanguaging can be viewed as an educational application of linguistic interdependence for promoting effective learning in classrooms.

2.4.3 Cognitive Load Theory

Furthermore, Cognitive Load Theory (CLT) is an instructional theory grounded on our understanding of human cognition (Sweller et al., 2011). It is based on the human information processing model, which describes memory as consisting of three main parts, namely sensory memory, working memory, and long-term memory (Medical College of Wisconsin, 2022). Sensory memory is the temporary retention of information from the senses (Perera, 2025). Working memory temporarily stores little amount of information for processing (Baddeley, 1998). Information is dissected into chunks and stored as schemas to enter long-term memory (De Jesús et al., 2025).

Figure 2.2*Information Processing Model*

Note. Adapted from Atkinson, R.C. and Shiffrin, R.M. (1968). “Human memory: A Proposed System and its Control Processes.”

Putra et al. (2025) elaborated that cognitive load is the mental effort the brain needs to process information. The process which students momentarily retain small pieces of information is known as working memory (Baddeley, 2010). When students concentrate on a particular detail in the classroom, the working memory is activated (Putra et al., 2025). In essence, cognitive load is the strain that information in the working memory places on the brain (Putra et al., 2025). Sweller (1988) asserted that working memory possesses limited capacity and emphasised the significance of reducing irrelevant cognitive load to enhance learning outcomes.

According to Sweller, cognitive loads are categorised into three types, namely intrinsic cognitive load, extraneous cognitive load, and germane cognitive load.

Intrinsic cognitive load is the level of difficulty present in a learning experience (Clark & Kimmons, 2018). Cognitive processes that are unnecessary for effective understanding and learning are known as extraneous cognitive load (Sweller, 2011). The mental effort required to process short-term information and transfer it to long-term knowledge and develop a deeper understanding using schemas is referred to as germane cognitive load (Clark & Kimmons, 2018).

To further elaborate, pedagogical translanguaging aids learners in reducing cognitive load (Putra et al., 2025). Instead of having difficulty making sense of the information given in the target language, students who are allowed to use translanguaging are able to understand the concepts more effectively and transfer it to long-term memory (Vogel et al., 2019). This allows students to alleviate cognitive load using a language they are already familiar with. Hence, translanguaging decreases extraneous cognitive load and increase learning efficiency by minimising irrelevant cognitive strain and connecting to students' prior knowledge.

CHAPTER 3

METHODOLOGY

3.1 Research Design

An explanatory sequential mixed-method design that integrates both quantitative and qualitative methods was conducted. A survey which is a ubiquitous tool that enables the discovery of trends was used, and interviews to gather open-ended responses to support the quantitative data obtained was conducted. This method reinforces and verifies the findings of each data source mutually (Corbin & Strauss, 2015). Explanatory sequential mixed-method design emphasises the quantitative phase first, followed by the qualitative aspect (Creswell, 2011). The following qualitative aspect is often used to clarify and expand on the findings of the initial quantitative aspect, including investigating outliers that do not entirely correspond with the overall data trends (Mohammad Abu, 2011).

3.2 Sample and Sampling Method

The target demographic consisted of 100 undergraduate students aged 18-30 years old, who are pursuing bachelor's degrees in programmes where English serves as the medium of instruction at a Malaysian private university as most of the students enrolled in this university are bilingual or multilingual. They are also exposed to English in a Malaysian academic setting and are expected to engage in English on a daily basis. Convenience sampling, which is a non-random sampling method, was applied to recruit people who are available and consented to participate willingly in

this study as it is practical, cost-effective, time-efficient and straightforward (Golzar et al., 2022).

Besides, five students from the aforementioned programmes were selected through purposive sampling to gain insights on translanguaging as a pedagogical approach. Purposive sampling is a non-probability sampling method in which the researcher intentionally picks individuals based on certain criteria (Rai & Thapa, 2015). The selected participants were bilingual or multilingual and demonstrated regular use of more than one language in both academic settings and daily communication. They possessed a Malaysian University English Test (MUET) score of Band 4.0 or above. However, equivalent qualifications were also accepted, such as a score of 6.0 or above for the International English Language Testing System (IELTS) or a grade of B2 or higher for the Common European Framework of Reference for Languages (CEFR). These qualifications showed and proved that the participants have an adequate level of English proficiency and were able to communicate and write in English. MUET is a reliable and credible test that is taken by pre-university students before admission into higher education institutions (EduAdvisor, 2023). This test proves that the students have an adequate English proficiency to enrol into universities where English is the main medium for instruction. In addition, they were expected to have direct experience with translanguaging practices in classroom settings, particularly in using their L1 alongside English and have the ability articulate reflections on said experiences, which is common in Malaysia given its multicultural history.

3.3 Instruments

This study utilised an online questionnaire and interview questions that has adapted and integrated questions from Jiang et al. (2022) and Öztürk's (2022) study. It was categorised into three main parts. The first part is classified as part 'A' which included the demographic of the respondents. This section described the respondents and investigated any moderating factors that might be present. Concurrently, the second part, which was labelled as part 'B', focused on eliciting students' perceptions of translanguaging as a pedagogical approach. The questionnaire incorporated Likert Scales in five points to gauge students' preferences. Likert Scales assist with the assessment of the underlying attitude that determines a subject's responses to questions (Batterton & Hale, 2017). One point represented 'Strongly Disagree', two points referred to 'Disagree', three points implied 'Neutral', four points meant 'Agree' and five points corresponded to 'Strongly Agree'. On one end, when someone picked 'Strongly Disagree,' it meant they did not connect with the statement at all. Conversely, if they chose 'Strongly Agree', it showed that the participant's experiences and beliefs strongly resonated with the given statement. Moreover, part 'C' highlighted students' translanguaging experiences in class by focusing on how often they switch between languages during lessons. This section also considered how often their lecturers incorporate translanguaging in lessons and whether they encouraged the use of students' L1 along with English to take notes or interact with their peers. The goal was to document how students use their first and target language and observe how translanguaging happens naturally in the classroom. By asking these questions, the study may get a glimpse of how students handle different languages in class.

Moreover, semi-structured interviews were conducted with five students from bilingual or multilingual backgrounds to obtain deeper insights into their views on translanguaging. The interview questions were adapted from Öztürk's (2022) study on student-directed translanguaging. Semi-structured interviews are useful for acquiring attitudinal data, especially in areas where there is limited prior knowledge, making it difficult to predict response categories (Fox, 2009).

The online survey question, *"Using the first language in English class signifies a lack of English proficiency,"* along with the interview question, *"Do you ever feel that using your L1 affects your ability to learn English? If yes, how?"* addressed the first research question. They looked into the students' beliefs and attitudes towards translanguaging as well as the effectiveness of translanguaging in classrooms.

Additionally, the survey question, *"English is ___ your first choice in communication with the lecturer in class,"* together with the interview question, *"Do you feel comfortable using translanguaging with your lecturer? Why or why not?"* answered the second research question. This investigated students' preferences on using translanguaging with their lecturer and peers, which reflects their level of engagement.

Furthermore, the survey statement, *"Lecturers should use more than one (1) language when giving oral feedback to students,"* paired with the interview question, *"What suggestions would you give lecturers to make translanguaging more effective in lessons?"* These questions tackled the third research question by focusing on the recommendations and suggestion students might have for integrating translanguaging practically in the classroom to promote effective education.

Figure 3.1

Alignment of Quantitative and Qualitative Instruments with Research Questions (RQ)

RQ1. What are the perceptions of undergraduate students on the use of translanguaging as a pedagogical approach in higher education settings?

- **Quantitative**

8. Using the first language in English class signifies a lack of English proficiency.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.

- **Qualitative**

3. Do you ever feel that using your L1 affects your ability to learn English? If yes, how?

RQ2. How does translanguaging influence undergraduate students' level of engagement with lecturers during English language lessons?

- **Quantitative**

3. English is ___ your first choice in communication with the lecturer in class.
A. never B. rarely C. occasionally D. often E. always

- **Qualitative**

4. Do you feel comfortable using translanguaging with your lecturer? Why or why not?

RQ3. What are the strategies for integrating translanguaging into English language teaching practices?

- **Quantitative**

4. Lecturers should use more than one (1) language when giving oral feedback to students.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.

- **Qualitative**

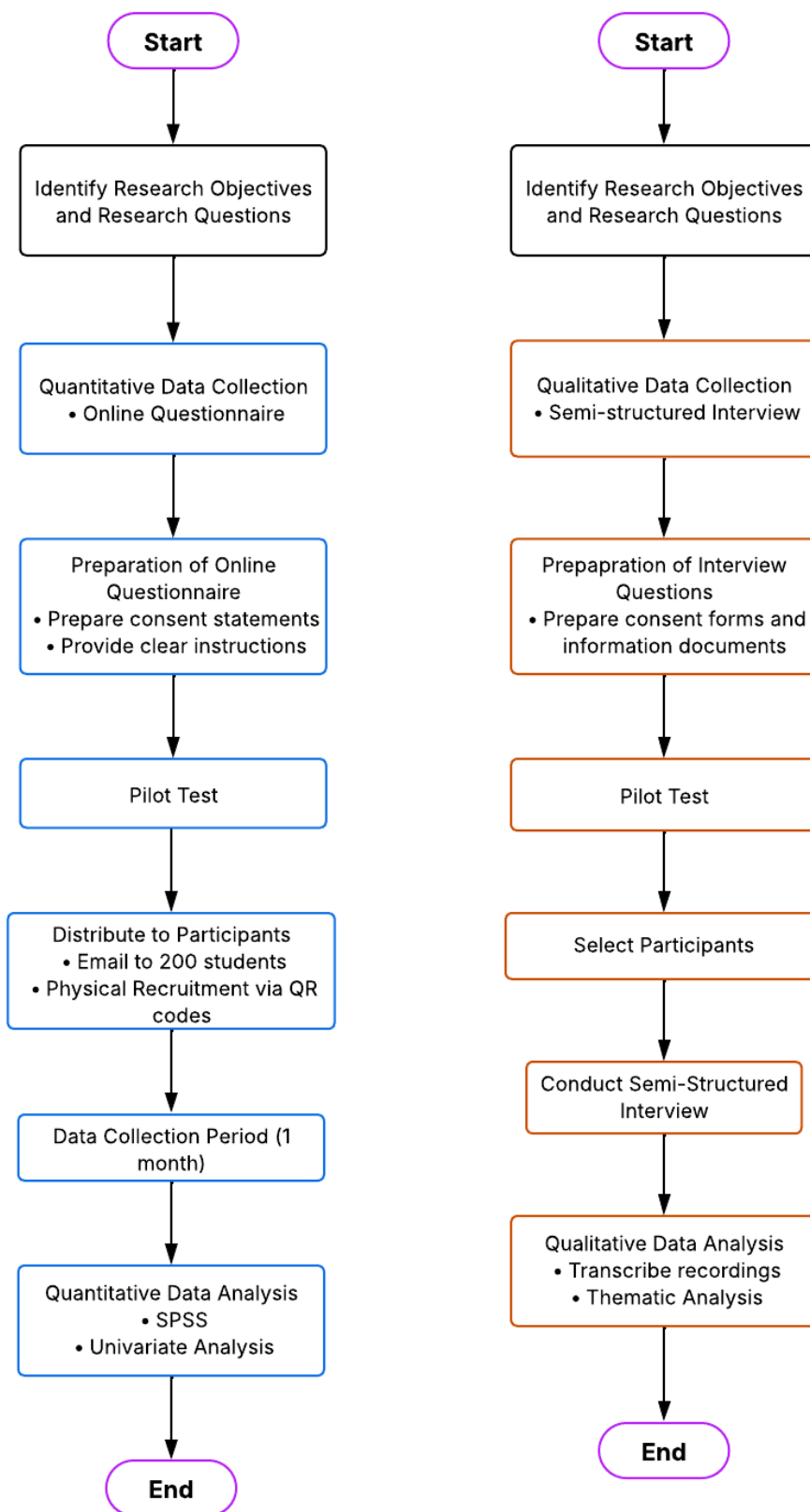
8. What suggestions would you give lecturers to make translanguaging more effective in lessons?

3.4 Data Collection

Google Forms were used to collect quantitative data as it is cost-effective and user-friendly. It allows researchers to reach a broad and diverse population quickly (Vasanth Raju & Harinarayana, 2016). After preparing the questions with consent

statements, clear instructions and Likert Scales, a pilot test was carried out with 30 undergraduate students at the aforementioned university. This test helped to assess the questionnaire's clarity and effectiveness before the main data collection. Feedback from the pilot test was used to refine and improve the questionnaire to ensure that the participants understand and are able to answer the questions given. After revising, the online questionnaire was distributed to 100 university students at the aforementioned university through email. Physical recruitment using 'Quick Response' (QR) codes that linked to the questionnaire was conducted as well to increase response rates. The questionnaire was accessible for a month before deactivation to prevent further response. The data was then imported to the Statistical Package for the Social Sciences (SPSS) for the visualisation, management and analysis of data.

Moreover, after preparing the interview questions, pilot interviews with three undergraduate students were conducted to assess the clarity and appropriateness of the questions. The pilot interview was used to prepare the interviewer for any unexpected follow-up questions that may occur during the official interview. The interviews took place after the completion of the online questionnaire data collection. It was conducted in a quiet and private room at the university to maintain anonymity and prevent distractions. In this environment, participants felt safe to openly discuss their experiences related to translanguaging, which improved the quality of the data collected. This allowed for more in-depth analysis of the survey results.

Figure 3.2*Data Collection Flowchart*

3.5 Ethical Considerations

Consent statements and clear instructions were given to the participants on the first page of the questionnaire. Thus, confidentiality and anonymity were assured so that the participants were able to fill in the questionnaire with a peace of mind. Furthermore, a consent form and an information document explaining the purpose of the study and their rights as research participants were given to the participants before the interview to maintain transparency. Participants may leave or withdraw from the survey or interview if they felt uncomfortable without bearing any consequences. This ensured voluntary participation. The document also stated that the information and data collected were strictly used for academic purposes only. This was to protect participants' confidentiality and anonymity as well as to earn their trust. In order to ensure that participants felt secure and free to voice out their honest opinions and insights without feeling pressured, the interviews were conducted in a private and comfortable environment. Other than that, the study and the questions used were reviewed and approved by the Scientific and Ethical Review Committee to ensure that this study achieved ethical research standards before data collection.

3.6 Data Analysis

The quantitative data collected was imported to SPSS for data management and analysis. Univariate analysis was used to describe the demographic characteristics of the participants and the distribution of their opinions on translanguaging. The data was presented through frequency tables and visual diagrams for organisation. Univariate analysis assesses the accuracy of the information obtained by analysing and studying

individual data points collected in a dataset (Tessler, 2022). Based on the collected data, students' perspectives on translanguaging were examined by comparing relevant tables and diagrams to address the relevant research questions. Additionally, responses that shared similar characteristics and patterns were identified, grouped, and interpreted accordingly. This provided deeper insights on the emerging themes that were identified.

Besides, for the qualitative aspect of the study, thematic analysis was implemented to analyse the semi-structured interview data collected. Thematic analysis is an approach for recognising, investigating and interpreting themes that come up repeatedly within the data obtained (Ahmed et al., 2025). All of the interview recordings were carefully transcribed. The transcripts were then reviewed repeatedly to identify the possible emergent themes connected to students' experiences and perspectives on translanguaging. The themes were reinforced by direct excerpts from the transcriptions to solidify their reliability. The qualitative insights were combined with the survey findings to strengthen the connections between the data sources and provide a more holistic interpretation. The qualitative findings supported the quantitative results and improved the study's overall interpretation.

3.7 Pilot Test

As aforementioned, a pilot test was conducted prior to the main data collection to ensure the clarity and reliability of the questionnaire. The questionnaire was given to 30 undergraduate students aged 18-30 years old, who are pursuing bachelor's degrees in programmes where English serves as the medium of instruction at the Malaysian private university using convenience sampling. As a result of the feedback

received, changes were made to the questionnaire by rewording ambiguous items that caused confusion and resequencing the questions to improve the questionnaire's clarity and coherence.

Furthermore, a reliability test was conducted to determine the consistency of the questionnaire using SPSS. A Cronbach's alpha of 0.801 was reported for Part B, which is students' perception on translanguaging and a Cronbach's Alpha of 0.737 was indicated for Part C, which focused on students' experiences with translanguaging. This implies that the questionnaire is reliable and consistent.

Besides, a pilot test for the semi-structured interview questions was conducted with three university students to assess their clarity and effectiveness. The interview was conducted physically and lasted around 10 minutes for each participant. The interview was recorded with consent, transcribed and analysed using thematic analysis. The main initial codes that were identified include Enhance Comprehension, Flexible Language Policy, Inclusiveness, and Balance Use of L1 and Target Language. After the pilot test, it is evident that the interview questions needed to be rephrased and some jargons needed to be explained beforehand, such as L1 and translanguaging.

Once the questionnaire and interview questions had been revised according to the feedback received from the pilot test and approved by the supervisor, the questionnaire and interview questions were used for the main data collection.

CHAPTER 4

ANALYSIS AND RESULTS

4.1 Quantitative Data

The data collected via Google Forms was analysed using SPSS. Also, the quantitative data was analysed using univariate analysis that described the demographic characteristics of the participants and the distribution of their opinions and experiences with translanguaging. The data is represented and reported in the figures and tables below.

Figure 4.1

Distribution of Gender

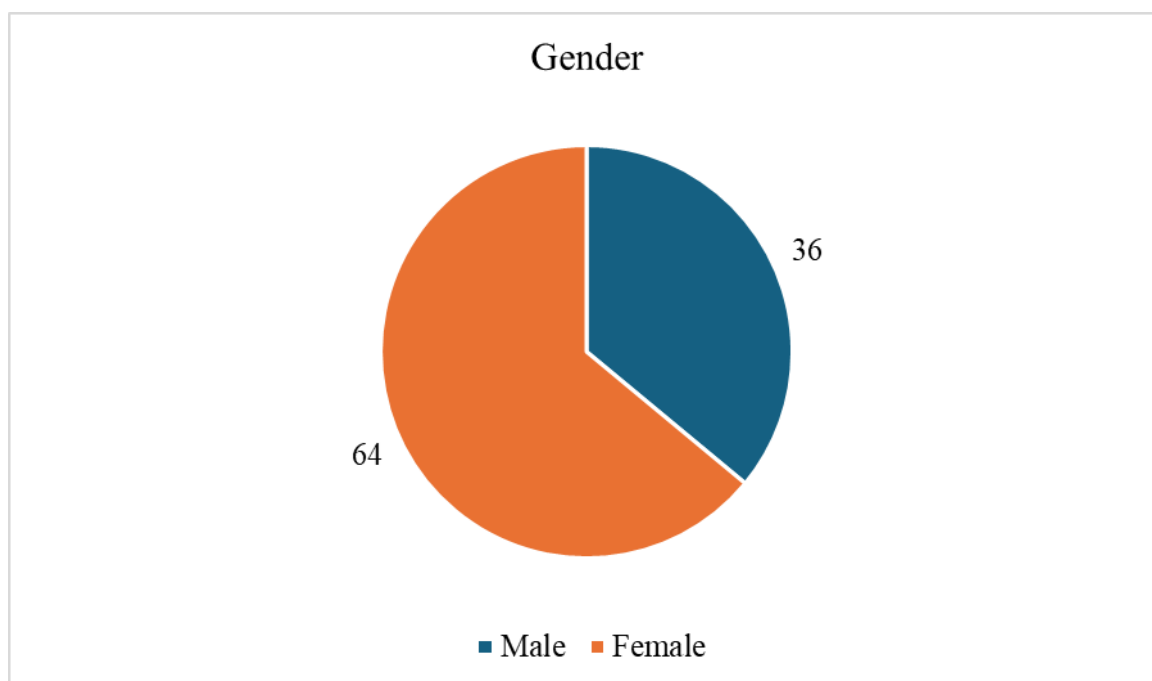


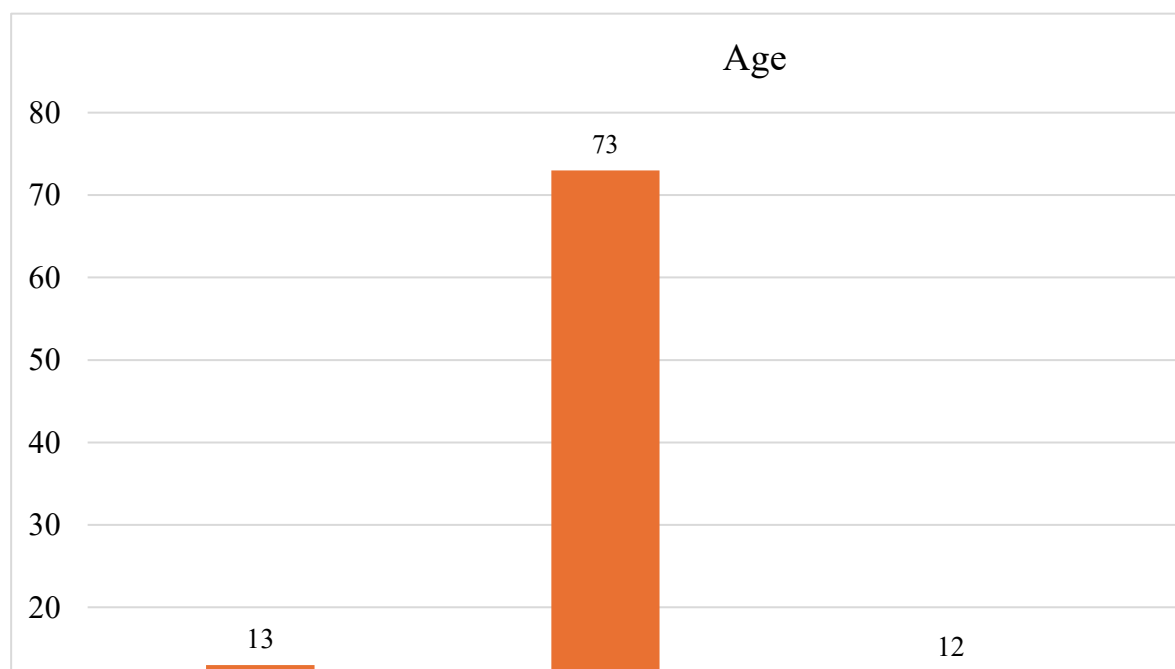
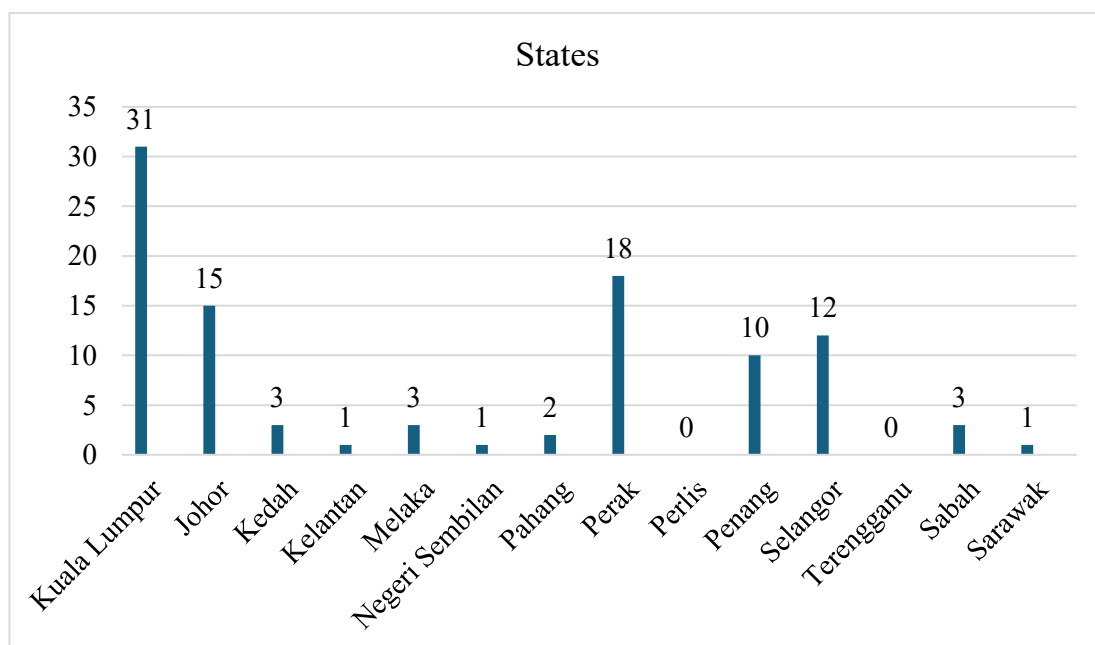
Figure 4.2*Distribution of Age***Figure 4.3***Distribution of States*

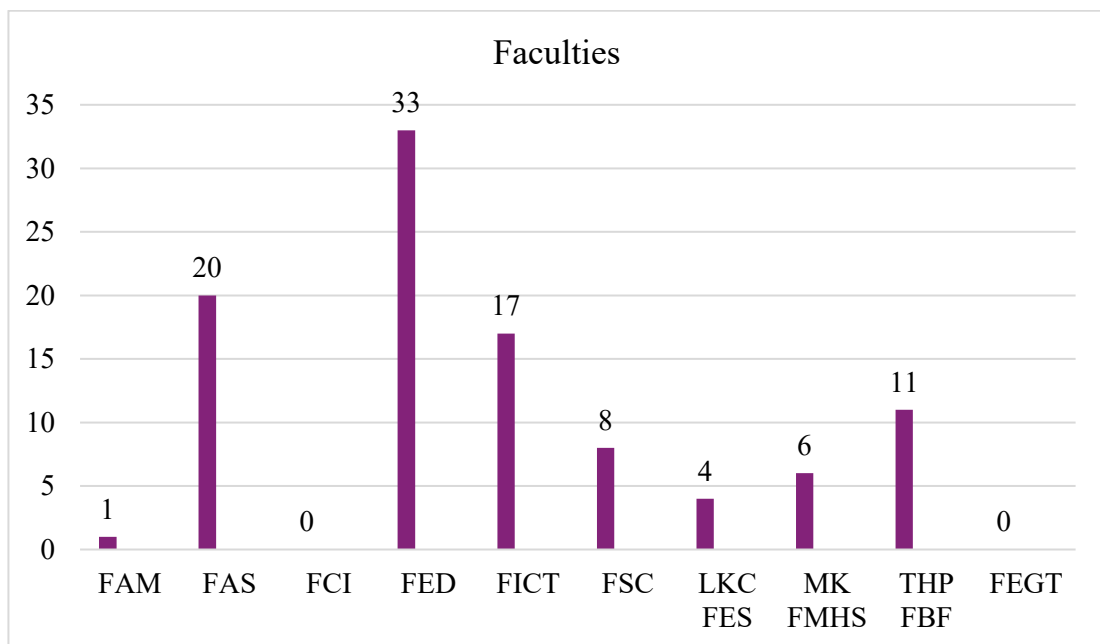
Figure 4.4*Distribution of Faculties*

Table 4.1*Summary of Demographic Information*

Variable	Category	Frequency	Percentage (%)
Gender	Male	36	36
	Female	64	64
Age	18-20	13	13
	21-23	73	73
	24-26	12	12
	27-30	2	2
States	Kuala Lumpur	31	31
	Johor	15	15
	Kedah	3	3
	Kelantan	1	1
	Melaka	3	3
	Negeri Sembilan	1	1
	Pahang	2	2
	Perak	18	18
	Perlis	0	0
	Penang	10	10
	Selangor	12	12
	Terengganu	0	0
	Sabah	3	3
	Sarawak	1	1
Faculties	FAM	1	1
	FAS	20	20
	FCI	0	0
	FED	33	33
	FICT	17	17
	FSC	8	8
	LKC FES	4	4
	MK FMHS	6	6
	THP FBF	11	11
	FEGT	0	0

The sample size is 100. Figure 4.1 depicts that majority of the participants are female (64%), while 36% are males. This may be due to the fact that female undergraduate students reported a higher participation and engagement in language learning (Ulum, 2024).

Figure 4.2 reports that most of the respondents fell under the 21-23 age group (73%), followed by the 18-20 age group (13%). The age group of 24-26 constitutes 12% of the sample. The least represented age group was the 27-30 age group (2%) as the average age of Malaysian undergraduate students range from 18 to 24 years old (Ruzita Abd. Talib et al., 2013).

Figure 4.3 presents that the highest proportion of respondents is from Kuala Lumpur (31%), while the least represented state are Perlis and Terengganu with no respondents recorded respectively.

Figure 4.4 reported that most respondents are from the Faculty of Education (FED), with 33 respondents (33%). In contrast, the Faculty of Creative Industries (FCI) and the Faculty of Engineering and Green Technology (FEGT) have the lowest representation with no respondents respectively. This might be due to the fact that this research focuses on translanguaging as a pedagogical approach. Hence, it is more relevant to respondents within the field of education.

Table 4.2

Reliability Coefficients for Study Constructs

Constructs	Cronbach's Alpha	Number of Items
Students' Perceptions on Translanguaging	0.823	10
Students' Experiences with Translanguaging	0.708	10

The students' perceptions of translanguageing construct is presented with a Cronbach alpha coefficient of 0.823, which highlights its high reliability. The students' experiences with translanguageing construct reports a Cronbach alpha coefficient of 0.708. According to Nunnally (1978), A Cronbach's alpha coefficient of 0.70 or above reflects adequate internal consistency. Concurrently, a Cronbach's alpha coefficient of 0.80 or above reflects strong internal consistency. Overall, these results suggest that both constructs possess internal reliability and consistency.

Table 4.3*Students' Perceptions on Translanguaging*

Items	Mean (<i>M</i>)
1. Using both first language and English at the same time during the lessons increases understanding of a subject.	4.07
2. Lecturers' proper use of more than one (1) language during an English class can relieve pressure in learning.	3.96
3. Frequent switches to the first language in English classes by lecturers enhances understanding on what is taught.	3.05
4. Lecturers should use more than one (1) language when giving oral feedback to students.	3.26
5. Allowing the use of the first language and English in classes increases class participation.	3.83
6. Using more than one (1) language in English classes is a display of cultural identity.	3.65
7. By using the first language during English lessons, peers can feel supported of their effort to learn English.	3.70
8. Using the first language in English class does not signify a lack of English proficiency.	2.99
9. It is good to use more than one (1) language to confirm understanding with on a lesson with the lecturer.	3.99
10. It should be okay to speak your first language with your classmates during English class activities.	3.39
Overall Mean:	3.59

The quantitative data for students' perceptions on translanguaging conveys an overall mean score of 3.59, which shows a positive attitude toward translanguaging. It falls between neutral and agree. The perception of "using both first language and English at the same time during the lessons increases understanding of a subject" reports the largest mean ($M = 4.07$), while the smallest mean belongs to the statement "using the first language in English class does not signify a lack of English proficiency"

($M = 2.99$). The individual item mean scores range from 2.99 to 4.07. Thus, the data reports that students generally have a positive and favourable perception on translanguaging as they agree that it increases understanding and relieves pressure, but some reservation still remain. This answers the first research question regarding the perceptions of undergraduate students on the use of translanguaging as a pedagogical approach in higher education settings.

Table 4.4

Students' Experiences with Translanguaging

Items	Mean (M)
1. How often does your lecturer use the first language during lessons?	2.67
2. How often do you use your first language in class?	3.78
3. English is ___ your first choice in communication with the lecturer in class.	1.68
4. You are ___ encouraged to use English as the first choice by the lecturer.	4.18
5. Your English lecturer has said that he (or she) supports students using more than one (1) language in class.	3.62
6. You use your first language to ask about a new concept to your classmates during the lesson.	3.77
7. You explain new concepts to your classmates during English lessons with the help of your first language.	3.93
8. You use your first language to check the meaning of a new word or concept with your classmates.	4.06
9. While taking notes in the classroom, there is an unconscious switch from one language to another.	3.54
10. You take notes in your first language regardless of the language used by the lecturer during lessons.	2.90
Overall Mean:	3.41

Furthermore, the construct of students' experiences with translanguaging presents an overall mean score of 3.41, which falls between neutral and agree. The statement "You are ___ encouraged to use English as the first choice by the lecturer" records the largest mean ($M = 4.18$). Concurrently, the experience "English is ___ your first choice in communication with the lecturer in class" reports the smallest mean ($M = 1.68$). The individual item mean scores range from 1.68 to 4.18, which indicates a variation in their experiences. Overall, the findings show that students use translanguaging regularly in their learning processes, such as using their first language to check the meaning of a new word or concept with their peers ($M = 4.06$). However, it is evident that students are encouraged to speak English in class ($M = 4.18$), which may imply that English still remains the main medium of communication between students and lecturers. The findings address the second research question on how translanguaging influence undergraduate students' level of engagement with lecturers during English language lessons.

4.2 Qualitative Data

After the interviews with the five undergraduate students were conducted, the recordings were transcribed and analysed using thematic analysis to identify the emerging themes and codes. The main codes that were frequently mentioned by the participants were tabulated and reported below.

Table 4.5*Recurring Codes*

Codes	Description	Participants
Enhances Understanding	Translanguaging helps better grasp complex concepts	P4, P5, P7, P8
Expressive Clarity	L1 is used to better express complex thoughts and meanings	P6, P7, P8
Use for Low-Proficiency Learners	Translanguaging is seen as beneficial mainly for weaker students	P4, P5, P8
Peer Communication	Use of L1 with peers to clarify misunderstandings and have discussions	P4, P7, P8
Flexible Language Use	Teachers are not strict about enforcing English-only policies	P4, P5, P6, P7, P8
Balance L1 and Target Language	Both L1 and L2 should be used strategically for learning	P5, P7, P8
Planned Use of Translanguaging	Teachers should intentionally plan when and how to use translanguaging	P6, P7, P8

Note. P4 represents Participant 4, P5 represents Participant 5, and so on and so forth.

Several recurrent themes and codes that illustrate how translanguaging is viewed, used and experienced in the classroom emerged from the qualitative data obtained. Improved comprehension and expressive clarity are one the main codes expressed by the participants. It was often remarked that participants are able to understand complex concepts better when they use more than one language. By using more than one language, students manage to create meaning and make connections between new information and what they already know by using their L1 to retrieve prior knowledge.

..., but if it is used in my main language, I feel that it is easier for me to understand the whole concept and what is being taught. (Participant 4)

Concurrently, students are also able to express their opinion, thoughts, and ideas more effectively using translanguaging. Participants reported utilising their L1 to describe concepts that they would find difficult to convey in English more effectively. This suggests that translanguaging serves as a communicative bridge, enabling students to communicate ideas more effectively without being limited by their proficiency and inability to find the correct words. This supports the notion that translanguaging promotes deeper cognitive processing as opposed to learning at the surface level.

... you use other languages to express your opinions and thoughts, and to clarify what you're trying to express. (Participant 6)

Besides, the idea that translanguaging acts as a support for lower-proficiency students is a prevalent belief observed from the data. According to this view, translanguaging should only be utilised as a remedial strategy when students are struggling with the target language. Nevertheless, this perspective is limited and neglects the broader educational benefits of translanguaging for students of all proficiencies.

I think the teacher should only use translanguaging, if the student is very poor in the language itself... (Participant 4)

Therefore, comprehension enhancement, expressive clarity, and the belief that the use of L1 is beneficial for low-proficiency learners are the main codes that address the first research question of identifying the perceptions of undergraduate students on the use of translanguaging as a pedagogical approach in higher education settings. It shows that students perceive translanguaging as a supportive tool that facilitates understanding and allows them to express their ideas clearly. They also believe that translanguaging only benefits and aids weaker learners.

Furthermore, based on students' experience with translanguaging, it was determined that flexible language use in the classroom is a widespread practice as all of the participants claimed having such experiences. According to the participants, they are not limited to only using one language during lessons; instead, they are encouraged to incorporate their L1 in discussions.

...in class, it does feel like you can use whatever language you want...

(Participant 6)

Nevertheless, English remains the main language of communication as students view English as a language used in professional and academic settings, as expressed by Participant 8:

...classroom is formal and English is expected.

Moreover, peer communication through translanguaging is reported as a common practice in the classroom. It is expressed that students ask questions and discuss using translanguaging with their peers. This promotes active engagement and participation, which enhances students' collaborative skills.

... actually, it [translanguaging] enhances my experience of learning English, because it makes it easier to learn, because whenever I don't understand anything, I can use Chinese to ask my classmates or my friends. (Participant 7)

Hence, flexible language use and peer communication are codes that look into the second research question, which investigates the influence of translanguaging on undergraduate students' level of engagement during English language lessons.

Referring to participants' suggestions on how to implement translanguaging effectively in Malaysian classrooms, they emphasised the importance of striking a balance between the target language and L1. Participants have expressed that over-use

of translanguaging may reduce exposure to the target language. To ensure that students gain from translanguaging, balance is essential.

...the students can brainstorm ideas or discuss their ideas in their first languages, but with English usage, of course, but they need to present their final answers in English. (Participant 7)

Other than that, strategic planning is crucial in incorporating translanguaging in classrooms. Lecturers must understand and acknowledge students' diverse linguistics backgrounds as well as prepare backup plans to ensure the smooth delivery of lesson content.

... planning the lesson beforehand and research plays an important role in using translanguaging. (Participant 6)

These suggestions discuss the third research question of determining the strategies for integrating translanguaging into English language teaching practices. Their opinions are valuable as they are grounded by real-life classroom experiences, which sheds light on the practicality of translanguaging. Their perspectives reflect students' needs that may be overlooked by lecturers.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Benefits of Translanguaging

5.1.1 Student Comprehension

One of the key takeaways of translanguaging is that it enhances student comprehension. It is viewed as a practice and a process rather than a product or a verbal structural occurrence to explain and interpret (Li, 2018). She elaborates that translanguaging involves the progressive and practical integrated use of various languages and dialects, but more significantly, it is a process of constructing knowledge that transcends language or languages. It facilitates understanding and meaning-making by making a connection between new information and prior knowledge (Berlianti & Pradita, 2021). As a result, translanguaging allows students to comprehend complex lesson contents by linking recent knowledge and what they already know.

From the perspective of CLT, translanguaging is viewed as a way to optimise germane load, which is also known as the mental effort people put into learning, while regulating between intrinsic and extraneous load (Putra et al., 2025). If they are limited to only one language during lessons, processing content and language simultaneously may be difficult for some students. Respondents also emphasised this by agreeing that using both L1 and English at the same time during lessons increases understanding of a subject ($M = 4.07$). By allowing students to use more than one language in the classroom, they are able to comprehend complex and abstract concepts in the language they are familiar with first. Participant 8 has expressed that:

...using my first language will help me to understand a lesson better, especially for the complex phrases and topics.

Not only that, Cummins' (2001) theories of CUP and linguistic interdependence draw attention to the advantages of transfer in learning a language by proposing that skills and information learned in one language can aid in the acquisition and growth of another (Conteh, 2018). This implies that learners do not acquire each language independently, but rather, the linguistic, cognitive, and academic skills acquired in the first language can be utilised and transferred to the second language. In light of this, students can expand on what they already know, which helps with comprehension, meaning-making, and language learning. Once they are able to grasp and familiarise with the concept, they can express or finetune it in the target language. Translanguaging is used to facilitate understanding and meaning-making between teachers and students (Berlianti & Pradita, 2021). By allowing students to utilize their full linguistic resources to analyse, decode, process, present and communicate ideas, translanguaging helps construct meaning in abstract concepts. Without meaning-making, students may struggle in comprehending and making sense of abstract lesson content as well as applying what they have learnt in daily practice, as expressed by Participant 6:

... So, it is very hard to learn another language without knowing the meaning.

Thus, translanguaging opens up a more accessible and strategic pathway for students to understand content in a deeper level by making a meaningful and purposeful connection between new information and prior knowledge.

5.1.2 Engagement

In addition, translanguaging as a pedagogical approach is built on the belief that students' engagement and participation in class is improved by acknowledging and valuing the multiple languages they use (Dovchin, 2021). Translanguaging encourages students to engage, participate, and take ownership of their own learning (Lau, 2020). It is reported that students feel more confident and comfortable in classroom discussions when they are allowed to use their L1. This can be supported by the quantitative data as it was reported that the use of more than one language increases class participation ($M = 3.83$). It is also highlighted in the following excerpt:

...they are also comfortable with us using our own mother tongue in classes, because she finds it more friendly, and it relieves the pressure in class, and makes learning fun and more friendly in class, and it promotes collaborative learning, because we are all comfortable in our own languages, and we are also comfortable in using English. So, in that sense, we translanguage in class often, I would say. (Participant 7)

Participant 7 has pointed out that translanguaging in class relieves pressure and makes learning enjoyable. Zhang (2024) has proved that translanguaging fosters a supportive environment by reducing multilingual learners' pressure and anxiety, which ultimately improves their mental health. By reducing their anxiety and making learning enjoyable, students are more motivated to learn and engage in their own learning. Engagement is a crucial and vital process in language learning, development and growth. When students are actively engaged in classroom discussions, this leads to meaningful interactions, clarifications and negotiations.

In addition, the findings align translanguaging with the Social Interactionist Theory (SIT) by highlighting the irreplaceable significance of engagements and

interactions with peers and lecturers. Learning is seen as an intrinsically cooperative process in which students interact with teachers or more experienced peers to co-create knowledge (Akmar Muhamad Nasir, & Ab Rashid, 2026). According to Rogoff and Morelli (1989), language is the main approach to understanding and communicating cultural and social activities, which are fundamental to human development. The alternation between languages, no matter spoken, written, or even signed, enriches human interaction as it moulds the user's identity (Li, 2018). As engagement is a key component to translanguaging, it creates opportunities for meaningful interactions and discussions. Hence, translanguaging not only improves the acquisition of a language, but also boosts self-confidence and encourage active participation in classrooms (Sugiharto, 2024).

5.1.3 Inclusiveness

In many countries, inclusive pedagogy is highly valued in educational policies, and educators are required to address the demands of fostering social inclusion and fair opportunities in the classroom as well as expanding student diversity (Miles & Singal, 2010). Malaysian classrooms are full of students who are familiar with using multiple languages in their daily lives. In most cases, students in multilingual classrooms have varying proficiency in the target language. Students who are less proficient in the target language may be marginalised or neglected if monolingual policies are strictly implemented. However, translanguaging encourages students to use their linguistic repertoire to the fullest, which provides equal learning opportunities by acknowledging students' individual needs and accommodating diverse learners. In a supportive classroom environment, students can participate in translanguaging tasks using their linguistic repertoire to enhance comprehension, without apprehension of

criticism from their lecturers or peers (Canagarajah, 2011). This is supported by the findings, which indicate that respondents feel included and supported with the use of translanguaging in classroom settings ($M = 3.70$). During the interview, Participant 7 expressed her concern on this matter:

I would say the teacher should give proper guidelines and create a supportive and inclusive classroom environment, so the students feel more comfortable in using their first languages in the classroom.

According to Ladson-Billings (1995), inclusive learning, culturally relevant and responsive teaching, as well as multicultural education are the cornerstones for using the student's entire language repertoire in the classroom. Teachers must incorporate students' entire language assets into opportunities for learning and build on their linguistic and cultural knowledge to achieve teaching for equality (Garcia & Li, 2014). Omidire (2020) proposes that teachers should provide students with the liberty and freedom to share and express their language, beliefs, opinions, and culture in their preferred language in order to help them feel included. It has been observed that students are given autonomy and sovereignty to actively participate in the co-construction of the knowledge provided by incorporating translanguaging (Lin & Leung, 2023). This practice breaks down the invisible language barriers and builds an inclusive learning setting where students are able to have a voice and use their language resources confidently.

Thus, by incorporating translanguaging into teaching and learning processes, the focus is shifted from the use of linguistic codes to promote inclusion to the way teachers can develop a variety of multilingual, multimodal, and multisensory practices to make learning accessible and approachable for every student in a multilingual classroom (Tai, 2022). By doing so, translanguaging creates an

inclusive classroom environment by valuing and incorporating their diverse linguistic backgrounds. In the long run, students develop a sense of belonging and comfort that plays a significant role in their motivation to participate actively in class. A study by Pedler et al. (2022) reported that students who have higher levels of belonging claimed to be more motivated and enjoy their studies, while those who experienced lower sense of belonging indicated being less motivated and experience less enjoyment in class.

5.1.4 Acceptance of Culture

Language is closely intertwined with culture. Language enables students to transcend and transgress the boundaries established by named languages and cultural traditions to understand the world shared by people from diverse linguistic and cultural backgrounds (Li, 2023). In a multicultural country such as Malaysia, translanguaging plays a crucial role in embracing cultural diversity and promoting cultural harmony in the classroom (Agnihotri, 2014). When teachers allow and acknowledge students' use of more than one language in the classroom, they indirectly appreciate and value their cultural identities as well. Blackledge and Creese (2010) noted that translanguaging bridges language and identity, supporting the case that learning is significantly influenced by identity construction. This is evidently highlighted by the respondents as it is presented that incorporating more than one language in classes is a display of cultural identity ($M = 3.65$). Students cultivate a deeper appreciation and respect for different cultures when they are exposed to various languages. This is emphasised by Participant 7:

It [translanguaging] helps you to understand the concepts clearer and it also makes you feel more comfortable about your identity, and it also promotes self-

confidence, I would say. [This is] because by accepting your first language in class, you feel comfortable using it, actually, you're more confident.

Translanguaging empowers learners to embrace and accept their cultural identity and sense of self by cultivating an environment of appreciation and respect for linguistic resources and foster a positive attitude towards their respective origins (White, 2023). By giving students the opportunity to share and exchange cultural viewpoints that are rooted in their languages, translanguaging promotes intercultural awareness and mutual understanding. This aids teachers in fostering a learning atmosphere that values diversity rather than enforcing conformity. Without regarding such sensitivity, students might be alienated and marginalised from the educational process (Akmar Muhamad Nasir & Ab Rashid, 2026). Thus, translanguaging goes beyond language learning, it also contributes to nurturing culturally sensitive individuals that respect and embrace each other's culture.

5.2 Limitations of Translanguaging

5.2.1 Misconceptions

A common misconception is that the public may perceive the use of L1 as a sign that students are not proficient in the target language as reported by Participant 4:

I think the teacher should only use translanguaging, if the student is very poor in the language itself... Thus, they might discourage the use of students' L1 in classrooms.

Besides, some respondents believe that using the first language in English class signify a lack of English proficiency ($M = 2.99$). Parents, educators, stakeholders, and even the students themselves believe that students' L1 hinders the acquisition of the

target language. They assume that the use of their L1 reduces their exposure to the target language; hence, it hinders language acquisition. Participant 5 mentioned:

They should encourage translanguaging because not everyone's English is as strong.

At the same time, Participant 8 also pointed out that translanguaging can be used for support, “especially for the weaker students.” These are significant findings when juxtaposed against the previous positive responses (Moody et al., 2019). However, this perception is not uncommon. It might have even been influenced by previous learning experiences (Moody et al., 2019). Although translanguaging offers numerous pedagogical benefits, some skepticism remains (Lin & Leung, 2023). Misconceptions carry implications in education (Borges & Lyddy, 2024) and hinder the effective implementation of translanguaging. This may result in students reducing the use of translanguaging due to fear of criticism or misunderstanding from peers or parents.

In actuality, translanguaging supports students’ comprehension of lesson content across all proficiency levels, including high-proficiency students. A study from Adamson and Coulson (2015) proved that high proficiency students used translanguaging to compare and contrast materials in Japanese and English. Concurrently, students with low proficiency found it easier to complete writing tasks with translanguaging. This validates that rather than a handicap, the use of more than one language in a classroom enables students to draw meaning and process information deeply by utilising their full language repertoire. Even high proficiency students rely on their L1 to make sense of complex concepts, organise their ideas, as well as communicate and have discussions with peers before expressing them in the target language. Translanguaging allows high proficiency students to make connections

between ideas as well as compare and contrast meanings, which enhances their overall learning experience. Hence, translanguaging is not limited to “weaker” students; instead, it is a valuable and effective approach that facilitates deeper learning and meaning construction for all learners.

Additionally, another limitation of implementing translanguaging successfully is the emphasis on standard language competence in the classroom. Some may perceive that the standard use of a dominant language, in some cases, the target language as the appropriate and preferred approach. It coincides with the desire for people to speak a common national variety to represent the identity, modernity, and unity of the country (Jaspers, 2018). However, using only one language in the classroom hinders multilingual students from reaching their full potential as they are restricted from utilising their diverse linguistic background and knowledge. To challenge monolingualism, it is highlighted that the usage of students’ L1 supports their learning process and boosts their self-esteem, as expressed in the following excerpt:

I think they should encourage because using their first language may help them to support understanding and builds the students’ confidence. (Participant 8)

Monolingual ideologies restrict students' ability to convey themselves in a tongue that best develops their intelligence and limit their linguistic human rights to use their full language resources (Zein, 2022). Multilingual learners are deprived of their ability to apply their language resources in the classroom due to these narrow constructions (Major, 2018). These convictions turned a blind eye to the benefits of translanguaging and overlook the significance of students’ full language repertoire. However, these misconceptions have received limited attention in past studies as they are not commonly explored or critically investigated. This leaves a gap in the body of

growing research as these unaddressed misconceptions may hinder a more comprehensive understanding of the issue. Without change and innovation, such monolingual ideologies will continue to influence teachers and students' perception of translanguaging despite the increasing recognition of multilingual pedagogical approaches.

5.2.2 Lack of Teacher Training

Teachers play a crucial role in managing and mediating language (Williams, 2022). In this day and age, many teachers are trained under traditional monolingual pedagogical approaches. They are accustomed to conducting lessons in one language and discourage the use of other languages during lessons. Hence, they may not be confident and comfortable using multiple languages during instructional practices. White (2023) urges teachers to reassess their possible language prejudices and discover as well as innovate more effective ways to assist multilingual students. Kano (2012) emphasised that the phenomena of translanguaging might not be effective in the absence of adequate teacher training. Without proper training, it is difficult to balance the use of multiple languages and ensure that students do not over-rely on their L1. Over-reliance on their L1 may reduce exposure to the target language, which may jeopardise the process of achieving the learning objectives and learning outcomes. This highlights the need for professional development programmes that exposes teachers to translanguaging and equip them with skills to incorporate students' L1 in a meaningful way.

Moreover, as aforementioned, many believe in the concept of monolingualism, including teachers. Hence, teachers might tackle preconceptions and the monolingual perspective by attending seminars on the advantages of translanguaging (García & Li,

2014). Teachers could require training on how to oppose the monolingual perception of language codes (Doiz & Lasagabaster, 2017). These exposures and trainings might shed light on the importance of acknowledging students' full linguistic repertoire as an essential learning source, instead of being confined by monolingualism. Consequently, teachers might be more open to adopting translanguaging that support inclusiveness and meaningful knowledge construction in the classroom.

5.2.3 Wide Range of Languages

In multilingual settings, students may come from different linguistic backgrounds, and they may not speak the same L1 as their peers or teachers (Tai, 2025). Hence, it may be difficult for the teacher to accommodate all languages equally. In this case, translanguaging is restricted by multilingualism itself (Mushtaq, 2023). Zheng and Qiu (2023) stated that using translanguaging techniques in classrooms has been restricted by unequal language resources in L1 and the target language. Concurrently, Rafi and Morgan (2024) reported that teachers' dominant use of some languages has affected students' use of other languages in the classroom.

While translanguaging encourages the use of more than one language during lessons, it becomes impractical if the teacher does not understand all the languages. This may result in unequal participation, especially when a more dominant language is used in the classroom. This unintentionally marginalises and neglects learners who speak minority languages. Consequently, students may become hesitant to express their thoughts and have discussions in class. As a result, this adversely impacts their whole learning experience, sense of belonging, and level of engagement.

5.3 Strategies to Integrate Translanguaging

Garcia and Li (2014) accentuate that translanguaging has the ability to break through the "standard language bubble" within the educational system that persists in excluding many multilingual students by presenting alternative backgrounds, representations, and knowledge. To do that, educators must thoughtfully plan and strategise on how to integrate translanguaging into their lessons in a structured and meaningful way to maximise the benefits for multilingual students.

First and foremost, translanguaging must be incorporated seamlessly in lesson plans by addressing the lesson outcomes and lesson objectives. Pedagogical translanguaging should be tailored to the requirements, experiences, and learning environment of the students (Wlosowicz, 2020). Educators can pinpoint stages when using multiple languages might improve comprehension and provide appropriate directions and instructions, as suggested by Participant 6 and 7:

...planning the lesson beforehand and research plays an important role in using translanguaging. (Participant 6)

I think that teachers should encourage translanguaging, but with proper guidelines. (Participant 7)

Educators may set clear expectations on when and how various languages should be utilised. For example, teachers may allow students to use their first language during group discussions, project brainstorming, explanation of difficult concepts, question and answer (Q&A) sessions, reflections and so on. After that, they may be tasked to present their ideas in the target language. During group discussions, students can be encouraged to use translanguaging to support peers, explain ideas, and clarify confusion. By allowing students to discuss and communicate in common languages, this promotes peer-assisted learning and collaboration skills. It also promotes

collaborative work that encourages students to communicate and support each other to work on a collective goal. Laal and Ghodsi (2012) reported that collaborative learning increases productivity and nurture loving and supportive relationships. Instead of limiting or reducing exposure to the target language or L1, a planned and balanced approach ensures that translanguaging enhances and supports learning objectives.

Besides, while trying to maintain the target language as the main medium of instruction, educators can employ the L1 as a tool for scaffolding challenging concepts or vocabulary. Translanguaging may conserve time and utilise students' linguistic assets to their utmost potential in the process of solving problems, meaning-making and knowledge synthesis since it acts as a scaffold for learning (Tian et al., 2020). The incorporation of L1 in teaching is beneficial since it helps students with their insecurities and anxieties (Nursanti, 2021). For instance, translanguaging can be used to explain difficult words, helping students to understand foreign vocabulary more effectively. By doing this, students may improve their understanding without over-relying on their L1.

The teacher is positioned as a co-learner in a design for translanguaging classrooms, which prompts teachers to be receptive to various ways of comprehending, languaging, absorbing, and experiencing, according to Garcia and Kleifgen's (2019). Therefore, teachers may present "extended" resources, such as translanguaged texts (White, 2023). This is also suggested by Participant 5 in the following excerpt:

I think teachers should include the other languages in their English notes to better help students practice and understand these concepts, which may be foreign to them if they only use English to explain, but if you also include the explanations in their native term, such as Chinese or Malay, it may be able to help the students better understand these concepts.

Not only that, but it is also reported that students tend to “switch” to their L1 while writing notes in class ($M = 3.54$). In a study by Karakaş (2023), a teacher also used multilingual materials in the classroom to help students of different proficiency levels to understand the material given. By extending translanguaging to teaching materials, teachers are able to create more accessible and inclusive educational materials that are designed to accommodate students from diverse linguistic backgrounds. As a result, students are equipped to link new information to their prior knowledge to make sense of complex concepts or vocabulary to ameliorate their learning experiences.

5.4 Implications

The findings of this study suggest that translanguaging can be incorporated into English Language lessons to enhance student’ comprehension and engagement. Educators could consider integrating students’ L1 strategically to explain concepts, clarify confusion, and encourage student participation to achieve learning goals and objectives. Rather than enforcing strict English-only policies, it is highlighted that striking a balance between students’ L1 and the target language creates a positive and inclusive classroom environment that relieves stress.

Furthermore, for students, it is pointed out that students have a positive impression on translanguaging as it has the ability to reduce anxiety, boost confidence, and increase engagement. By allowing students to use the language they are more comfortable with, they are prone to participate actively and express their ideas confidently as they have a say in their own learning.

Moreover, translanguaging should be acknowledged by various educational institutions, both public and private, as an effective teaching tool, especially in a

multilingual country such as Malaysia. Thus, students are able to utilise all the languages at their disposal in a linguistically diverse institution. Also, professional development programmes should also be implemented to equip educators with the skills to effectively incorporate multiple languages in their lessons. This enables them to support students with diverse linguistic backgrounds in making meaningful connections between languages and content.

In addition, the findings challenge the traditional monolingual teaching methodologies that is used for decades. It also implies that flexibility may in fact support students' learning. Policymakers and curriculum designers should consider integrating translanguaging in curriculum guidelines. By allowing flexible use of multiple languages in the classroom, students are more actively engaged in their learning.

5.5 Recommendations for Future Studies

By validating the flexible and intentional methods that multilingual learners employ their whole language repertoires to create meaning, build knowledge, and establish identity, translanguaging broadens the scope of analysis (Akmar Muhamad Nasir, & Ab Rashid, 2026). Future research could benefit by investigating on the factors and sources of the misconceptions surrounding translanguaging, including the belief that translanguaging only supports low proficiency students and that it hinders language acquisition. The misconceptions may stem from teachers' belief over the years, students' prior leaning experiences, or even institutional policies. Studying the origins of these beliefs may shed light on how such views are created and persisted through time.

Moreover, researchers may look at how different proficiency levels influence students' perceptions and use of translanguaging. They may investigate if high proficiency students view translanguaging differently and if they benefit from it in similar ways. They may also expand the research to different educational settings, such as primary schools, secondary schools or even international schools. Variables such as age and learning environments may bring some new insights to the effectiveness of translanguaging in supporting teaching and learning. In addition, researchers may identify effective and innovative strategies for incorporating translanguaging. They may focus on how teachers can strike a balance between using multiple languages and the target language to achieve learning objectives and outcomes. This may provide useful suggestions and recommendations for educators on how to integrate translanguaging purposefully.

5.6 Conclusion

To encapsulate, translanguaging evidently enhances comprehension and promotes engagement among undergraduates in Malaysia. It creates a positive and inclusive classroom environment by accepting students' cultural identities. Referring to the findings, students have a generally good perception of translanguaging and incorporated translanguaging in their daily lives without noticing. Nevertheless, English is still the main language for instruction and communication in class. However, some reservations on translanguaging still remain which may be caused by generational misconceptions, lack of teacher training and the fact that Malaysian students use a wide range of language in their daily lives. To tackle this, educators may integrate translanguaging by incorporating it seamlessly in lesson plans and align it with learning objectives and goals. Striking a balance between students' L1 and the

target language may be achieved by providing appropriate guidelines and structural planning. The findings of this study are useful for educators for implementing translanguaging to achieve learning outcomes more effectively and create a positive and inclusive learning environment that promotes active engagement and acceptance for students. For future studies, researchers may investigate on the factors of the aforementioned misconceptions and expand the study to different educational settings to identify influential variables.

It is hoped that translanguaging will be more widely incorporated in Malaysian classrooms as it offers various pedagogical benefits than it is often perceived. Translanguaging allows us to progress without forgetting our roots. Hence, translanguaging should be recognised and acknowledged as a valuable pedagogical approach that supports and ameliorates multilingual students' learning experiences.

REFERENCES

- Adamson, J., & Coulson, D. (2015). Translanguaging in English academic writing preparation. *International Journal of Pedagogies and Learning*, 10(1), 24-37.
<https://doi.org/10.1080/22040552.2015.1084674>
- Agnihotri, R. K. (2014). Multilinguality, education and harmony. *International Journal of Multilingualism*, 11(3), 364-379.
<https://doi.org/10.1080/14790718.2014.921181>
- Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, B. M. M., & Khdhir, R. M. (2025). Using thematic analysis in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 6, 100198. <https://doi.org/10.1016/j.glmedi.2025.100198>
- Akmar Muhamad Nasir, N., & Ab Rashid, R. (2026). Theories in Context: Understanding Language Learning Through Vygotsky, Cummins, and Translanguaging. In *Navigating English Language Education in Malaysia: The Case of Thai-Speaking Minority Pupils* (pp. 15-26). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-95-4364-9_2
- Ameer Ali. (2021). Understanding the role of translanguaging in L2 acquisition: Applying Cummins' cup model. *Journal of Cultura and Lingua*, 2(1), 15-25.
<https://doi.org/10.37301/culingua.v2i1.10>
- Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In *Psychology of learning and motivation* (Vol. 2, pp. 89-195). Academic press. [https://doi.org/10.1016/S0079-7421\(08\)60422-3](https://doi.org/10.1016/S0079-7421(08)60422-3)

- Auer, P. (2022). Translanguaging'or 'doing languages'? Multilingual practices and the notion of 'codes'. *Multilingual perspectives on translanguaging*, 126-153. Multilingual Matters. <https://doi.org/10.21832/9781800415690-007>
- Baddeley, A. (1998). Working memory. *Comptes Rendus de l'Académie des Sciences-Series III-Sciences de la Vie*, 321(2-3), 167-173. [https://doi.org/10.1016/S0764-4469\(97\)89817-4](https://doi.org/10.1016/S0764-4469(97)89817-4)
- Batterton, K. A., & Hale, K. N. (2017). The Likert scale what it is and how to use it. *Phalanx*, 50(2), 32-39. <https://www.jstor.org/stable/26296382>
- Berlianti, D. G. A., & Pradita, I. (2021). Translanguaging in an EFL classroom discourse: To what extent it is helpful for the students?. *Communications in Humanities and Social Sciences*, 1(1), 42-46. <https://doi.org/10.21924/chss.1.1.2021.14>
- Berlianti, D. G. A., & Pradita, I. (2021). Translanguaging in an EFL classroom discourse: To what extent it is helpful for the students?. *Communications in Humanities and Social Sciences*, 1(1), 42-46. <https://dx.doi.org/10.21924/chss>
- Blackledge, A., & Creese, A. (2010). *Multilingualism: A critical perspective*. Bloomsbury Publishing.
- Borges, R., & Lyddy, F. (2024). Language affects endorsement of misconceptions about bilingualism. *International Journal of Bilingual Education and Bilingualism*, 27(2), 230-239. <https://doi.org/10.1080/13670050.2022.2164478>
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied linguistics review*, 2(2011).

- Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 300-311.
<https://doi.org/10.1111/weng.12462>
- Chan, S. H., & Ain Nadzimah Abdullah. (2015). Bilingualism in Malaysia: Language education policy and local needs. *Pertanika Journal of Social Sciences and Humanities*, 23(3), 55-70. <http://www.pertanika.upm.edu.my/>
- Clark, V., & Kimmons, R. (2018). *Cognitive load theory*. Tritech Digital Media.
<https://doi.org/10.59668/371.12980>
- Conteh, J. (2018). Translanguaging. *ELT journal*, 72(4), 445-447.
<https://doi.org/10.1093/elt/ccy034>
- Conteh, J. (2018). Translanguaging. *ELT journal*, 72(4), 445-447.
<https://doi.org/10.1093/elt/ccy034>
- Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.
<https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Creese, A., & Blackledge, A. (2018). *The Routledge handbook of language and superdiversity*. London: Routledge.
- Creswell, J. W. (2012). Planning, conducting, and evaluating quantitative and qualitative research. *Educational research*, 10, 1-12.
- Cummins, J. (1981). *Bilingualism and Minority-Language Children. Language and Literacy Series*. The Ontario Institute for Studies in Education.
- Cummins, J. (2000). Putting Language Proficiency. *English in Europe: The acquisition of a third language*, 19, 54.

- Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society* (Second edition). Ontario, CA: California Association for Bilingual Education.
- De Jesús, S., Barnes, T., Stehlik, M., Kosbie, D., & Bozzo Cawley, E. (2025, July). Cognitive Load and Supporting Multilingual Learners in Computer Science K-12 Classrooms. In *Proceedings of the 2025 Conference on Research on Equitable and Sustained Participation in Engineering, Computing, and Technology* (pp. 13-17). <https://doi.org/10.1145/3704637.3734736>
- Doiz, A., & Lasagabaster, D. (2017). Teachers' beliefs about translanguaging practices. *Translanguaging in higher education: Beyond monolingual ideologies*, 157-176.
- Dovchin, S. (2021). Translanguaging, emotionality, and English as a second language immigrants: Mongolian background women in Australia. *Tesol Quarterly*, 55(3), 839-865. <https://doi.org/10.1002/tesq.3015>
- EduAdvisor. (2023). *MUET Exam in Malaysia - Papers and Fees*. <https://educadvisor.my/course-guide/muet>
- Elias, N. A., Norzaidi, A. I., Sabri, M. I. I. M., Singh, C. K. S., Ramanlingam, S. U., & Maniam, M. (2022). ESL learners' perceptions of code-switching in the English language classroom. *International Journal of Asian Social Science*, 12(5), 158-168. DOI: 10.55493/5007.v12i5.4494
- Fox, N. (2009). Using interviews in a research project. *The NIHR RDS for the East Midlands/Yorkshire & the Humber*, 26, 113-134.
- García, O. (2009). Education, multilingualism and translanguaging in the 21st century. *Social justice through multilingual education*, 140-158.

- García, O., & Kano, N. (2014). Translanguaging as process and pedagogy: Developing the English writing of Japanese students in the US. *The multilingual turn in languages education: Opportunities and challenges*, 258, 277.
- García, O., & Li, W. (2014). *Translanguaging: Language, Bilingualism and Education*. London: Palgrave Macmillan.
- García, O., Li, W., & James, C. L. (2014). *Translanguaging: Language, Bilingualism, and Education*. <https://doi.org/10.1080/15235882.2014.965361>
- Ghani, N., Jamian, A. R., & Jobar, N. A. (2022). The relationship between language acquisition and theory of social interactionist. *ICCCM Journal of Social Sciences and Humanities*, 1(4), 54-59.
<https://doi.org/10.53797/icccmjssh.v1i4.9.2022>
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77.
- Goodman, B., & Tastanbek, S. (2021). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. *TESOL quarterly*, 55(1), 29-53. <https://doi.org/10.22034/ijels.2022.162981>
- Gumperz, J., & Hernández-Chávez, E. (1969). *Cognitive aspects of bilingual education* (No. 28). Working Papers of the Language Behavior Research Laboratory.
- Hamzah, M. H., Halim, H. A., Bakri, M. H. U. A. B., & Pillai, S. (2022). Linguistic Research on the Orang Asli Languages in Peninsular Malaysia. *Journal of Language and Linguistic Studies*, 18, 1270-1288.
- Hillcrest, D. (2021). Academic benefits of translanguaging. *MinneTESOL Journal*, 37(2), 1-7. <https://doi.org/10.1093/elt/ccy034>

- Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication*, 58, 1-10. <https://doi.org/10.1016/j.langcom.2017.12.001>
- Jessner, U., Allgäuer-Hackl, E., & Rooy, S. C. V. (2025). Rethinking Code-Switching and Translanguaging as Language Management Strategies in the Dynamic Model of Multilingualism. *The Handbook of Plurilingual and Intercultural Language Learning*, 123-137. <https://doi.org/10.1002/9781394165957.ch9>
- Jiang, Z. W., Zhang, L. J., & Mohamed, N. (2022). Researching translanguaging as a feasible pedagogical practice: Evidence from Chinese English-as-a-foreign-language students' perceptions. *RELC Journal*, 53(2), 371-390. <https://doi.org/10.1177/00336882221113653>
- Kano, N. (2012). *Translanguaging as a process and a pedagogical tool for Japanese students in an English writing course in New York*. Teachers College, Columbia University.
- Karakaş, A. (2023). Translanguaging in content-based EMI classes through the lens of Turkish students: Self-reported practices, functions and orientations. *Linguistics and Education*, 77, 101221. <https://doi.org/10.1016/j.linged.2023.101221>
- Khairunnisa, K., & Lukmana, I. (2020). Teachers' attitudes towards translanguaging in Indonesian EFL classrooms. *Jurnal Penelitian Pendidikan*, 20(2), 254-266. <https://doi.org/10.17509/jpp.v20i2.27046>
- Kucukali, E., & Koçbaş, D. (2021). Benefits and issues of translanguaging pedagogies on language learning: Students' perspective. *Turkish Online Journal of English Language Teaching (TOJELT)*, 6(3), 55-85.

- Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia-social and behavioral sciences*, 31, 486-490.
<https://doi.org/10.1016/j.sbspro.2011.12.091>
- Lau, S. M. C. (2020). Translanguaging as Transmediation: Embodied Critical Literacy Engagements in a French-English Bilingual Classroom. *Australian Journal of Applied Linguistics*, 3(1), 42-59.
<https://doi.org/10.29140/ajal.v3n1.299>
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational research and evaluation*, 18(7), 641-654. <https://doi.org/10.1080/13803611.2012.718488>
- Li, W. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>
- Li, W. (2023). Translanguaging and co-learning at the interface of language and culture. In *A transdisciplinary approach to Chinese and Japanese language teaching* (pp. 38-46). Routledge.
- Lin, A. (1990). *Teaching in two tongues: Language alternation in foreign language classrooms*. Department of English, City Polytechnic of Hong Kong.
- Lin, S. H. C., & Leung, A. H. C. (2023). ESL classroom interactions in a translanguaging space. *Applied Linguistics Review*, 15(6), 2397-2425.
<https://doi.org/10.1515/applirev-2022-0202>
- Liu, Y., & Fang, F. (2022). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. *RELC journal*, 53(2), 391-399. <https://doi.org/10.1177/0033688220939222>
- MacSwan, J. (2019). A multilingual perspective on translanguaging. In *Decolonizing foreign language education* (pp. 186-219). Routledge.

- MacSwan, J., & Colina, S. (2014). Some consequences of language design: Codeswitching and the PF interface. *Grammatical theory and bilingual codeswitching*, 185-210. <https://doi.org/10.7551/mitpress/8338.003.0011>
- MacSwan, J., & Rolstad, K. (2024). (Un) grounded language ideologies: A brief history of translanguaging theory. *International Journal of Bilingualism*, 28(4), 719-743. <https://doi.org/10.1177/13670069241236703>
- Major, J. (2018). Bilingual identities in monolingual classrooms: Challenging the hegemony of English. *New Zealand Journal of Educational Studies*, 53(2), 193-208. <https://doi.org/10.1007/s40841-018-0110-y>
- Makoni, S., & Pennycook, A. (Eds.). (2006). *Disinventing and reconstituting languages*. Multilingual Matters. <https://doi.org/10.21832/9781853599255-003>
- Medical College of Wisconsin. (2022). *Cognitive Load Theory: A guide to applying Cognitive Load Theory to your teaching*. <https://www.mcw.edu/-/media/MCW/Education/Academic-Affairs/OEI/Faculty-Quick-Guides/Cognitive-Load-Theory>
- Merriam-Webster. (2018). *Definition of PEDAGOGY*. Merriam-Webster. <https://www.merriam-webster.com/dictionary/pedagogy>
- Mgijima, V. D., & Makalela, L. (2016). The effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners. *Perspective in Education*, 34(3), 86–97. <https://hdl.handle.net/10520/EJC199652>
- Mochacha, F. M., & Lwangale, D. W. (2020). The influence of code-switching on mastery of English speaking skills in secondary schools in Kwanza Sub-County, Trans-Nzoia County, Kenya. *Journal of Educational Research*, 5(2), 76-88.

- Mohammad Abu Sayed Toyon. (2021). Explanatory sequential design of mixed methods research: Phases and challenges. *International Journal of Research in Business and Social Science*, 10(5), 253-260. DOI: 10.20525/ijrbs.v10i5.1262
- Moody, S., Chowdhury, M., & Eslami, Z. (2019). Graduate students' perceptions of translanguaging. *English Teaching & Learning*, 43(1), 85-103. <https://doi.org/10.1007/s42321-018-0019-z>
- Mushtaq, M. (2023). Translanguaging as a pedagogical tool: opportunities and challenges in higher education of Pakistan. *UCP Journal of Languages & Literature*, 1(1), 1-30. <https://doi.org/10.24312/ucp-jll.01.01.081>
- Nielson, K. B. (2016). Mobile-assisted language learning: research-based best practices for maximizing learner success. In *Handbook of research on mobile learning in contemporary classrooms* (pp. 69-93). IGI Global Scientific Publishing. DOI: 10.4018/978-1-5225-0251-7.ch004
- Nor Azmi Mostafa. (2016). Bilingualism and education: The Malaysian experience. *Proceedings of EEIC*, 1(2), 10-16.
- Nunnally, J. C. (1978). An overview of psychological measurement. *Clinical diagnosis of mental disorders: A handbook*, 97-146.
- Nur Mazliyana Zainuddin, & Nik Nuryasarah Nik Mohd Zaki. (2023). Comparison of Translanguaging Practices and Ideologies in Secondary and Tertiary ESL Settings in Malaysia: Teachers' Perspective. *Higher Education and Oriental Studies*, 3(1). <http://doi.org/10.54435/heos.v3i1.90>
- Nur, R. A., Namrullah, Z., & Nasrullah, A. (2020). Enhancing reading comprehension through translanguaging strategy. *Journal of Language*

Teaching and Research, 11(6), 970-977.

<http://dx.doi.org/10.17507/jltr.1106.14>

Nursanti, R. R. (2021). Classroom strategies through translanguaging for multilingualism students. *English Learning Innovation (Englie)*, 2(1), 17-27.
<https://doi.org/10.22219/englie.v2i1.14653>

Omidire, M. F., & Ayob, S. (2020). The utilization of translanguaging for learning and teaching in multilingual primary classrooms. *Multilingual*.
<https://doi.org/10.1515/multi-2020-0072>

Ooi, W. Z., & Azlina Abdul Aziz. (2022). Translanguaging in the discourse of Malaysian ESL lessons: A look into the practice. *International Journal of Innovation, Creativity and Change*, 16(3).

Öztürk, S. A. (2022). *Exploring student-directed translanguaging in the English-centric classroom* (Master's thesis, Dokuz Eylül Üniversitesi (Turkey)).
DOI:10.32038/ltrq.2022.31.11

Park, M. S. (2013). Code-switching and translanguaging: Potential functions in multilingual classrooms.

Pedler, M. L., Willis, R., & Nieuwoudt, J. E. (2022). A sense of belonging at university: Student retention, motivation and enjoyment. *Journal of further and Higher Education*, 46(3), 397-408.
<https://doi.org/10.1080/0309877X.2021.1955844>

Perera, A. (2025, April 19). *Sensory Memory in Psychology: Definition & examples*. Simply Psychology. <https://www.simplypsychology.org/sensory-memory.html>

- Poplack, S. (1980). Sometimes I 'll start a sentence in Spanish: toward a typology of codeswitching. *Linguistics*, 18(7/8), 581-618.
<https://doi.org/10.1515/ling.1980.18.7-8.581>
- Putra, H. S., Sugiharto, S., Da Silva, A. M., & Syahrizal, T. (2025). Pedagogical Translanguaging in Language Education: Constructing Translanguaging Space to Reduce Cognitive Load in Support of Sustainable Development Goals (SDGs). *International Journal of Language Education*, 9(3), 656-675.
<https://doi.org/10.26858/ijole.v1i1.77403>
- Qashas, A. N. H. A., Noni, N., & Korompot, C. A. (2023). Students' perceptions on translanguaging in English teaching-learning process. *Journal of Excellence in English Language Education*, 2(3), 332-341.
<https://doi.org/10.26858/joele.v2i3,%20July.51425>
- Rafi, A. S. M., & Morgan, A. M. (2024). Linguistic ecology of Bangladeshi higher education: A translanguaging perspective. In *Critical Perspectives on Teaching in the Multilingual University* (pp. 88-105). Routledge.
- Rahmawansyah, R. (2019). *Translanguaging as a pedagogical strategy in EFL classroom*. *ELT-Lectura*, 5 (2), 139–146.
<https://doi.org/10.31849/eltlectura.v6i2.3032>
- Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. *Kathmandu: Kathmandu School of Law*, 5(1), 8-15.
- Ramli, Z., & Jamaluddin, N. (2021). A case study of translanguaging in bilingual teaching and learning in public universities in Malaysia. *Turkish Journal of Computer and Mathematics Education*, 12(3), 381-389.
- Rapuleng, M. P. (2024). Investigating the impact of code switching on student's engagement in the teaching and learning of french as a foreign language in

secondary schools in education. *Francisola*, 9 (1), 29 – 37.

<https://doi.org/10.17509/francisola.v9i1.73682>

Rogoff, B., & Morelli, G. (1989). Perspectives on children's development from cultural psychology. *American Psychologist*, 44(2), 343.

Ruzita Abd. Talib, Zuriana Fahila Kahairudin, Roslee Rajikan & Noor Alaudin Abdul Wahab. (2013). Health Factors and Academic Performance among Residential College Students. *Jurnal Personalia Pelajar*. Retrieved from <https://spaj.ukm.my/personalia/index.php/personalia/article/view/43>

Salimi, E. A., Tian, Z., & Ghasempour, A. (2024). Exploring EFL teachers' beliefs and practices about translanguaging pedagogy: A qualitative study from Iran. *Australian Journal of Applied Linguistics*, 7(3), 2120-2120. <https://doi.org/10.29140/ajal.v7n3.2120>

Sankoff, D., & Poplack, S. (1981). A formal grammar for code-switching. *Research on Language & Social Interaction*, 14(1), 3-45. <https://doi.org/10.1080/08351818109370523>

Sapitri, N. M., Batan, I. G., & Myartawan, I. P. N. (2018). Functions of teachers' translanguaging in the EFL classroom at two junior high schools in Singaraja. *Lingua Scientia*, 25(1), 29–36. <https://doi.org/10.23887/ls.v25i1.18821>

Sugiharto, S. (2024). Translanguaging as a counter-narrative in EFL practice. *EDULANGUE*, 6(2), 138-149. <https://doi.org/10.20414/edulangue.v6i2.9138>

Susila, Y. I., & Asari, S. (2025). Translanguaging as emotional scaffolding: reducing speaking anxiety and fostering oral proficiency in an Indonesian EFL context. *Indonesian EFL Journal*, 11(3), 567-580. <https://doi.org/10.25134/sjdvk054>

- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. *Sociocultural theory and second language learning*, 97(1), 97-114.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- Sweller, J. (2011). Cognitive load theory. In *Psychology of learning and motivation* (Vol. 55, pp. 37-76). Academic Press. <https://doi.org/10.1016/B978-0-12-387691-1.00002-8>
- Tai, K. W. (2022). Translanguaging as inclusive pedagogical practices in English-medium instruction science and mathematics classrooms for linguistically and culturally diverse students. *Research in Science Education*, 52(3), 975-1012. <https://doi.org/10.1007/s11165-021-10018-6>
- Tai, K. W. (2025). Unequal translanguaging: the affordances and limitations of a translanguaging space for alleviating students' foreign language anxiety in language classrooms. *Applied Linguistics Review*, 16(6), 2627-2671. <https://doi.org/10.1515/applirev-2025-0049>
- Tessler, M. (2022). Univariate Analysis: Variance, Variables, Data, and Measurement. In *Social Science Research in the Arab World and Beyond: A Guide for Students, Instructors and Researchers* (pp. 19-50). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-13838-6_2
- Tian, Z., Aghai, L., Sayer, P., & Schissel, J. L. (2020). Envisioning TESOL through a translanguaging lens in the era of post-multilingualism. In *Envisioning TESOL through a translanguaging lens: Global perspectives* (pp. 1-20).

Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-47031-9_1

- Ulum, Ö. G. (2024). Empowering voices: A deep dive into translanguaging perceptions among Turkish high school and university language learners. *Heliyon*, 10(20). <https://doi.org/10.1016/j.heliyon.2024.e39557>
- Ulum, Ö. G. (2024). Empowering voices: A deep dive into translanguaging perceptions among Turkish high school and university language learners. *Heliyon*, 10(20). <https://doi.org/10.1016/j.heliyon.2024.e39557>
- Vasantharaju, N. N. S. H., & Harinarayana, N. S. (2016). Online survey tools: A case study of Google Forms. In *National conference on scientific, computational & information research trends in engineering, GSSS-IETW, Mysore*.
- Vogel, S., Hoadley, C., Ascenzi-Moreno, L., & Menken, K. (2019, February). The role of translanguaging in computational literacies: Documenting middle school bilinguals' practices in computer science integrated units. In *Proceedings of the 50th ACM technical symposium on computer science education* (pp. 1164-1170). <https://doi.org/10.1145/3287324.328736>
- Vygotsky, L. (2011). *Interaction between learning and development* (pp. 79-91). Linköping, Sweden: Linköpings universitet.
- White, M. (2023). Translanguaging: A Culturally Responsive Pedagogy. *INTESOL Journal*, 20(1). <https://doi.org/10.18060/27600>
- Williams, C. (2000). Bilingual teaching and language distribution at 16+. *International Journal of Bilingual Education and Bilingualism*, 3(2), 129-148. <https://doi.org/10.1080/13670050008667703>

- Williams, M. (2022). Fifth graders' use of gesture and models when translanguageing during a content and language integrated science class in Hong Kong. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1304-1323. <https://doi.org/10.1080/13670050.2020.1754752>
- Wlosowicz, T. M. (2020). The advantages and limitations of translanguageing in teaching third of additional languages at the university level. *Multidisciplinary Journal of School Education*, (17), 135-169.
- Wlosowicz, T. M. (2020). The advantages and limitations of translanguageing in teaching third of additional languages at the university level. *Multidisciplinary Journal of School Education*, (17), 135-169. <https://doi.org/10.35765/mjse.2020.0917.08>
- Zam, F. Z., Nurhayati, L., & Ashadi, A. (2025). Exploring the Correlation between Students' Perception of Translanguageing and Willingness to Communicate: A Mixed-Methods Study. *JOLLT Journal of Languages and Language Teaching*, 13(1), 174-188. <https://e-journal.undikma.ac.id/index.php/jollt>
- Zein, S. (2018). Translanguageing in the EYL classroom as a metadiscursive practice: Preparing prospective teachers. In *English Language Teacher Preparation in Asia* (pp. 47-62). Routledge.
- Zein, S. (2022). Translanguageing and Multiliteracies in the English to Speakers of Other Languages (ESOL) Classroom. *English Teaching*, 77, 3-24. <https://doi.org/10.15858/engtea.77.s1.202209.3>
- Zhang, H. (2024). Translanguageing space and classroom climate created by teacher's emotional scaffolding and students' emotional curves about EFL

learning. *International Journal of Multilingualism*, 21(1), 298-324.

<https://doi.org/10.1080/14790718.2021.2011893>

Zheng, Y., & Qiu, Y. (2024). Epistemic (in) justice in English medium instruction: Transnational teachers' and students' negotiation of knowledge participation through translanguaging. *Language and Education*, 38(1), 97-117.

<https://doi.org/10.1080/09500782.2023.2248968>.

Zulkefly, F., & Razali, A. B. (2019). Malaysian Rural Secondary School Students' Attitudes towards Learning English as a Second Language. *International Journal of Instruction*, 12(1), 1141-1156.

APPENDICES

APPENDIX A: Online Questionnaire

1. What's your gender?
 - A. Male, B. Female.
2. You are ____ years old.
 - A. 18-20, B. 21-23, C. 24-26, D. 27-30
3. Where are you from?

Kuala Lumpur

Johor

Kedah

Kelantan

Melaka

Negeri Sembilan

Pahang

Perak

Perlis

Penang

Selangor

Terengganu

Sabah

Sarawak
4. Which faculty are you from?

Faculty of Accountancy and Management (FAM)

Faculty of Arts and Social Science (FAS)

Faculty of Creative Industries (FCI)

Faculty of Education (FED)

Faculty of Information and Communication Technology (FICT)

Faculty of Science (FSC)

Lee Kong Chian Faculty of Engineering and Science (LKC FES)

M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)

Teh Hong Piow Faculty of Business and Finance (THP FBF)

Faculty of Engineering and Green Technology (FEGT)

5. Your score for Malaysian University English Test (MUET) is _____. (or any other equivalent qualifications, please specify)
6. Does your programme use English as the main medium of instruction?

Part B: Students' Perceptions of Translanguaging as A Pedagogical Tool

1. Using both first language and English at the same time during the lessons increases understanding of a subject.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree more
2. Lecturers' proper use of more than one (1) language during an English class can relieve pressure in learning.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly disagree.
3. Frequent switches to the first language in English classes by lecturers causes a hindrance on understanding what is taught.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
4. Lecturers should use more than one (1) language when giving oral feedback to students.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
5. Allowing the use of the first language and English in classes increases class participation.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
6. Using more than one (1) language in English classes is a display of cultural identity.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
7. By using the first language during English lessons, peers can feel supported of their effort to learn English.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
8. Using the first language in English class signifies a lack of English proficiency.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
9. It is good to use more than one (1) language to confirm understanding with on a lesson with the lecturer.

- A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
10. It should be okay to speak your first language with your classmates during English class activities.
- A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.

Part C: Translanguaging Experiences in Class

1. How often does your lecturer use the first language during lessons?
A. Never B. Rarely C. Occasionally D. Often D. Always
2. How often do you use your first language in class?
A. Never B. Rarely C. Occasionally D. Often D. Always
3. English is ___ your first choice in communication with the lecturer in class.
A. never B. rarely C. occasionally D. often E. always
4. You are ___ encouraged to use English as the first choice by the lecturer.
A. never B. rarely C. occasionally D. often E. always
5. Your English lecturer has said that he (or she) is against students using more than one (1) language in class.
A. never B. rarely C. occasionally D. often E. always
6. You use your first language to ask about a new concept to your classmates during the lesson.
A. never B. rarely C. occasionally D. often E. always
7. You explain new concepts to your classmates during English lessons with the help of your first language.
A. never B. rarely C. occasionally D. often E. always
8. You use your first language to check the meaning of a new word or concept with your classmates.
A. never B. rarely C. occasionally D. often E. always
9. While taking notes in the classroom, there is an unconscious switch from one language to another.
A. never B. rarely C. occasionally D. often E. always
10. You take notes in your first language regardless of the language used by the lecturer during lessons.
A. never B. rarely C. occasionally D. often E. always

Note. Adapted from Jiang et al.'s (2022) "Researching Translanguaging as a Feasible Pedagogical Practice: Evidence from Chinese English-as-a-Foreign-Language Students' Perceptions" and Öztürk's (2022) "Exploring Student-directed Translanguaging in the English-centric Classroom".

APPENDIX B: Interview Questions

1. Do you use another language than English during your English lessons? If so, what languages do you use?
2. Why do you think that you speak other languages than English during English lessons?
3. Do you ever feel that using your L1 affects your ability to learn English? If yes, how?
4. Do you feel comfortable using translanguaging with your lecturer? Why or why not?
5. Does your lecturer encourage you to only speak English in class?
6. How would you compare learning with and without translanguaging support?
7. Do you think lecturers should encourage translanguaging in the classroom? Why or why not?
8. What suggestions would you give lecturers to make translanguaging more effective in lessons?

Note. Adapted from Öztürk's (2022) "Exploring Student-directed Translanguaging in the English-centric Classroom"

APPENDIX C: Jiang et al.'s (2022) Original Questionnaire

Jiang et al.

389

- 1) Teachers using both Chinese and English in English classes can improve teaching efficiency.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree more
- 2) Teachers' proper use of both Chinese and English in English class can relieve students' pressure.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly disagree.
- 3) Teachers' frequent switches to L1 in English classes causes you reliance on L1 to understand the lesson.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 4) Teachers can use both Chinese and English when giving instructions to students.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 5) Teachers may use both Chinese and English when explaining the rules of class activities.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 6) Teachers should use both Chinese and English when given assignments.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 7) Teachers should use both Chinese and English when giving oral feedback to students.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 8) Allowing you to use both Chinese and English in English classes increases your participation in the class.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 9) Students using both Chinese and English in English classes is showing their national identity.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 10) Students can scaffold peers whose English proficiency is not good enough.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 11) Students' use of both Chinese and English in English class signifies a lack of English proficiency.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 12) Students can use both Chinese and English to confirm understanding.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.
- 13) Students can use both Chinese and English in discussions with peers or group members when time is limited.
A. Strongly disagree. B. Disagree. C. Neutral. D. Agree. E. Strongly agree.

In the second part, please review your situation in English class and choose the corresponding choices.

- 14) The percentage of your teacher's using native language this semester is ____
A. 1–20%. B. 21–40%. C. 41–60%. D. 61–80%. E. 81–100%.
- 15) The percentage of you using your native language in English class this semester is ____
A. 1–20%. B. 21–40%. C. 41–60%. D. 61–80%. E. 81–100%.
- 16) English is ____ your first choice in communication with the teacher in class.
A. never B. rarely C. occasionally D. often E. always

- 17) You are ___ encouraged to use English as the first choice by the teacher.
A. never B. rarely C. occasionally D. often E. always
- 18) Your English teacher _____ say that he (or she) is against students using both Chinese and English in class.
A. never B. rarely C. occasionally D. often E. always

The third part is some information about yourself.

- 19) What's your gender? A. Male, B. Female.
- 20) You are ___ years old.
- 21) Your grade is _____.
A. 1. B. 2. C. 3. D. 4.
- 22) Your English class in college is for _____.
A. First year non-English major. B. Second year non-English major. C. First year English major. D. Second year English major.
- 23) Your score of English in the College Entrance Examination is _____.
- 24) Your CET-4 score is _____ (please specify if you have not participated).
- 25) The city where your high school is belongs to a _____.
A. coastal provincial capital. B. coastal non-provincial capital. C. inland provincial capital. D. inland non-provincial capital. E. Others (please write city name) _____

Thank you again for your participation, thank you!

APPENDIX D: Öztürk's (2022) Original Questionnaire and Interview Questions

Students' Attitudes Towards Translanguaging

Using both my first language and English at the same time during the lessons increases my understanding of the subject.

It benefits me when the instructor uses both my first language and English at the same time during the lesson.

I will benefit more from the lessons if the instructor presents the words both in my first language and English.

I want to use my first language during the lessons when I feel the need.

It benefits me when the instructor uses course materials both in my first language and English.

Using both my first language and English at the same time during the lessons helps me improve my English.

It should be okay to speak my first language with my classmates during class activities.

Using only English in the lessons is not important as long as I fulfill my classroom responsibilities.

Table 3

Students' Translanguaging Practices

I use my first language to ask about a new concept to my classmates during the lesson.

I use my first language to explain a new concept to my classmates during the lesson.

I use my first language to check the meaning of a new word or concept.

I take notes in the language that the instructor uses

I see that I switch from one language to another without noticing while taking notes in the classroom.

I take notes in my first language regardless of the language used by the instructor or in the lessons.

Do you use another language than English during your English lessons?
Why do you think that you speak other languages than English during English lessons?

Which languages do you speak during your English lessons other than English? You can mention more than one language here.
How would you rate your overall English skill?
How often do you use English outside of school?

Do you feel the need to use your first language(s) during your English lessons?
Why do you think that you need to use your first language(s) during English lessons?

Do you feel that your teacher encourages you to use your first language(s) during your English lessons?
Does your teacher encourage you to only speak English in class?

If you use your first language(s) during English lessons, how does your teacher react?
Does your English teacher respond in English only to questions during lessons?
Does your teacher always speak English during English lessons?
If you, or your classmates, ask your teacher a question in another language than English in class, what reaction does your teacher show?
If you would feel the need to express your thoughts or questions in your first language(s) during English lessons, how would that make you feel?

Do you tell your other classmates to express themselves in English, if they speak another language during class?
Do you feel that it is negative to speak another language than English during English lessons?
Please explain why you feel that it is negative to speak another language than English during English lessons.

Do you feel that you can benefit by using your first language(s) during English lessons?

Do you feel that you will fail your English course if you use your first language(s) during English lessons?
Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?

APPENDIX E: Sample Consent Form for Interviews

Sample Consent Form

Date _____

I agree to participate in a research project on _____ *(fill in general subject area or title of research project)*, conducted by _____ *(fill in name of researcher)*.

I understand that:

- This research project is part of a course requirement for the researcher. The course instructor is _____ *(fill in name here.)*
- My participation consists of an interview, to last approximately one hour. *(Here if the research involves participant observation of a small group, modify the previous statement accordingly.)*
- I am not required to answer any questions I do not wish to answer
- I may withdraw from the research at any time with no penalty to me
- The interview will be recorded. The only people that will listen to this recording include: the researcher, _____ *(fill in name)*, and the professor of the course for which the research is being conducted _____ *(fill in course name and number)*. *(Here, specify if any other people will listen to the recording, for instance if you want to be able to broadcast it on the radio.)*
- This research will be presented in the form of a final paper, to be read by the professor of the course. *(Specify if other people will read the final paper.)*
- The results of this research may also be presented in workshops or conferences
- The presentation of the research will not identify me in any way. My name, as well as any information which could identify me, will be taken out of all presentation of the research (conferences and final papers)

Signature of Participant

Signature of Researcher

Name of Participant (please print)

Name of Researcher (Please print)

Date

Date

APPENDIX F: Consent Statement for Online Questionnaire

Purpose of the Study: You are invited to participate in a research study examining the perceptions, attitudes and beliefs that students have about translanguaging.

Procedures: If you choose to participate, you will answer some questions about your beliefs and experiences on translanguaging. The survey is expected to take approximately 10 minutes. You may be contacted to participate in a brief interview at a later time.

Potential Risks and Benefits: It is unlikely that you will experience any risks or discomforts beyond what would be experienced in everyday life by participating in this survey.

Confidentiality: The data collected in this study are completely anonymous. No personal and identifiable information will be collected. The information you choose to provide in this study cannot be connected back to you. Results from this study may be published or presented at research conferences, and the anonymous data and may be shared with other researchers through an online data repository.

Voluntary Participation: Your participation in this study is voluntary and you may choose to not participate or end your participation at any time without penalty.

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

- a) Name
- b) Identity card
- c) Place of Birth
- d) Address
- e) Education History
- f) Employment History
- g) Medical History
- h) Blood type
- i) Race
- j) Religion
- k) Photo
- l) Personal Information and Associated Research Data

2. The purposes for which your personal data may be used are inclusive but not limited to:

- a) For assessment of any application to UTAR
- b) For processing any benefits and services
- c) For communication purposes
- d) For advertorial and news
- e) For general administration and record purposes
- f) For enhancing the value of education
- g) For educational and related purposes consequential to UTAR
- h) For replying any responds to complaints and enquiries
- i) For the purpose of our corporate governance

j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.

7. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

8. You may access and update your personal data by contacting me at seowyilen10@utar.my

APPENDIX G: Pilot Test Codebook

Theme	Code	Definitions	Examples
Classroom Experience	Shared Language Comfort	Feels comfortable when sharing the same language with lecturer	It will feel comfortable if we are both using the same language.
			- I'm actually talking to my friend instead of the lecturer. - I will feel comfortable to proceed with learning English.
	Formality	L1 may be inappropriate in formal setting	I find it's a bit disrespectful
			- it's quite awkward - offensive to the lecturer. - it's not very respectful to the lecturer
	Flexible Language Policy	Lecturer allows use of multiple languages and no strict enforcement of English-only rule	- I've never had any lecturers asking me to only speak English - fine with whatever you choose to use
			- our lecturer is quite like open minded and lenient - allow you to use your mother tongue if you want to ask questions
	Strategic Translanguaging	Lecturer uses translanguaging to enhance classroom experience	to make sure we can actually understand the content that we learn in the lesson.
	Peer Inquiry	Asking questions in L1 to peers	I will ask them in mandarin
	Scaffolding	Peers support learning through translanguaging	ask questions in Chinese with your friends if you don't understand something

			encourage more like translanguage in the discussion
Benefits	Ease of Expression	Help students express their ideas more effectively	it's more effective for me to convey the ideas directly it's more convenient and easy for us to ask questions or ask the meaning of it.
	Deep understanding	Helps achieve deeper understanding	it helps us to get a deeper understanding towards the things that we don't understand.
			helps you to understand a more difficult concept better, or does it make you more confused
			Malay comes easier
			speaking in other languages that I'm familiar with help me to understand the materials more easily
			then I think it's good for the lecturer to like explaining the meaning
	Vocabulary Clarification	Helps when dictionary definitions are insufficient	I need to translate it to the language that I'm familiar with in order to fully understand it.
	Efficient	Translanguaging promotes effective learning	we can quickly get the meaning of the concept
Limitations	Inclusivity	Risk of excluding students who do not understand the language used	all the students in the class must be able to understand all the language being spoken. Otherwise, some might feel left out to say.

	Over-reliance	Excessive use may hinder English learning	student will start to rely more on the mother language instead of actually learn something in English language
	Speaking skill hindrance	Limits development of English-speaking ability	I think it's quite affecting our ability to learn the English in the speaking way.
	Context-dependence	Effectiveness depends on classroom composition	• It also depends on the students • if it's a very in the young age, then I think translanguaging is suitable for the teacher to explaining the meaning of it, but if it's in University one, then I think the teacher should encourage more on English
Suggestions	Non-judgemental environment	Lectures should not criticise language use	by being non-judgmental, that would help to support translanguaging
	Balance	Translanguaging should be moderated	the teachers definitely should encourage translanguaging in the classroom, but moderately.
			I think they should, during the discussion is okay, but when it comes to presentation, I think use English will be the better.
	Guided Translanguaging	Teachers guide rather than directly translate	• the teachers can give some hint to the student and ask the student to answer in their mother language • teacher still need to use in English, but in simple terms.

APPENDIX H: Main Codebook

Theme	Code	Definitions	Examples
Language Preference and Cognitive Processing	L1 Dominance in Thinking	relies on their first language as the primary medium for thinking	Usually I would think in Chinese first before I would translate it into English and speak. P4
	Convenience of L1 Use	L1 is used because it is more natural, efficient, and requires less cognitive effort.	Speaking in Chinese would be more convenient. P4
	Translation-Based Processing	mentally translates from L1 to English rather than thinking directly in English.	I would think in Chinese first before I would translate it into English and speak. 4
			I have been using Chinese language and Arabic...6
	L2 Dominance Affecting L1	Strong English proficiency may weaken L1 development.	English has... affected my ability to learn my L1...5
			it might also affect your Arabic and Chinese as well 6
Translanguaging for Comprehension and Support	Enhances Understanding	Translanguaging helps better grasp complex concepts.	if it is used in my main language, I feel that it is easier for me to understand 4 If the concept is very difficult... it is easier for me to understand...4
			use Chinese to help explain some English concepts.5 examples from other languages... provide more insights... 5
			helps my comprehension 7 helps you to understand the concepts clearer 7

			will help me to understand a lesson better 8 understand faster and feel less confused 8 complex phrases and topics... 8
	Support for Meaning-Making	L1 helps learners grasp meanings when L2 is insufficient.	...very hard to learn another language without knowing the meaning 6 make sense of the question... understand the word...7
	Lexical Gap Compensation	L1 is used when the learner lacks vocabulary in English.	when I don't know certain English words 8
Translanguaging Classroom Experiences	Flexible Classroom Language Use	Teachers are not strict about enforcing English-only policies.	They are not very strict... during discussion... we will also use Chinese.4
			you can use whatever language you want... 5
			if some student didn't understand... we are not discouraged... 6 in some circumstances, other languages are required...
			they are also comfortable with us using our own mother tongue 7
			any kind of language is not restricted 8
			English feels like more professional. 4

	English as Professional Language	English is perceived as more formal and appropriate in academic settings.	...I just automatically default use English...5
			classroom is formal and English is expected 8
	Discomfort Using L1 with Lecturers	Using Chinese with lecturers feels inappropriate or awkward.	talking to them in Chinese feels a bit awkward...4
			It feels weird and wrong...5
			I don't feel fully comfortable... 8
	Strategic Language Switching	L1 is used only when communication in English fails.	If I cannot convey myself in English... I would choose to use Chinese.
	English as Primary Instructional Language	English is encouraged as the main classroom language.	they encourage you to speak in English...
	Peer Communication	Use of L1 with peers to clarify misunderstandings.	If you don't understand do you ask your peers in Chinese? – Yes. 4
			...we use Chinese to communicate... to help explain...
			ask my classmates or my friends 7
Benefits of Translanguaging	Inclusivity in Multilingual Contexts	Translanguaging is important in diverse linguistic settings.	multi-language, multicultural countries, such as Malaysia...5
			It depends on the environment you're in. 6

	Motivation and Learning Support	Translanguaging prevents demotivation and supports learning.	you might affect their learning ability and motivation...5
	L1 Enhances Learning Experience	L1 positively contributes to English learning.	it enhances my experience of learning English 7
	Facilitates Independent Learning	L1 helps in self-directed learning	when I use the dictionary, I find it easier 7
	Supportive Classroom Atmosphere	Translanguaging creates a more relaxed and friendly learning environment.	makes the atmosphere more friendly 7
	Reduced Classroom Pressure	Use of L1 lowers anxiety and stress in learning.	relieves the pressure in class 7
	Collaborative Learning Environment	Translanguaging promotes interaction and teamwork.	promotes collaborative learning 7
	Language and Identity Connection	L1 use helps students maintain cultural identity.	feel more comfortable about your identity 7
	Confidence Building through L1	Translanguaging increases learner confidence.	you're more confident 7
			builds the students' confidence 8
	Acceptance of Linguistic Diversity	Classroom validates multiple languages and backgrounds.	accepting your first language in class 7
	Expressive Clarity	L1 is used to better express complex thoughts and meanings.	I do sometimes use Chinese... when talking with my friends. P5
			to express your thoughts... let them understand what you actually mean. 6

			express my ideas and thoughts clearly...7 I do not know how to ask in English... use my first language... 7
			To help me express my idea more clearly... 8
Misconceptions	Use for Low-Proficiency Learners	Translanguaging is seen as beneficial mainly for weaker students.	...only use translanguaging if the student is very poor... 4
			...not everyone's English is as strong...5
			especially for the weaker students 8
	Last-Resort Strategy	L1 should be used only when comprehension fails in English.	if the teacher is trying to explain in full English, then the student doesn't even understand, and I think only then the teacher should use translanguage so that the students understand. 4
Discourage Translanguaging	Need for English Practice Environment	English-only classrooms are seen as necessary for language practice.	English classes... the only environment for us to keep practising...4
	Risk of Reduced English Use	Concern that translanguaging may limit active English use.	they won't speak English actively during class.4
Suggestions to Implement Translanguaging	Instructional Integration of L1	Teachers should incorporate L1 into teaching materials.	include the other languages in their English notes...5
			include explanations in their native term...5

	Balanced Language Approach	Both L1 and L2 should be used strategically for learning.	brainstorm ideas... in first language... present in English 7
			put like the Chinese meaning 7
	Planned Use of Translanguaging	Teachers should intentionally plan when and how to use translanguaging.	make them transition more effectively 7
			gradually increase the English use 8
			...planning the lesson beforehand... plays an important role... 6
			you have to have a backup plan 6
	Need for Learner Awareness	Teachers must understand students' linguistic backgrounds.	encourage translanguaging... but moderately... 7
			with proper guidelines... 7
			allow controlled use of translanguaging 8
			to explain difficult phrases 8
			First of all, we need to understand our students. 6
			know who doesn't speak in that language...6
			other students might not understand 7

