The Perceptions of the Use of Translanguaging as a Form of Oral Feedback in Indonesian Tertiary English Language Teaching Context

Ronald Maraden Parlindungan Silalahi[1], Nugraheni Widianingtyas[1], Murniati[1], Jessica Novia[1], Fauzaan Akmal Sanjaya[1], Gina Karlin[2]

[1]English Department, Universitas Bunda Mulia, Jakarta, Indonesia

[2]U.S. State Department English Language Fellow, Sebasa Polri (Indonesia Police Language School), Indonesia

Correspondence: Ronald Maraden Parlindungan Silalahi, English Department, Universitas Bunda Mulia, Jakarta, Indonesia.

Abstract

As the practice of using different languages to extend the process of knowledge construction, translanguaging is often performed in teachers' corrective feedback in foreign language classrooms. The research aimed to analyze students' perception of the implementation of translanguaging as a form of oral corrective feedback in an EFL-speaking context at a private university in Indonesia. This study used a mixed-methods sequential explanatory design through two phases of data collection: a questionnaire (N=60) and semi-structured interviews (N=8). The findings of this study indicate that students perceive translanguaging as a beneficial practice in implementing oral corrective feedback in the EFL-speaking classroom, such as increasing the chances for language acquisition, empowering students to take educational risks, creating a more welcoming and socially inclusive learning environment due to students' diverse language proficiency, and increasing in-classroom participation and engagement. However, it is also perceived that translanguaging should not be used too excessively to avoid confusion amongst students with lower target language proficiency. It is recommended that teachers give students a fair chance to interact meaningfully with more than one language by including translanguaging oral feedback as a pedagogical strategy, to help students reach their academic goals, notice differences in language, and promote bilingualism and biliteracy. The students' positive opinions of translanguaging highlighted its potential as an effective pedagogical technique. It is also hoped that this research becomes a basis for establishing English language teaching policies that are appropriate to the multilingual pedagogical context in Indonesia.

Keywords: translanguaging, oral feedback, English as Foreign Language, speaking class

1. Introduction

Multilingual or bilingual strategies are frequently employed in English as a Foreign Language (EFL) classrooms. Carstens (2016) observed that incorporating first language (L1) and second or foreign language (L2) within an EFL classroom is highly productive, motivating students to excel. This pedagogical approach is termed "translanguaging" by Vogel and Garcia (2017), wherein multiple languages are utilized for pedagogical purposes. Translanguaging pedagogy has garnered considerable attention in second or foreign-language instruction (Wang & Li, 2022). Nevertheless, prior researchers need to explore the effects of translanguaging on providing corrective feedback during speaking class. Existing inquiries into the relationship between translanguaging and oral corrective feedback has primarily revolved around examining the attributes of input and its integration within the framework of learning a foreign language (Li & Vuono, 2019; Mu, 2023), as well as highlighting the positive outcomes resulting from the incorporation of oral corrective feedback within the translanguaging approach (Wang & Li, 2022).

Consistent with this, investigations into the application of translanguaging within the pedagogical context of Indonesia (Saputra & Atmowardoyo, 2015; Rasman, 2018) have placed greater emphasis on its implementation within the classroom setting, with less focus on students' perceptions regarding the utilization of translanguaging as a means of delivering oral corrective feedback. Previous studies have investigated the effectiveness of translanguaging in Indonesian EFL classrooms (Saputra & Wongso, 2015; Rasman, 2018). Although existing studies have explored how translanguaging can affect the teaching-learning process, there have not been many studies exploring how the students perceived the utilization of translanguaging as a form of oral corrective feedback in Indonesian academic settings. Considering the possibility of

translanguaging bringing a significant impact in an EFL classroom, especially by utilizing it as corrective feedback, this research gap could be of use to identify how the students really perceived this teaching method and how effective it is. Taking that into account, this research aims to analyze English major students' perception towards the implementation of translanguaging as a form of oral corrective feedback in an EFL speaking classroom.

Oral corrective feedback is a technique often used by teachers, where they support students regarding the errors they have made. Ellis et al. (2006) has simplified this term as a response to students' spoken errors, and Chaudron (1988) added that it is an occurrence that serves several functions (p.152). Judging from these definitions, its importance in an EFL speaking class certainly cannot be denied due to its effectiveness in guiding the students to correct their mistakes (Li, 2021; Pineda, 2019; Suryoputro & Amaliah, 2016; Tajeddin et al, 2018). Moreover, Agudo and Dios (2013) concluded that most students acknowledged the need and usefulness of the oral corrective feedback provided by teachers in an EFL classroom (Agudo & Dios, 2013). These results show that oral corrective feedback is beneficial in helping students to become more competent.

In contrast, the utilization of translanguaging in educational contexts has the potential to create confusion among students due to a variety of factors. The sudden and frequent shifts between different languages can disrupt the smooth flow of instructional material, leading to a state of cognitive overload (Vallejo, 2018). Consequently, the assimilation of concepts conveyed through different languages might be hindered, as learners struggle to process information coming from various linguistic sources. Additionally, if translanguaging is not managed effectively, it could result in the blending of languages and subsequent misinterpretations (Canagarajah, 2011). Learners might face difficulties with vocabulary and grammatical structures due to the resulting confusion stemming from these language exchanges. Moreover, students who are accustomed to the traditional separation of languages might initially find it challenging to adapt to the new and complex phenomenon of translanguaging (Rummel, 2022). The existence of these barriers has the potential to significantly impact the comprehensive process of knowledge acquisition.

Translanguaging encourages students to use all of their linguistic resources, including their L1, to facilitate learning in an second or foreign language classroom (Gracia et al., 2017; García & Kleifgen, 2010; Gracia & Wei, 2014; Nason, 2011; Tian & Zhang-Wu, 2022). However, students may struggle to understand the concept of translanguaging, particularly in an English as a foreign language (EFL) classroom (Park, 2022). This may be due to a number of factors, including a lack of awareness of the benefits of using their L1, a fear of making mistakes in the target language, or a belief that only English should be used in the classroom. As a result, it is important for teachers to provide clear explanations and examples of translanguaging and to create a supportive learning environment where students feel comfortable using all of their linguistic resources. Fang and Liu (2020) concluded that due to the fact that translanguaging is frequently seen as difficult, there is not enough research on the subject. In accordance with this, a lack of resources and assistance could prevent teachers from implementing translanguaging in their lessons, maintaining the conventional strategy of using the target language only. The advantages of translanguaging, such as improved language acquisition, improved cognitive and metalinguistic skills, and strengthened identity and cultural awareness, may therefore be lost on students.

This study is intended to fill in the aforementioned gap about the studies of translanguaging, where there is a lack of research concerning the use of oral corrective feedback as an instrument in EFL classrooms. As previously mentioned, the subject of this research would be undergraduate students studying in English majors. Participants will be those who have taken or are currently taking an English-speaking class during their studies. Subsequently, in order to achieve the desired results, this study aims to answer the following research questions:

1. What are the learners' perceptions of the utilization of translanguaging as a form of oral feedback in the speaking class?

2. To what extent does the utilization of translanguaging enhance speaking abilities according to learners' viewpoints?

2. Method

2.1 Research Setting

This investigation seeks to analyze the viewpoints of individuals concerning the application of translanguaging as a mechanism for dispensing verbal feedback. It employs a quantitative research framework within the confines of a descriptive methodology.

2.2 Participants

The study involved a cohort of 60 students from diverse universities across multiple cities in Indonesia, all of whom shared a vested interest in the pedagogy of English instruction. In the quantitative descriptive research within language education, the viability of utilizing a sample size of 60 participants is contingent upon the sampling theory's tenets and the research's specific context. As per Nunan (1992), descriptive studies in the realm of language acquisition can yield

meaningful insights even when employing a relatively modest number of participants, provided that the selection process for the sample is conducted with precision. This investigation furnishes a comprehensive portrayal of translanguaging within foreign language learning. Thus, using a limited number of respondents is deemed suitable for offering a general depiction of the phenomenon. Furthermore, the chosen samples have been meticulously curated to align with the research objectives, ensuring they effectively mirror these goals. In this study, a sample size of 60 proves to be adequate due to the absence of numerous variables or intricate analytical procedures.

Given Indonesia's status as a multilingual nation, translanguaging is pervasive, with the classroom frequently accommodating various linguistic iterations. Moreover, the participants spanned four distinct academic semesters, a deliberate selection to capture a comprehensive spectrum of translanguaging perceptions across different educational stages. The inclusion of participants, in this case, gender and semester, has a positive impact on varied reflections upon the subject matter.

Table 1. Demographic Data of the Participants

Demographic		N	Percentage
Gender	Female	39	65
	Male	21	35
Semester	2	6	10
	4	19	31,7
	6	24	40
	8	11	18,3

2.3 Instruments

Survey was employed to gather pertinent population attributes, including attitudes, values, and knowledge (Fraenkel et al., 2023; Moulieswaran & Prasantha Kumar, 2023). The data was obtained through web-based surveys utilizing Google Forms, disseminated across social media platforms such as Whatsapp, Instagram, and Line. The survey encompassed 20 items focused on the primary subject of translanguaging and oral corrective feedback within English as a Foreign Language (EFL) speaking classrooms. This questionnaire implemented a 5-point Likert scale, ranging from Strongly Agree (SA) = 5 to Agree (A) = 4 to Neutral (N) = 3 to Disagree (D) = 2 to Strongly Disagree (SD) = 1. This was selected for its inclusion of a neutral option enabling respondents to express uncertainty and prevent predisposed judgments (Chyung et al., 2017). The collected data underwent analysis utilizing the following rating system (Best, 1981) from which the Standard Deviation and mean were administered to represent the typical distance between each data point and the mean.

Table 2. Rating Scales

No	Likert Scale	Level	Mean
1	Strongly Disagree	Lowest	1.00 - 1.50
2	Disagree	Low	1.51 - 2.50
3	Neutral	Moderate	2.51 - 3.50
4	Agree	High	3.51 - 4.50
5	Strongly Agree	Highest	4.51 - 5.50

An inquiry into the participants' willingness to engage in an interview was done, too. Semi-structured interviews were engaged when questionnaire data appeared inadequate to fulfill research objectives and queries. In congruence with this approach, a cohort of 8 participants was chosen and interviews were conducted via the Google Meet platform. The researchers focused on gathering data from university undergraduates specializing in English. Subsequently, the compiled data stemmed exclusively from English majors who had undertaken speaking courses. This participant cohort spanned from the 1st to 4th academic years. This selection facilitated the acquisition of comprehensive and diverse perspectives across different academic terms.

3. Results

This study investigated how students viewed translanguaging as a teaching technique in multilingual classrooms. The study looked at how translanguaging could be used to give feedback to students with various linguistic backgrounds and skill levels (Rerung, 2015, 2017). To discover more about students' perceptions of translanguaging's value in enhancing language learning and development, five criteria were evaluated in 20 questions. The results show that students value the usage of translanguaging in a variety of settings, such as giving feedback, teaching, and learning. The outcomes also show how translanguaging might help multilingual undergraduate's study in an environment that is more welcoming and

encouraging. A thorough analysis of the study's findings and their implications for language teaching and learning may be found in the discussion that follows.

3.1 The Convenience of the Use of Translanguaging

Convenience is one of the keys for a successful learning experience, and Table 1 shows that students' learning experiences were significantly impacted by language use in the classroom. In order to assist them to comprehend the content, participants said they preferred lecturers to explain concepts in Indonesian (M = 4.21 & SD = 0.70). Translanguaging was also regarded as advantageous since it enhanced memory retention during feedback sessions (M = 4.21 & SD = 0.66). Participants also report feeling more at ease when teachers utilized a foreign language to help them understand (M = 3.86 & SD = 0.97), and feedback that included translanguaging was found to be more well-received than feedback that was only given in the student's native tongue (M = 4.04 & SD = 0.78). These results indicate that by using translanguaging, students not only improved their vocabulary learning, but the method also fostered a sense of empowerment regarding their education.

Table 3. The convenience of the use of translanguaging

No	Statement	Mean	SD
1.	I like when my lecturer/teacher uses Indonesian to explain a certain meaning of words.	4.21	0.70
2.	My memory improves if my teacher/lecturer uses more than one language when giving feedback to me	4.21	0.66
3.	I feel more comfortable if my teacher/lecturer uses foreign language instead of Indonesian language to improve my comprehension	3.86	0.97
4.	Feedback given with more than one language is more acceptable to me rather than a full native language feedback	4.04	0.78

During the interview, when asked about the usage of translanguaging in an EFL classroom, Participant 1 took a neutral position while emphasizing the difficulties that might occur if this strategy is used by stating:

P1: "I'd have to go neutral with this. Because, if the teacher were to use a more advanced vocabulary, then I wouldn't be able to understand what the material is about. And if they were to use full Bahasa Indonesia, then I wouldn't be able to learn anything new."(3:14). Excerpt 1

This interview response acts as a vital connection between the requirement for strategic execution and the evidence that has been presented regarding students' positive response toward translanguaging. The perspective of Participant 1 underscores the significance of striking a balance when using translanguaging successfully, taking into account the varied competency levels and linguistic backgrounds of learners. Students value comprehension and they consider translanguaging as a versatile medium for broadening their knowledge (Mbirimi-Hungwe, 2021, p.15). This statement also aligned with Participant 7's statement regarding the effectiveness of translanguaging in corrective feedback.

P7: "*(the effectiveness of translanguaging) depends on the teacher or lecturer, like how they explain it. If they do it correctly, I would understand it easier." (2:47).* Excerpt 2

Participant 7 also strongly believed that the most effective way to apply translanguaging in an EFL class is to use a less formal language. In accordance with this, a more casual and less formal approach would help in fostering a more inclusive and dynamic learning environment that would allow students to connect deeply with the subject matter (Linke, 2022)

P7: "Teachers or lecturers could use everyday language while implementing translanguaging in corrective feedback." (5:02). Excerpt 3

Moreover, this perspective is consistent with the positive perceptions that students have regarding translanguaging which are shown in the data. Teachers can effectively use translanguaging as a useful teaching approach to meet the various needs and competencies of students by establishing a balance between offering support in the native language and gradually delivering more difficult information in the target language.

3.2 Translanguaging as a Form of Corrective Feedback

Table 4 examines how participants view translanguaging as a kind of corrective feedback. The data reveals that the majority of participants (M=4.31, & SD=0.69) agree that translanguaging enables them to comprehend their errors when speaking in their native tongue and that they value their teachers' use of translanguaging to correct their grammar (M=4.24, & SD =0.69) and pronunciation (M=4.22, & SD=0.64). These findings imply that translanguaging can be a useful tool for teachers to employ when giving feedback to their students. Additionally, the data shows that using translanguaging in feedback encourages students (M=4.31, & SD=0.67).

Table 4. Translanguaging as a form of corrective feedback

No	Statement	Mean	SD
5.	Practice using more than one language helps me in understanding my mistakes while talking in native language	4.31	0.69
6.	I like when my teacher/lecturer corrects my pronunciation using more than one language while I'm talking	4.22	0.64
7.	I like when my teacher/lecturer corrects more than one language while I am talking	4.24	0.69
8.	The use of more than one language in feedback helps me to feel more motivated	4.31	0.67

The perspective of Participant 5 during the interview is in agreement with the idea that translanguaging can be a useful tool for teachers when providing feedback and clarifying ideas to students who are not familiar with the vocabulary of the target language.

P5: "I'm not really familiar with English vocab, but if the teacher also provides an additional explanation with Bahasa Indonesia (Indonesian Language), then I can understand what they are explaining even better and make the learning process much easier." (1:01) Excerpt 4

Their choice for extra explanations in Bahasa Indonesia showed the usefulness and efficacy of translanguaging in aiding comprehension and simplifying the learning process for students who might have trouble in receiving feedback regarding vocabulary.

P5: "This method allows us to be more knowledgeable about the phrases that we never really heard about before. And the teacher explains it in a way that we could easily follow, especially with the utilization of translanguaging. It really makes me more confident in asking questions and expressing my opinion." (5:18) Excerpt 5

This is also the case with participant 6, where he argued that the implementation of translanguaging is especially useful to aid students' comprehension regarding the materials that was carried out by the teacher.

P6: "With the use of translanguaging, students are able to comprehend the mistakes that they made more effectively. Especially with how the teacher uses English to point out their mistakes, and follow it up with an explanation in Bahasa Indonesia." (1:29) Excerpt 6

In short, students are more likely to comprehend the language and concepts being taught in English by including additional explanations in Bahasa Indonesia. This method allows students, who are less familiar with English terminology, to help close the language gap and improve their comprehension in order to make the teaching/learning process more convenient and effective (Ou & Gu, 2022).

3.3 Translanguaging as a Method in Teaching Students with Diverse Proficiency Levels

Table 5 showcases participants' perceptions of using translanguaging as a teaching approach tailored to diverse student competency levels. Results indicate positive attitudes towards employing translanguaging in classrooms. The prevailing viewpoint suggests using translanguaging only when necessary to prevent overreliance, a stance supported by most students (M=4.04, SD=0.82). This emphasizes strategic and controlled use for optimal efficacy, rather than mere convenience. Furthermore, participants concur that translanguaging can offer beneficial feedback in multilingual, varied-intelligence settings (M=4.27, SD=0.58). Students also endorse translanguaging as aiding various proficiency levels (Mean=4.49, SD=0.62) and promoting language learning (M=4.34, SD=0.47). Additionally, it's seen as valuable for providing guidance to those still enhancing language skills (M=4.29, SD=0.55).

Table 5. Translanguaging as a method in teaching students with diverse proficiency level

No	Statement	Mean	SD
9.	Practice of using more than one language in feedback should only be used if needed to avoid dependency on it	4.04	0.82
10.	Practice of using more than one language can be a useful strategy to give feedback in a multilingual class with various intelligence levels	4.27	0.58
11.	Practice of using more than one language can be a useful method in giving feedback in a multilingual class with various proficiency levels	4.49	0.62
12.	Practice of using more than one language is a useful method to promote language learning and development	4.34	0.47

However, during the interview, Participant 3 offered a different viewpoint on the application of translanguaging in multicultural classrooms. They stated that translanguaging should not be employed in these circumstances since it can be difficult for students with lower skill levels to use.

P3: Probably not the most appropriate way, translanguaging shouldn't be used in a diverse classroom because the lower proficiency students would have difficulty in understanding the materials in the classroom." (5:24) Excerpt 7

The comment made by Participant 3 emphasizes the possible challenges that students with lower skill levels can encounter when translanguaging is used in the classroom. It implies that translanguaging strategies may need to be carefully considered and modified in order to guarantee that all students can interact with the teaching materials in an effective way, which is in line with Participant 4's opinion regarding the use of translanguaging in an EFL classroom.

P3: "(Translanguaging) should be used accordingly and not excessively, because it might get too obnoxious." (3:26) Excerpt 8

On the other hand, Participant 8 believed that implementation of translanguaging in a diverse classroom would be beneficial for students with both lower and higher proficiency. It is critical to stress the significance of implementing translanguaging in order to confront this opposing viewpoint. Translanguaging can still be helpful if it is properly scaffolded and supported, even though it may initially be difficult for students with lower proficiency. Subsequently, Burton and Rajendram (2019) believed that translanguaging can be considered as a primary approach in achieving English fluency. Teachers can support students in developing their comprehension abilities and progressively transitioning to a more target language-centered approach by giving clear explanations, using visual aids, and gradually reducing the reliance on their native language.

P8: "*I would say it's a win-win situation. Students with lower proficiency level could learn the language and understand how to switch language from A to B or B to A, and also students with higher proficiency could learn more and improve their own proficiency despite not using full English. So it would be beneficial for both." (05:58)* Excerpt 9

3.4 The Implementation of Translanguaging

Understanding the concept of translanguaging is important in order to know how students really perceive it; therefore, Table 6 describes how familiar the students are with the implementation of translanguaging and their opinion towards the approach. This section introduced seven different statements regarding translanguaging that were answered by the participants. Negative statements were included in the questionnaire in order to keep participants focused on the questions and avoid neutrality in their answers. The first statement (M = 2.57 & SD = 0.97) stated that the implementation of translanguaging is a confusing process for the students to understand, to which the majority of the participants rated that they do not agree with the statement that was given. The next statement (M = 2.37 & SD = 1.04) seeks to confirm whether or not the implementation of translanguaging is demotivating for the students to follow, and most of the participants disagree with the statement. The following statement showed that the implementation of translanguaging as form of feedback is not an efficient method (M = 2.34 & SD = 1.05); subsequently, the majority of the participants indicated they agree or strongly agree (M = 4.26 & SD = 0.72) that translanguaging should be used strategically to help improve students' comprehension and communication skills and not as a mere convenience. Moreover, most of the participants agreed that translanguaging as a form of feedback can help create a more positive learning experience (M = 4.27 & SD = 0.60). Participants also agreed that translanguaging can help to invite a more dynamic and interactive learning environment (M = 4.18 & SD = 0.50) and that translanguaging can help with introducing formal and informal language to the students (M = 4.13 & SD = 0.76). Just like the previous statements, the students agree with the statement that was given to them.

Table 6. The Implementation of translanguaging

No	Statement	Mean	SD
14.	The implementation of practice using more than one language as a form of feedback confuses me	2.57	0.97
15.	The implementation of practice using more than one language as a form of feedback demotivates me in following the English classroom.	2.37	1.04
16.	The implementation of practice using more than one language as a form of feedback is not efficient to be applied in Speaking class.	2.34	1.05
17.	The implementation of practice using more than one language as a form of feedback should be used strategically, to help improve students' comprehension and communication skill, and not as mere convenience.	4.26	0.72
18.	The implementation of practice using more than one language as a form of feedback can help improve a more positive learning experience.	4.27	0.60
19.	The implementation of practice using more than one language as a form of feedback can help create a more dynamic and interactive learning environment.	4.18	0.50
20.	The implementation of practice using more than one language as a form of feedback can help combine students' formal and informal language skills.	4.13	0.76

The perspective of Participant 1 and Participant 2 further supported the positive perception of translanguaging presented in Table 6. They said they feel at ease and satisfied when they utilize translanguaging to understand and fix their grammatical problems.

P2: "I am quite comfortable (with translanguaging). Because it helps me realize what I did wrong. And with the help of an oral feedback, I know how to properly pronounce it, whilst getting to know what it means." (1:16) Excerpt 10

Incorporating Participant 1's opinion makes it clear that translanguaging not only helps with error identification and correction but also enhances the learning process. It confirms the students' beliefs that translanguaging fosters involvement, communication, and a greater comprehension of the language being taught. The opinion of Participant 2 also supports students' positive perceptions of the effectiveness of translanguaging as an EFL teaching approach. This statement affirmed the value of translanguaging and emphasized its advantages over the use of a single language in the classroom.

P2: "I would say that it is already a good strategy to utilize translanguaging, because it is much more effective than just using only one language." (2:24) Excerpt 11

Both participants support the premise that using different languages in the classroom can improve language learning outcomes because they believe translanguaging to be successful. Translanguaging can be intentionally included by teachers to create a positive and dynamic learning environment that supports language growth and understanding for students with a range of skill levels (Yasar Yuzlu & Dikilitas, 2022).

4. Discussion

The investigation demonstrates that students exhibit a sense of ease when employing translanguaging within the English as a Foreign Language (EFL) classroom. Aligning with this observation, Seals (2021) postulated that the integration of translanguaging led to heightened student consciousness and perceptiveness during vocabulary acquisition. Additionally, students reported an augmented perception of authority over their educational journey. Moreover, Carsterns (2016) corroborated these findings by illustrating that students underscored practical advantages stemming from translanguaging, encompassing a secure environment for language practice and cultivating collaborative proficiencies. The utilization of translanguaging in pedagogy accrues substantial benefits for students. This approach enhances their vocabulary assimilation and nurtures a sense of self-efficacy concerning their educational endeavors.

The implementation of translanguaging within the educational setting aims to enhance the learning process, enabling students to fully utilize their diverse linguistic abilities to optimize proficiency in both language acquisition and subject matter comprehension (Fang et al., 2022). Students prefer to utilize their L1 rather than their target language (L2) in the classroom. Students often like it when a teacher or professor employs L1 to clarify difficult concepts or ideas because it may help them comprehend the subject matter better. Additionally, there is also a possibility that some students might feel more at ease and comprehend better when the professor or teacher speaks in the L2, even if it is not their native language. According to these results, there is no one strategy that works for all language learners; therefore, teachers must be adaptable and mindful of their students' needs and requirements. As Узакова (2022) mentioned, the Indonesian language serves as an amplifier rather than obstacle for the L2. This is due to the fact that many skills learnt in Indonesian can be applied to a L2. Therefore, the use of L1 is more useful for explaining complex ideas or bridging linguistic gaps, but in other situations, the L2 may be more successful for encouraging immersion and language acquisition. As a result, teachers should work to foster a diverse and welcoming learning environment in the classroom where both the L1 and L2 are integrated and where students are encouraged to use their entire language toolkit to succeed in their academic objectives.

The results of this research aligned with a previous study conducted by Gomez (2020) who concluded that students' academic risk-taking can be consistently supported by feedback with a translanguaging lens, enabling them to take risks with target language practice and learning in general. These findings collectively portray that the strategic application of translanguaging can enhance students' language learning opportunities. Furthermore, Ascenzi-Moreno (2018) also claimed that the translanguaging lens offers teachers a fresh perspective on how students' language use is both dynamic and socially constructed. In other words, this implies that teachers should consider adopting a translanguaging lens to facilitate effective language learning experiences for their students. For feedback as well as grammatical and pronunciation correction, teachers should employ translanguaging. Guo (2023) argued that frequently motivated by encouragement from teachers or peers, translanguaging is used effectively to learn new languages by EFL students. By doing this, students can better understand their errors and become more inspired to advance their language abilities. Teachers can introduce formal and informal language to students using the interactive and dynamic environment that translanguaging generates. Students have stressed the value of deliberate use of this teaching technique; hence, it is crucial for teachers to employ translanguaging strategically rather than just as a convenience in the teaching and learning process.

The data also showed that students are aware of the potential advantages of translanguaging and appreciate its importance

in multilingual classrooms with learners of different proficiency levels. Students think translanguaging might be a useful technique for giving feedback and assistance to students with various levels of language proficiency. Liu and Fang (2022) underlined that in some circumstances, effectively using L1 could bridge students' prior learning and experience, which would improve their content learning. This suggests that learners can foster a healthy learning environment that respects the linguistic variety of their students by acknowledging and valuing the L1 of each student. This in turn can promote a sense of belonging in the classroom and help learners develop their self-esteem. Students are more likely to participate in learning activities and feel motivated to succeed when they feel valued and supported. Students' cognitive and affective reactions to oral feedback, however, vary. While the majority of students in this study demonstrated satisfactory feelings upon teachers' feedback, Alqefari (2023) proved few students appear less confident to revise their work after obtaining comments because their insufficient linguistic competence was acknowledged. Vogel and Garcia (2017) concluded translanguaging as the catalyst that liberates us from the restrictions of needing to use language exclusively in accordance with specific conventions and prioritizing only the communication modes preferred in schools (e.g., listening, speaking, reading, and writing). Then, as they map their own learning and lives, speakers, particularly students, gain access to their own linguistic creativity.

Subsequently, this study showcased that the students do not have any problems regarding the concept of translanguaging inside an EFL classroom. This echoes the previous study that was conducted by Rivera & Mazak (2017), which stated that since students are conditioned to work within an environment where the process of translanguaging happens on a basis, they do not find the concept of translingual pedagogy as something unusual. Furthermore, it can be assumed that translanguaging is not an inconvenience for the students, and if anything, it might actually make the students more motivated to take part in the learning process. Lastly, the students indeed understand what translanguaging has to offer to their learning process, and it was given quite positive feedback from the students' point of view.

Although it has been proven to be an effective and convenient teaching method, translanguaging must be used strategically, in order to bear good results for the students. This study has compiled data about how the students think translanguaging should be used. Judging from the results, this study presumed that the students thoroughly understand that the implementation of translanguaging should not be used unintentionally, but rather strategically and calculated. By implementing this, the teacher can utilize translanguaging as a means to improve students' comprehension towards the subject that they are learning. In line with previous studies, translanguaging is believed to instigate advantages for students in social and cognitive skills (Makalela, 2015; Ramadiro, 2022) as well as speaking skills (Tarigan et al., 2023). This highlights how translanguaging can bring about a more positive and interactive learning environment. Therefore, the outcome of using translanguaging strategically results in helping to create an enjoyable environment and a dynamic learning experience for the students.

The use of translanguaging in a diverse classroom may provide some difficulties and constraints, especially for students with lower levels of language proficiency. When translanguaging is used, legitimate worries about the potential difficulties that students with lower competence levels might have arisen as students might face challenges in understanding the information. Muguruza, et al (2023) claimed that students might feel worn out after excessive use of English in an EFL class. It is important to consider the needs and abilities of all students in the classroom, even though the majority of participants in the study revealed favorable opinions about translanguaging and its advantages. If the teacher uses more complex vocabulary or if the target language is used excessively, students with lower competency levels may find it difficult to understand the topic. Ticheloven et. al (2021) noted that some scholars and teachers believed that students' confusion may be mitigated if translanguaging is taught at a young age, but some teachers and students believed that it was a barrier to learning. Therefore, it is crucial for teachers to carefully consider the potential challenges and limitations of translanguaging in a diverse classroom. By addressing the worries and difficulties students face, teachers can establish a setting that fosters lower proficiency students' language development while also encouraging a sense of belonging and inclusion for all students.

This study resonates with the findings of Makalela's investigation (2015b), wherein it is posited that the employment of a translanguaging framework constitutes a efficacious strategy for the reconfiguration of linguistic boundaries (Fallas Escobar, 2019). Students prefer to combine both their L1, and their L2 while studying English, despite what was previously believed. This calls into question the conventional wisdom that mandates tight linguistic diversity in language classrooms. These results suggest that teachers could think about introducing translanguaging tactics into their English language teaching methods. It is possible to foster a more welcoming and encouraging learning atmosphere by acknowledging and appreciating the use of students' L1 in addition to English. As Garcia and Lin (2017) suggested, students will be able to more freely take linguistic qualities and make them their own as a translanguaging approach provides linguistic flexibility. Translanguaging takes into account the students' existing linguistic resources and enables them to make use of them to advance their English language learning (Santoso, 2020; Santoso & Hamied, 2022). Wang (2019) pointed out that by using teachable translanguaging techniques, language teachers can effectively address the

expanding diversity in multilingual foreign language courses in higher education. Giving students the chance to converse in both languages as they learn English may help them feel more at ease when speaking and participating in communicative activities. Carstens (2016) also remarked that the most notable effect of translanguaging for students was their cognitive development. In accordance with this, translanguaging can aid in bridging the students' L1 and L2 languages, enabling more beneficial language learning experiences (Runcieman, 2021; Torpsten, 2018).

This research presents an alternative perspective compared to the findings of Qureshi & Aljanadbah's (2022) investigation, which challenges the educational efficacy of translanguaging while anticipating advancements in pedagogy. These pedagogical implications may be taken into account by curriculum developers in creating materials and assessments for language acquisition. Hesson et al. (2014) stated "Translanguaging is a pedagogical strategy that should be used to build on bilingual students' strengths, to help them use language and literacy in more academic ways, to pose challenging material, to notice differences in language, and to develop bilingual and biliterate voices" (p.5). Taking this into account, curriculum developers can give students the chance to interact meaningfully with both languages by including translanguaging exercises and assignments, which will promote bilingualism and biliteracy. Teachers must also obtain professional development and assistance in order to comprehend and use translanguaging techniques successfully. Liu and Fang (2022) argued that knowing the true needs of students contributes to the creation of more effective instructional strategies. Makarova, et al (2023) concluded that translanguaging methodologies had a positive effect on students' motivation, attitudes, and critical thinking about languages. Academic institutions may ensure that translanguaging develops into an integrated and sustainable pedagogical strategy, enhancing students' language development and overall learning results, by providing instructors with the required training and tools.

5. Conclusion

This study examines translanguaging as a teaching method and its effects on students' participation and language learning. However, the study has limitations. It lacks direct observation of participants' translanguaging behaviors, relying on questionnaires and a few interviews. More comprehensive data from direct observation could enhance understanding. The study included only 60 participants, resulting in a small sample size. A larger sample would better explore translanguaging's impact on student interest, motivation, and engagement. Translanguaging in education involves using multiple languages, including students' L1), to aid in understanding L2.

Teachers should strategically employ translanguaging to effectively address grammar and pronunciation, cater to varying proficiency levels, and provide feedback and assistance to students. This approach can be used in spoken language courses by fostering an inclusive atmosphere where students can comfortably use their native language while acquiring the L2. By integrating both languages during feedback, translanguaging enhances understanding of linguistic concepts, demonstrates proper usage, and promotes self-correction. Applying translanguaging techniques facilitates comprehension, simplifies language correction, and enhances language understanding. Despite students' familiarity with translanguaging, teachers should promote an inclusive learning environment where L1 and L2 are blended, encouraging students to leverage their linguistic repertoire for academic success. In the classroom, promoting translanguaging contributes to a more inviting and socially attuned learning atmosphere. It not only encourages students to speak comfortably in their native language but also enhances their connection to the subject matter. Consequently, this approach may lead to increased classroom participation and engagement.

This study has shown that translanguaging enhances language acquisition, encourages students to take academic risks, and enhances vocabulary learning. Students view translanguaging positively, recognizing its benefits in multilingual classrooms. For students juggling academic demands and language acquisition, translanguaging proves particularly useful, aiding comprehension and maintaining academic progress by utilizing their native language (L1) to grasp new concepts. This assistance is significant for students adapting to a new country, language, and culture.

Subsequent investigations could explore how translanguaging techniques correlate with students' enthusiasm, motivation, and active participation within the classroom. Students' emotional responses and engagement levels might unveil valuable insights into the efficacy of translanguaging in fostering an inclusive and receptive learning environment. Additionally, the enduring impacts of translanguaging on students' language learning and proficiency, both in their L1 or L2, could be studied over time. By tracking the language development trajectories of frequent translanguaging users, a deeper understanding of the educational tool's effectiveness can be gained.

Acknowledgments

Authors contributions

Funding

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Redfame Publishing.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

Copyrights

References

Agudo, M., & de Dios, J. (2013). An investigation into how EFL learners emotionally respond to teachers' oral corrective feedback. *Colombian Applied Linguistics Journal, 15*(2), 265-278.

Alqefari, A. N. (2023). Saudi EFL students' responses to written corrective feedback on writing. *World Journal of English Language, 13*(3), 98. https://doi.org/10.5430/wjel.v13n3p98

Ascenzi-Moreno, L. (2018). Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility. *Language Arts, 95*(6), 355-369. https://doi.org/10.58680/la201829683

Best, J. (1981). Research in Education (4th ed.). Prentice Hall.

Burton, J., & Rajendram, S. (2019). Translanguaging-as-resource: University ESL instructors' language orientations and attitudes toward translanguaging. *TESL Canada Journal, 36*(1), 21-47. https://doi.org/10.18806/tesl.v36i1.1301

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal, 95*(3), 401-417. https://doi.org/10.1111/j.1540-4781.2011.01207.x

Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: students' perceptions. *Language Matters, 47*(2), 203-222. https://doi.org/10.1080/10228195.2016.1153135

Chaudron, C. (1998). Second language classrooms. *Research on Teaching and Learning.*

Chyung, S. Y. Y., Roberts, K., Swanson, I., & Hankinson, A. (2017). Evidence-Based Survey Design: The Use of Midpoint

on the Likert Scale. *Performance Improvement, 56*(10), 15-23. https://doi.org/10.1002/pfi.21727

Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition, 28*(02). https://doi.org/10.1017/S0272263106060141

Fallas Escobar, C. (2019). Translanguaging by design in EFL classrooms. *Classroom Discourse, 10*(3-4), 290-305.

Fang, F., & Liu, Y. (2020). 'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university. *Lingua, 247,* 102959. https://doi.org/10.1016/j.lingua.2020.102959

Fang, F., Zhang, L. J., & Sah, P. K. (2022). Translanguaging in Language Teaching and Learning: Current Practices and Future Directions. *RELC Journal, 53*(2), 305–312. https://doi.org/10.1177/00336882221114478

Fraenkel, J., Wallen, N., & Hyun, H. (2023). *How to design and evaluate research in education* (11th ed.). McGraw-Hill.

García, O., Johnson, S. I., Seltzer, K., & Valdés, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning.* Philadelphia, PA: Caslon.

García, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners.* Teachers College Press.

García, O., & Lin, A. M. Y. (2017). Translanguaging in Bilingual Education. In Bilingual and Multilingual Education (pp. 117–130). Springer International Publishing. https://doi.org/10.1007/978-3-319-02258-1_9

García, O., & Wei, L. (2014). *Language, bilingualism and education (pp. 46-62).* Palgrave Macmillan UK.

Gomez, M. N. (2020). The value of feedback in translanguaging: students' insights from an English language course at Londrina State University. *Revista X, 15*(1), 115. https://doi.org/10.5380/rvx.v15i1.69968

Guo, H. (2023). Chinese Primary School Students' Translanguaging in EFL Classrooms: What is It and Why is It Needed?. *The Asia-Pacific Education Researcher, 32*(2), 211-226. https://doi.org/10.1007/s40299-022-00644-7

Hesson, S., Seltzer, K., & Woodley, H. H. (2014). Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators. CUNY-NYSIEB.

Li, S. (2021). Oral Corrective Feedback. In H. Mohebbi & C. Coombe (Eds.), Research Questions in Language Education and Applied Linguistics: A Reference Guide (pp. 353-357). Springer.

Li, S., & Vuono, A. (2019). Twenty-five years of research on oral and written corrective feedback in System. *System, 84*, 93-109. https://doi.org/10.1016/j.system.2019.05.006

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/10.1177/003368822093922

Linke, K. (2022). Casual Learning within TikTok. *Marketing, 7*(3). https://doi.org/10.18775/jibrm.1849-8558.2015.73.3001

Makalela, L. (2015a). Moving out of linguistic boxes: the effects of translanguaging strategies for multilingual classrooms. *Language and Education, 29*(3), 200-217. https://doi.org/10.1080/09500782.2014.994524

Makalela, L. (2015b). Breaking African language boundaries: Student Teachers' Reflections on Translanguaging Practices. *Language Matters, 46*(2), 275-292. https://doi.org/10.1080/10228195.2014.986664

Makarova, I., Duarte, J., & Huilcán, M. I. (2023). Experts' views on the contribution of language awareness and translanguaging for minority language education. *Language Awareness, 32*(1), 74-93. https://doi.org/10.1080/09658416.2021.1963976

Mbirimi-Hungwe, V. (2021). Translanguaging as an act of emancipation: Rethinking assessment tools in multilingual pedagogy in South Africa. *Per Linguam, 37*(1). https://doi.org/10.5785/37-1-930

Moulieswaran, N., & Prasantha Kumar, N. S. (2023). Google Assistant Assisted Language Learning (GAALL): ESL Learners' Perception and Problem towards AI-powered Google Assistant-Assisted English Language Learning. *Studies in Media and Communication, 11*(4), 122. https://doi.org/10.11114/smc.v11i4.5977

Mu, S. (2023). Translanguaging in Corrective Feedback Provision as a Flexible Approach to Communicative Foreign Language Teaching and Learning: a semi-systematic literature review. In G. Mazzaggio & P. Lorusso (Eds.), Proceedings of the International Summer School of Bilingualism and Multilingualism (pp. 354-387). University of Nova Gorica Press.

Muguruza, B., Cenoz, J., & Gorter, D. (2023). Implementing translanguaging pedagogies in an English medium instruction course. *International journal of multilingualism, 20*(2), 540-555.

https://doi.org/10.1080/14790718.2020.1822848

Nason, M. (2011). Educating Emergent Bilinguals: Policies, Programs and Practices for English Language Learners , by Ofelia García and Jo Ann Kleifgen. *Bilingual Research Journal, 34*(1), 111-115. https://doi.org/10.1080/15235882.2011.568592

Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge University Press.

Ou, W. A., & Gu, M. M. (2022). Competence beyond language: translanguaging and spatial repertoire in teacher-student interaction in a music classroom in an international Chinese University. *International Journal of Bilingual Education and Bilingualism, 25*(8), 2741-2758. https://doi.org/10.1080/13670050.2021.1949261

Park, Y. (2022). 'Your pronunciation is really good': the construction of linguistic identities in ELF interactions among multilingual speakers. *International Journal of Multilingualism, 19*(4), 583-604. https://doi.org/10.1080/14790718.2020.1781131

Pineda, J. E. (2019). *Oral Language Accuracy, Corrective Feedback and Learner Uptake in an Online EFL Course.* Universitat Oberta de Catalunya.

Qureshi, M. A., & Aljanadbah, A. (2022). Translanguaging and reading comprehension in a second language. *International Multilingual Research Journal, 16*(4), 247-257. https://doi.org/10.1080/19313152.2021.2009158

Ramadiro, B. (2022). Implementing Multilingual Teacher Education: Reflections on the University of Fort Hare's Bi/Multilingual Bachelor of Education Degree Programme. *Education as Change, 26*(1), 1-21.

Rasman, R. (2018). To translanguage or not to translanguage? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics, 7*(3), 687-694. https://doi.org/10.17509/ijal.v7i3.9819

Rerung, M. K. T. (2015). Evaluating translanguaging practices in bilingual classrooms. *Journal of English Language and Culture, 5*(1), 133-147.

Rerung, M. K. T. (2017). Reflecting Translanguaging in classroom practices: A Case Study. *Journal of English Language and Culture, 7*(1).

Rivera, A. J., & Mazak, C. M. (2017). Analyzing student perceptions on translanguaging: A case study of a Puerto Rican university classroom. *HOW, 24*(1), 122–138. https://doi.org/10.19183/how.24.1.312

Rummel, R. (2022). The translanguaging classroom: Leveraging student bilingualism for learning, by García, O., Johnson, S.I., & Seltzer, K. *Journal of Language, Identity & Education, 21*(1), 60-62. https://doi.org/10.1080/15348458.2021.1930804

Runcieman, A. J. (2021). Proposal for a 'translanguaging space'in interpreting studies: Meeting the needs of a superdiverse and translanguaging world. *Translation and Translanguaging in Multilingual Contexts, 7*(2), 133-152.

Santoso, W. (2020). Translanguaging through the lens of sociocultural approach: Students' attitudes and practices. *Jurnal Pendidikan Bahasa, 9*(1), 1. https://doi.org/10.31571/bahasa.v9i1.1707

Santoso, W., & Hamied, F. A. (2022). Towards multilingual education : Pre-service English teachers' perceptions of translanguaging pedagogy. *Prosiding Konferensi Linguistik Tahunan Atma Jaya (KOLITA), 20*(20), 364-374. https://doi.org/10.25170/kolita.20.3817

Saputra, W. A., & Atmowardoyo, H. (2015). Translanguaging in Indonesian university classroom context: A discourse analysis at Muhammadiyah University in south Sulawesi. *ELT WORLDWIDE, 2*(1), 42-62. https://garuda.kemdikbud.go.id/documents/detail/357804

Seals, C. (2021). Benefits of translanguaging pedagogy and practice. *Scotish Languages Review, 36*, 1-8. https://www.researchgate.net/publication/354616492

Suryoputro, G., & Amaliah, A. (2016). EFL Students ' Responses on Oral Corrective Feedbacks and Uptakes in Speaking Class. *International Journal of Language and Linguistics, 3*(5), 73-80.

Tajeddin, Z., Alemi, M., & Yasaei, H. (2018). Classroom Assessment Literacy for Speaking: Exploring Novice and Experienced English Language Teachers' Knowledge and Practice. *Iranian Journal of Language Teaching Research, 6*(3), 57-77. http://ijltr.urmia.ac.ir

Tarigan, K. E., Stevani, M., Ginting, F. Y. A., Prayuda, M. S., Sari, D. W., & Lumbanraja, B. (2023). Oral Corrective Feedback and Error Analysis: Indonesian Teachers' Beliefs to Improve Speaking Skill. *World Journal of English Language, 13*(6), 140. https://doi.org/10.5430/wjel.v13n6p140

Tian, Z., & Zhang-Wu, Q. (2022). Preparing pre-service content area teachers through translanguaging. *Journal of*

Language, Identity & Education, 21, 144-159.

Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2021). Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives. *International Journal of Multilingualism, 18*(3), 491-514. https://doi.org/10.1080/14790718.2019.1686002

Torpsten, A. C. (2018). Translanguaging in a Swedish multilingual classroom. *Multicultural Perspectives, 20*(2), 104-110.

Vallejo, C. (2018). Translanguaging: language, bilingualism and education, by Ofelia García and Li Wei. *Bellaterra Journal of Teaching & Learning Language & Literature, 11*(1), 85-95. https://doi.org/10.5565/rev/jtl3.764

Vogel, S., & García, O. (2017). *Translanguaging. In Oxford Research Encyclopedia of Education.* Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.181

Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: Students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism, 22*(2), 138-149. http://dx.doi.org/10.1080/13670050.2016.1231773

Wang, Y., & Li, D. (2022). Translanguaging pedagogy in tutor's oral corrective feedback on chinese EFL learners' argumentative writing. *Asian-Pacific Journal of Second and Foreign Language Education, 7*(1), 33. https://doi.org/10.1186/s40862-022-00170-5

Yasar Yuzlu, M., & Dikilitas, K. (2022). Translanguaging in the development of EFL learners' foreign language skills in Turkish context. *Innovation in Language Learning and Teaching, 16*(2), 176-190. https://doi.org/10.1080/17501229.2021.1892698

Узакова, Г. З. (2022). The influence of native language in learning/teaching foreign language. *"Involta" Innovation Scientific Journal, 1*(13), 38-41. www.involta.uz.