

## EXPLORING THE DYNAMICS OF TEACHER–STUDENT ENGAGEMENT THROUGH TRANSLANGUAGING IN EFL CLASSROOMS

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### ABSTRACT

*Translanguaging has been widely recognized as a pedagogical practice enabling flexible language use in multilingual EFL classrooms; however, its role in shaping teacher–student engagement remains insufficiently explored, particularly in the Indonesian EFL context. Addressing this gap, this study investigates how teachers employ translanguaging strategies to foster engagement and how both teachers and students engage in translanguaging practices. Using a descriptive exploratory qualitative design, the study involved two English teachers and two tenth-grade classes at a bilingual senior high school. Data were collected through classroom observations and semi-structured interviews and analyzed using classroom discourse analysis and thematic analysis, with methodological triangulation applied to enhance credibility. The findings show that teachers employ several translanguaging strategies, including translation, collaborative dialogue, collaborative grouping, project-based learning, inner speech, multilingual writing, word walls, sentence starters, alternating language and media, and translanguaging in speaking and writing. These practices support students' comprehension, critical thinking, and cross-linguistic meaning-making, while fostering multidimensional engagement among teachers (cognitive, emotional, and social) and students (behavioral, emotional, and cognitive). By foregrounding engagement as a central analytical lens, this study demonstrates that translanguaging extends beyond linguistic scaffolding to mediate interaction and participation in EFL classrooms, highlighting its pedagogical value for engagement-oriented EFL instruction.*

**Keywords:** Student Engagement, Teacher Engagement, Translanguaging

### INTRODUCTION

Multilingualism, defined as the capacity of individuals or communities to utilize multiple languages, has emerged as a prevalent phenomenon in the acquisition of English as a foreign language (EFL) (Duarte et al., 2020). In a multilingual education setting, students possess varied linguistic backgrounds that influence their comprehension and utilization of English (Weidl & Erling, 2025). This diversity offers teachers both challenges and opportunities to foster an inclusive and impactful learning environment. In this context, translanguaging is a teaching method that lets teachers and students use all their language skills to learn new things and work together better in the classroom (Pablo & Christian, 2023).

Translanguaging has emerged as a significant focus in applied linguistics and language education worldwide (Prilutskaya, 2021). García and Wei (2014) assert that translanguaging perceives languages not as distinct systems, but as a

unified, complementary linguistic repertoire. Through translanguaging, students can connect new knowledge in the target language with their prior knowledge in the first language, which supports second language learning (Cenoz & Gorter, 2022; Memari, 2024). This practice also helps learners build confidence and develop a positive linguistic identity by allowing them to participate more fully in classroom activities (Li, 2022). Previous studies have shown that translanguaging can promote critical thinking, intercultural awareness, and collaborative learning (Sekar & Ashadi, 2024; Setyarini & Jocuns, 2024). However, translanguaging needs to be carefully planned to avoid reducing students' exposure to English as the target language (Tai & Wei, 2021).

In Indonesian secondary schools, translanguaging occurs naturally, as teachers and students frequently switch between Indonesian and English to support understanding (Putrawan, 2022). Despite its frequent use, translanguaging is often not integrated into structured instructional planning, which creates challenges in balancing the use of the first language and English. In this context, engagement emerges as a critical criterion for evaluating the efficacy of translanguaging (Tubalado & Escandallo, 2024). Engagement includes participation, motivation, and emotional involvement in learning. For teachers, engagement involves cognitive, emotional, and social dimensions (Klassen et al., 2013), while for students it includes behavioral, emotional, and cognitive (Fredricks et al., 2004). Translanguaging has the potential to enhance engagement among both teachers and students by allowing instruction to be adjusted to learners' linguistic needs and by fostering a more collaborative and supportive classroom environment (Pérez Fernández, 2024; Wong, 2024).

Despite the growing body of research on translanguaging in EFL education, focused investigations into how translanguaging shapes teacher–student engagement, particularly in Indonesian secondary school contexts, remain limited. Previous studies have primarily examined translanguaging as a pedagogical technique, classroom practice, or teacher belief, with less attention to its role in mediating multidimensional engagement during classroom interaction. Addressing this gap, the present study foregrounds engagement as the central analytical lens and reconceptualizes translanguaging not merely as a linguistic or instructional strategy but as a socially situated practice that facilitates participation, interaction,

and shared meaning-making. Accordingly, the objective of this study is to examine how teachers employ translanguaging strategies to foster engagement and how both teachers and students engage in translanguaging practices in EFL classrooms. The study contributes to translanguaging research by empirically linking translanguaging to differentiated engagement processes and by offering context-sensitive insights for more inclusive and interaction-driven EFL instruction in multilingual settings such as Indonesia.

## **METHOD**

This research employs a descriptive exploratory qualitative design, which is defined as a research approach that seeks to describe a phenomenon in detail while simultaneously exploring aspects that are not yet fully understood (Hunter et al., 2019). This design was selected to examine teacher–student engagement in translanguaging practices, a relatively under-researched phenomenon in EFL contexts. While the descriptive orientation grounds the analysis in naturally occurring classroom data, the exploratory stance allows for an inductive examination of emerging patterns of engagement without rigid theoretical constraints (Creswell & Creswell, 2023). The research subjects included two English teachers and two tenth-grade classes at a bilingual secondary school in Palu, Central Sulawesi. Data were collected through four classroom observations using an observation checklist and semi-structured interviews to complement the observational data. Observational data were analyzed using classroom discourse analysis, while interview data were examined through thematic analysis. Translanguaging practices were analyzed based on García and Wei’s (2014) framework, whereas teacher and student engagement were examined using the frameworks proposed by Klassen et al. (2013) and Fredricks et al. (2004). To enhance the trustworthiness of the findings, methodological triangulation was applied by integrating multiple data sources and analytical procedures.

## **RESULTS**

### **Translanguaging Strategies Employed by Teachers in EFL Classrooms to Foster Engagement**

This section reports the findings related to the first research aim on teachers’ use of translanguaging strategies to foster engagement in EFL classrooms. Data from classroom observations and interviews were analyzed

using García and Wei's (2014) framework, which categorizes translanguaging strategies into three main objectives:

### **Deepen Understanding, Develop and Extend Knowledge, and Critical Thinking**

#### **Translation**

Teachers often employed translation strategies as a response to students' confusion regarding vocabulary or explanations in English. This strategy not only aided understanding but also maintained the flow of learning.

For example, when giving activity instructions, Teacher 1 explained by combining English and Indonesian.

T: "*Kata yang berawal dari huruf pertama namamu. The first letter of your name.*"

In the interview, Teacher 1 explained that translation helps students better understand the reading material and answer questions more easily, as reflected in the following statement:

*"Anak-anak kalau dijelaskan arti teks atau paragraf tertentu dalam bahasa Indonesia jadi lebih paham sama konteksnya dan bisa menjawab soal dengan mudah."*

Teacher 2 added that translation makes understanding faster:

*"Kalau dijelaskan dengan bahasa Indonesia mereka jadi cepat mengerti dan ingat."*

#### **Collaborative Dialogue**

The teacher uses translanguaging to encourage interactive student responses. For example, Teacher 2 explains the purpose of a narrative text through translanguaging, which promotes collaborative meaning-making, as illustrated in the dialogue below.

T: "*What is the purpose of narrative text? Tujuan dari teks narrative itu apa? Untuk apa?*"

S: "*Menghibur... edukasi... menginspirasi...*"

T: "*To give moral value. What is moral value?*"

S: "*Moral*"

T: "*Ya, memberikan pesan moral.*"

This was also reflected in the interview, where Teacher 1 stated that she allows students to discuss the material in Indonesian before expressing their ideas in English.

*“Dorang bisa diskusi dulu pakai bahasa Indonesia untuk memahami topiknya baru pas menjelaskan pakai bahasa Inggris.”*

### **Collaborative Grouping**

In all meetings, students worked in groups on narrative film projects and presentations, brainstorming in Indonesian before responding in English during discussions.

For example, in the second observation:

Sp: *“Okay, that’s all. Are there any questions? Raise your hand if you have any question.”*

S: (raised her hand)

*“Do you have recommended application for editing video for beginners?”*

Sp: *“The recommended application? Sebarang e”*

(asked for time to think about the answer)

S: *“Okay”*

Sp: *“Okay, we will answer the question from Alisha. The recommended application is FilmoraGo. Filmora has a lot of important basic features....”* (continued answering in English)

Sp: (group members are adding their answers, but using Indonesian language)

*“Jadi, kalau kau pemula, FilmoraGo itu cocok sudah. Tampilan di aplikasinya gampang buat dimengerti, jadi kau tidak bingung pas mau mulai ba edit.”*

S: Okay, thank you.

Teachers grouped students by proficiency so that higher-level students could support their peers’ understanding before instruction in English. Teacher 1 explained that grouping was based on an initial test and was sometimes done randomly to promote balanced learning:

*“Saya kelompokkan mereka berdasarkan level itu. Kadang juga saya campur levelnya biar dorang bisa saling membantu.”*

Meanwhile, Teacher 2 used random grouping, making sure each group had more capable members:

*“Saya random. Di tiap kelompok harus ada satu atau dua orang yang kemampuannya di atas supaya bisa membantu temannya.”*

### **Project Learning**

The teacher implemented project-based learning by assigning group projects such as presentations and short films. During planning, students were allowed to use Indonesian to brainstorm ideas, write scripts, and discuss themes before presenting in English, with translanguaging serving as a thinking aid to organize ideas step by step.

In the first observation, Teacher 1 explicitly allowed students to write the script in Indonesian first:

T: *“Okay, class, jadi setiap kelompok hari ini sudah harus ditentukan temanya dan naskahnya. Now, write your script and discuss with your group. Menulis ya. Sudah boleh ya ditulis naskahnya atau script. Boleh ditulis pake Bahasa Indonesia dulu”*

In the interview, Teacher 2 stated that translanguaging was employed in discussions and writing, but English was required for presentations.

*“Saat persiapan, mereka pakai Bahasa Indonesia biar lebih mudah. Tapi saat mereka presentasi atau menjawab pertanyaan, saya meminta mereka untuk use English.”*

### **Inner Speech**

Teachers used the inner speech strategy by allowing students to think in Indonesian before responding in English, which helped them understand questions and organize answers during presentations, as reported by both teachers in the interviews.

Teacher 1 stated:

*“Misalnya, pas presentasi, kalau siswa tidak paham sama pertanyaan, saya biarkan dulu mereka berpikir dalam bahasa Indonesia terlebih dahulu. Mereka bisa berdiskusi atau meminta*

*bantuan dalam bahasa Indonesia untuk memahami apa artinya. Setelah itu, mereka coba menjawabnya dengan bahasa Inggris.”*

Teacher 2 also emphasized the importance of giving students time to process information in their native language before answering in the target language.

*“Tidak semua siswa mengerti semua dalam bahasa Inggris full. Jadi, saya kasi biar mereka berpikir dalam bahasa Indonesia dulu untuk mengerti maknanya. Baru setelah itu, mereka bisa coba bilang dalam bahasa Inggris.”*

### **Multilingual Writing**

The multilingual writing strategy was evident when teachers allowed students to plan ideas in Indonesian before translating them into English, with translanguaging supporting idea organization during writing.

Teacher 1 noted that drafting narrative film scripts in Indonesian helped students understand the material.

*“Saya menyuruh mereka untuk merencanakan ceritanya dan menyusun skenario dulu dalam bahasa Indonesia supaya nanti tidak bingung. Setelah itu, jika mereka merasa kesulitan menerjemahkannya, saya bantu mereka. Saya cek tata bahasanya sudah betul atau belum.”*

Teacher 2 also provides a translanguaging space when students encounter difficulties in understanding writing instructions:

*“Kalau writing, saya jarang sih kalau pakai dua bahasa. Saya langsung suruh buat dalam bahasa Inggris. Tapi kalau mereka tidak paham, saya biarkan dulu mereka berpikir atau bertanya pakai bahasa Indonesia. Setelah itu baru mereka coba menulis ke dalam bahasa Inggris.”*

## **b. Cross-Linguistic Transfer and Metalinguistic Awareness**

### **Word Walls**

The word walls strategy is used to introduce and reinforce academic vocabulary in two languages. Even though it is not used regularly, Teacher 2 mentioned that she had tried this strategy before, and the students responded positively.

*“Saya pernah sih, cuma jarang. Ketika saya pakai itu, dorang suka, lebih cepat mengerti. Pembelajaran jadi asyik, dorang bisa ingat dan hafal vocabulary lebih baik.”*

### **Sentence Starters**

Bilingual sentence starters supported students’ spoken responses during presentations by allowing them to begin in Indonesian before gradually transitioning to English, as emphasized by Teacher 2:

*“Saya kasih contoh dulu, karena biasa masih ada anak-anak kurang paham. Misalnya saya kalimat pembuka dulu dorang seperti ‘my group discussed’ atau ‘kelompok kami berdiskusi tentang ...’. Jadi, kalau dorang belum tahu caranya dalam bahasa Inggris, mereka bisa pakai bahasa Indonesia dulu, terus pelan-pelan saya tuntun mereka beralih ke bahasa Inggris.”*

The teacher 1 also thinks that this strategy not only helps with language but also supports students in organizing their ideas more clearly.

*“Menurut saya efektif. Kalau dikasih contoh pakai dua bahasa, anak-anak jadi lebih paham dan tahu harus mulai dari mana. Seperti yang saya bilang tadi, mereka pakai Bahasa Indonesia dulu, nanti pelan-pelan saya bantu arahkan ke Bahasa Inggris”*

### **Cross-Linguistic Flexibility**

#### **Alternating Language and Media**

The strategy of alternating languages and media was evident when teachers switched flexibly between Indonesian and English and used bilingual visual media to support students’ understanding. Translanguaging occurred through both verbal interaction and bilingual texts, visuals, and presentations.

Teacher 1 explained that she uses a bilingual PowerPoint designed to be engaging and easily understood by students with visual-auditory backgrounds:

*“Mediannya ini dalam bentuk PPT. Saya gunakan PPT karena kebanyakan ini anak-anak itu belajar secara visual dan audio. Jadi saya bikin slide yang colorful dan menarik supaya mereka tertarik. Kadang juga saya masukkan poin-poin kunci dalam bahasa Indonesia dan Inggris biar mereka lebih paham. Jadi mereka bisa sambungkan makna antara dua bahasa sambil ikuti pelajaran.”*

In addition to the media, this strategy is also evident in classroom interactions. Observations indicate that Teacher 2 quickly switches languages within a single sentence to ensure that students understand the questions posed:

T: *“Coba ulangi. What is the purpose? Tujuannya apa?”*

### **Translanguaging in Writing**

Translanguaging in writing occurred when teachers allowed students to use Indonesian during early stages such as note-taking, idea organization, and drafting before finalizing their work in English. Teacher 2 noted that this approach helped students express ideas more easily in English, particularly when writing about personal experiences.

*“Iya saya mengizinkan, karena untuk memudahkan mereka untuk translate ke bahasa Inggris. Misalnya pembuatan kalimat atau cerita. Misalnya pengalaman sendiri, jadi mereka biasa bertanya: Ma'am bisa saya rangkai dulu bahasa Indonesia? Terus saya bilang kalau misalnya itu mudah buat kamu, boleh. Biasa begitu.”*

### **Translanguaging in Speaking**

Teachers employed translanguaging in speaking by integrating multiple languages to clarify content and support comprehension. Teacher 1 noted that using multiple, including local, languages created a more pleasant, inclusive, and understandable classroom environment.

*“Kadang-kadang saya campur bahasanya biar suasana jadi lebih menyenangkan. Misalnya, saya menggunakan bahasa Kaili atau biasanya kasih peribahasa atau pantun. Jadi, bahasa Inggris, Kaili, dan Indonesia digabung.”*

Meanwhile, Teacher 2 stated that she only mixed languages when necessary, particularly when students had difficulty understanding instructions given in English.

*“Saya tidak menggunakan beberapa bahasa setiap saat, tetapi saya menggunakannya kalau diperlukan saja... Jadi karena itu saya mix bahasanya biar mereka semua bisa mengikuti pelajaran dengan nyaman.”*

Both teachers also observed the impact of this strategy on student engagement and the development of their English language skills. Teacher 1 emphasized

the importance of using two languages, especially when explaining complex material.

*“Kalau kita hanya pakai bahasa Inggris, bisanya itu anak-anak bilang mengerti, tapi pas ditanya atau disuruh jelaskan, mereka tidak tahu... Jadi penting sekali memang menggunakan kedua bahasa ini, apalagi pas menjelaskan materi yang sulit seperti social function dan language feature.”*

### **Teacher-Student Engagement in Translanguaging Practices in EFL Classrooms**

This section examines teacher and student engagement in translanguaging practices, analyzing teachers’ cognitive, emotional, and social dimensions (Klassen et al., 2013) and students’ behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004), and highlighting the impact of translanguaging on participation, motivation, and interaction.

#### **a. Teacher Engagement**

##### **Cognitive Engagement**

The teacher’s cognitive engagement was evident in the strategic use of translanguaging to explain complex concepts, particularly when combining English and Indonesian to teach narrative text structure and technical aspects of film projects.

For example, in the third observation, Teacher 2 explained the structure of a narrative text using translanguaging to clarify the concept:

T: *“This is part of genre of narrative text, not film ya. Jadi ini adalah bagian dari genre teks narrative ya.”*

The teacher also posed an open-ended question to explore the students’ knowledge:

T: *“Are you sure bawang putih dan bawang merah is a legend? What is the difference between legend and fairytale? Apa bedanya legend dan fairytale?”*

S: *“Fairytale apa e? Oh, Dongeng!”*

T: *“Legend and fairytale itu cerita rakyat toh? Jadi apa bedanya?”*

S: *“Same?”*

T: *“Masa kalo same beda dia pe istilah?”*

T: *“Kalau legenda itu misalnya seperti malin kudang”*

S: *“Sangkuriang termasuk, Ma’am?”*

T: *“Iya, termasuk”*

### **Emotional Engagement**

The teacher demonstrated enthusiasm while using translanguaging and created a supportive atmosphere. In the fourth observation, Teacher 2 entertained the students with jokes when they were silent and did not respond:

T: *”There are three generic structures ya. The first one is orientation.”*

(Writing it on the whiteboard)

T: *“Then the second one is?”*

S: (The students were silent)

T: *“Hey, di sini mummy semua kah?”*

(Everyone laughed)

The teacher also encouraged students not to be afraid to speak and permitted them to use translanguaging when they struggled to convey their ideas:

T: *“What is narrative text?”*

S: (The students were confused.)

T: *“Apa itu teks narrative? In bahasa, siapa yang tahu? Dalam bahasa Indonesia saja dulu”*

S: *“Cerita”*

T: *“In English?”*

S: *“Story”*

T: *“What is the definition of narrative text?”*

S: *” Story”*

T: *“Ya, story. Story apa maksudnya?”*

S: *“Story telling! ... Telling story”*

T: *“To tell the story ya. Menceritakan suatu cerita.”*

### **Social Engagement with Students**

Teachers’ social engagement was evident in their supportive and flexible responses to students’ difficulties. When students struggled to use English, teachers adopted translanguaging to maintain students’ comfort and engagement.

T: *“Can you explain in English?”*

S: *“Waduhh”*

T: *“Pelan-pelan saja. Santai! Bisa dimix bahasanya”*

## **Student Engagement**

### **Behavioral Engagement**

Students demonstrated engagement by actively participating in translanguaging-based discussions, presentations, and group work. Observations showed that students actively asked questions during group presentations. For example, in the second observation:

Sp: *“Yang mau bertanya silahkan bertanya”*

T: *“Raise your hand if you have question. Ayo yang mau bertanya angkat tangan”*

(One of the students raised her hand.)

S: *“Saya mau bertanya. If you want to make film, what camera is good to use for making film? Kamera apa yang bagus dipake?”*

Students respond more quickly to instructions when the teacher uses translanguaging to explain the structure of a narrative text. In the fourth observation, students responded to the teacher's questions about the purpose of narrative texts:

T: *“Tujuan dari teks narrative itu apa? Untuk apa?”*

(students were silent)

T: *“To?”*

S: *“To listening!”*

T: *“Cerita itu biasanya untuk apa?”*

S: *“Menghibur”*

T: *“Ya, menghibur. Apalagi? What else?”*

S: *“Edukasi!”*

T: *“Baru apa lagi?”*

S: *“Menginspirasi!”*

T: *“Apalagi?”*

(students were silent)

T: *“To give moral value. What is moral value?”*

S: *“Moral!”*

T: “*Meberikan pesan?*”

S: “*Moral* “

T: “*Ya, memberikan pesan moral.*”

### **Emotional Engagement**

Students showed positive emotional engagement during the translanguaging session, evidenced by smiling, laughter, and spontaneous responses. In the second observation, the classroom became lively when students mentioned “jemuran” during a discussion about rain, followed by collective laughter. This interaction is illustrated in the following observation excerpt:

T: “*Talking about rain, it reminds you about what?*”

S: “*Saya, Ma’am! Jemuran, Ma’am.*”

(everyone laughed)

Students also felt more confident when they were allowed to use Indonesian, like when they asked questions:

S: “*There’s a tool how to make a film, right? and I’m gonna ask you, there’s a stuff is kind like expensive to student’s budget. So, did you have alternative tool for our budget to make a film and still have the quality. So, okay, you can say handphone for the record, but when we use handphone for record, there are many backsound that we...*” (thinking)

S: (The student was confused about how to convey his thoughts in English, so he asked the teacher to use Indonesian.)

“*Ma’am, atau saya pakai bahasa Indonesia jo e?*”

T: “*It’s okay, boleh, pakai bahasa Indonesia jo.*”

S: (The student smiled, then continued to explain his question)

“*Okay, thank you, Ma’am.*”

### **Cognitive Engagement**

Students demonstrated cognitive engagement through translanguaging by understanding concepts, articulating ideas, and linking content to personal experiences, as observed when they addressed complex questions about audio disturbances in a film project using the CapCut application during the second observation:

S: *“Kalau misalnya kita menggunakan handphone pasti itu kualitas suaranya agak kurang eee jadi saya pengen tanya sebenarnya bagaimana caranya kalian untuk mengatasi masalah-masalah kayak kualitas suaranya. Saya lebih prefer ke kualitas suaranya saja. Saya mau jawaban supaya memaksimalkan kualitas suara dari sebuah film dengan menggunakan handphone. Kayak misalnya apakah kalian punya, kalau misalnya kalo kita merekam toh pasti ada suara suara yang masuk begitu dari luar yang tidak kita inginkan sehingga itu mengganggu filmnya kita. Ada tidak software khusus atau aplikasi khusus atau website begitu yang bisa menghapus dia punya suara bisingnya itu?”*

Sp: (The presenter directly answered the question)

*“Okay, thank you for the question. I will answer the question. In our phone that’s have application, the name is CapCut. Capcut is have a feature... It can delete noisy voice apa namanya, peredam suara.”*

S: *“Itu tidak mengganggu dialognya?”*

Sp: *“If we want to make that voice is so clear. we can use dubbing. Tapi kalau misalnya kita tidak terlalu puas dengan hasilnya peredam suara, kita bisa menggunakan dubbing dalam video kita. Minimal kalau ada dana lebih, sekarang itu ada namanya microphone atau hp lain yang ditaruh di sebelah mereka.”*

S: (another student gave his opinion related to the CapCut application)

*“Saya pernah aplikasi itu betul betul tidak ba kasi hilang suara, tidak bagus.”*

S: *“Okay, terima kasih atas informasinya.”*

Sp: *“Apakah jawabannya sudah memuaskan?”*

S: *“Yes*

Students were also seen using translanguaging to help their peers clarify the teacher’s questions and organize answers based on group discussions.:

T: *“What have your group discussed?”*

S: (The student was confused by the teacher’s question.)

(Another student explained the teacher's question to his friend in Indonesian.)

*"Apa yang kamu diskusikan tadi?"*

S: *"Iya sudah tadi"*

S: *"Maksudnya ba buat film tentang apa?"*

S: *"Film legenda, Ma'am."*

## **DISCUSSION**

The findings indicate that teachers intentionally employ translanguaging in EFL classrooms not merely to address students' language limitations but to support engagement and interaction during learning. Drawing on García and Wei's (2014) framework, the strategies identified in this study were organized into three main objectives: (1) deepening understanding, developing and extending knowledge, and fostering critical thinking through translation, collaborative dialogue, collaborative grouping, project-based learning, inner speech, and multilingual writing; (2) supporting cross-linguistic transfer and metalinguistic awareness through word walls and sentence starters; and (3) fostering cross-linguistic flexibility through alternating language and media, as well as translanguaging in writing and speaking. Through these practices, students mobilized their full linguistic repertoires to negotiate meaning, articulate ideas, and collaborate with peers, facilitating deeper comprehension and conceptual connections across languages. Among the strategies identified, collaborative dialogue emerged as the most effective in enhancing students' cognitive engagement by supporting argument construction, critical reflection, and the integration of prior linguistic knowledge, consistent with Choi and Liu (2024) and Huang and Chalmers (2023).

Translanguaging practices reflected multidimensional engagement among both teachers and students. Teachers' engagement in translanguaging practices reflects the integration of cognitive, emotional, and social dimensions of engagement (Klassen et al., 2013). Cognitively, teachers designed instructional strategies aligned with students' proficiency levels and learning objectives; emotionally, they demonstrated empathy and responsiveness to students' linguistic needs; and socially, they fostered classroom interactions characterized by trust, collaboration, and openness. These dimensions worked together to create a supportive learning environment in which students felt safe to participate. From the

students' perspective, translanguaging promoted behavioral engagement by encouraging active participation in classroom discussions and learning tasks, emotional engagement by reducing language-related anxiety and strengthening self-confidence, and cognitive engagement by enabling deeper understanding, the integration of instructional content with personal experiences, and the development of critical thinking skills (Fredricks et al., 2004). In this way, translanguaging supports students' academic development through meaningful knowledge construction while simultaneously fostering social interaction and collaborative learning

While previous studies have predominantly examined translanguaging as a linguistic or instructional strategy (Parra & Proctor, 2023; Sembiante & Tian, 2023; Zakharova & Lasagabaster, 2026), this study extends existing research by highlighting translanguaging as an engagement-oriented pedagogical practice in EFL classrooms. By foregrounding engagement as a central analytical lens, this study demonstrates how translanguaging practices simultaneously shape teachers' and students' multidimensional engagement and mediate interaction, participation, and relational dynamics in EFL learning contexts. However, consistent with Sinaga and Putrawan (2024), the findings also indicate potential challenges, including overreliance on the first language, confusion during language transitions, and difficulties for learners with limited English proficiency. These challenges highlight the need for teachers to implement translanguaging in a reflective and balanced manner by carefully regulating language use, applying translanguaging when pedagogically justified, and continuously evaluating its impact to ensure that it enhances rather than constrains foreign language learning.

## **CONCLUSION**

This study concludes that translanguaging functions as an effective pedagogical practice in EFL classrooms by supporting observable forms of teacher and student engagement. The findings show that teachers employ translanguaging strategically in response to instructional goals, task complexity, and students' linguistic resources, with collaborative dialogue emerging as particularly influential in facilitating students' critical thinking, argument construction, and meaningful classroom participation. Teacher–student engagement is evidenced as a co-constructed and multidimensional process, reflected in strategic classroom

practices, interpersonal support, active involvement, and learning motivation. At the same time, the findings reveal challenges, including overreliance on the first language and difficulties in language shifting, which affect classroom interaction. These results indicate that the effectiveness of translanguaging is closely linked to reflective implementation aligned with pedagogical purposes. By foregrounding engagement as the primary analytical lens, this study contributes to translanguaging research by demonstrating that translanguaging extends beyond linguistic scaffolding to mediate interactional, emotional, and participatory dimensions of learning in EFL classrooms.

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