

Translanguaging in EAP Courses at An Islamic Based College Thailand

Moh. Nur Arifin¹⁾, Siti Sa'diah^{1*)}, Anis Safaah²⁾, Uswatun Hasanah³⁾

¹ UIN Sultan Maulana Hasanuddin, Banten, Indonesia

² Darul Maarif Islamic College, Pattani, Thailand

³ Universitas Islam Internasional Indonesia, Depok, Jawa Barat, Indonesia

*Corresponding Author: siti.sa'diah@uinbanten.ac.id

Article Info

Keywords:

English for Academic Purposes
perception
translanguaging

Article History:

Received: February 19, 2026

Accepted: March 30, 2026

Publish: March 31, 2026

DOI:

10.33830/jp.v27i1.14622.2026

Abstract

This study aimed to explore the implementation of translanguaging strategies in English for Academic Purposes (EAP) courses and to investigate students' perceptions towards the use of translanguaging strategies in EAP courses at Darul Maarif Islamic College (Petidam). This study employed mixed-method research by conducting observations, distributing questionnaires, and interviewing students to gather data. The observations were used to describe how translanguaging was implemented, particularly in the EAP courses of three program studies: Islamic Education, Ushuluddin, and Syaria. Meanwhile, the students' perception towards translanguaging was gained through online questionnaires and interviews. Drawing on the data analysis, the findings revealed that translanguaging could assist the students in understanding complex materials, fostering the scaffolding in the teaching and learning process. In addition, the students responded positively to the use of translanguaging in the classrooms. Therefore, it could be concluded that translanguaging can be used as a good strategy in English teaching and learning.

INTRODUCTION

Teaching English in diverse environments can be challenging due to the *monolingual mindset*, which may lead teachers to believe that the approaches currently used in English language teaching are the most effective. However, acknowledging the multifaceted nature of English language acquisition, which encompasses a variety of learning techniques and strategies, is crucial for effectively delivering English instruction in diverse contexts. Overcoming the limitations imposed by the monolingual mindset requires teachers to adopt a more flexible and adaptive approach that accommodates the diverse needs and backgrounds of English language learners.

In response to this issue, teachers can utilize translanguaging, which acknowledges that students possess multilingual repertoires and seeks to leverage these resources to enhance their language learning experiences. Multilingualism involves dynamic and integrated use of multiple languages (Cenoz, 2013). Translanguaging is a pedagogical strategy that involves the use of multiple languages in the classroom to enhance communication, interaction, and

learning. By embracing translanguaging, teachers can foster a more inclusive and effective learning environment that capitalizes on the linguistic resources of diverse learners.

Considering the linguistics diversity, translanguaging has been extensively used across various multilingual contexts in the last decades (Bonacina-Pugh et al., 2021). The term translanguaging which was coined by Cen Williams comes from the Welsh “trawsieithu” and is defined as the multicompetence of bilingual or multilingual speakers who possess the ability to which between languages while integrating them within a single linguistic system (Garcia & Wei, 2014). This is also supported by Lopez et al. (2017) conveying that translanguaging indicates a flexibility in the use of bilingual repertory. Tian & Shepard-Carey (2020) declared that translanguaging pedagogy sees bilingualism as a benefit and leverages students’ cultural and linguistic repertoire during teaching and learning process. It recognizes and intentionally incorporate L1s into the instruction (Canagarajah, 2013).

Translanguaging can be applied across various language learning contexts. This study focuses on its implementation in the English for Academic Purposes (EAP) context. Over the past four decades, EAP has evolved from a peripheral aspect of the English for Specific Purposes movement into a significant area of influence in both English language instruction and academic research (Hyland, 2012). EAP courses are designed to assist students in developing the language proficiency and academic skills necessary for study and research in English. These courses are typically offered to students who need to enhance their English proficiency to meet the requirements of university or other academic programs. EAP courses often emphasize the development of reading, writing, and critical thinking skills, which are essential for academic success. They may also include instruction in study skills, such as time management, note-taking, and research techniques.

Numerous studies have examined translanguaging. Yuzlu & Dikilitas (2022) found that translanguaging can enhance student–teacher relationships and classroom engagement. Anwar et al. (2019) conveyed that translanguaging brings a good effect on students’ understanding in learning a foreign language. (Triastuti et al., 2023) underscored that translanguaging promotes English language learning as well as supports the linguistic diversity. The flexibility in language use in diverse ELT context get positive response from students (Muguruza et al., 2023) and from stakeholders (Liu & Fang, 2022). Given these benefits, this study aims to explore how teachers integrate translanguaging within the EAP context, particularly in Islamic educational settings, and to investigate students’ perceptions of the use of translanguaging strategies in EAP courses. Although translanguaging has been widely studied, its application and perception within Islamic educational contexts remain relatively underexplored. This is significant because Islamic higher education institutions represent a unique setting characterized by multilingual, cultural, and religious diversity, which may shape classroom practices and learner perceptions in distinctive ways.

RESEARCH METHODS

The study employed mixed methods since the data were analyzed both quantitatively and qualitatively. The implementation of translanguaging was described qualitatively, while the students’ and lecturer’s perception towards translanguaging was discussed quantitatively.

This study was conducted at Darul Ma'arif Islamic College Thailand, located at 39 Klapor Road, Anakru, Mueang Pattani, Southern Thailand. Darul Ma'arif Islamic College Thailand has three majors: Islamic Education, Ushuluddin, and Sharia. English is a compulsory subject for each major. The institution was selected due to the linguistic diversity present in the classroom. The primary language used in Pattani is Pattani Malay, while the English lecturer is from Indonesia and has lived in Pattani for approximately 15 years.

Consequently, the teaching and learning process involves three languages: Pattani Malay, Indonesian, and English. The study was conducted from 5 August 2024 to 10 August 2024.

The population of this study consisted of one English lecturer and 105 first-semester students at Darul Ma'arif Islamic College. The students were drawn from three departments: Islamic Education, Ushuluddin, and Sharia. The sample included one English lecturer and 84 students who completed the questionnaire, as presented in [Table 1](#).

Table 1. Number of Sample

No	Department	Number of Students
1	Islamic Education	41 students
2	Ushuluddin	12 students
3	Syaria	31 students
Total		84 students

The data were gathered through observations, questionnaires, and interviews. The observations were conducted in classes from the three study programs, namely Islamic Education, Ushuluddin, and Sharia. The questionnaires were adapted from the theories proposed by ([Masood 2019; Shijing, 2021](#)) that have been widely used in related research, indicating their established reliability. It consists of 16 items and is distributed through Google Forms. Meanwhile, the interview was conducted with the students, which concerned their personal opinions, feelings, and suggestions regarding translanguaging in the classrooms. The collected data were analyzed using quantitative and qualitative approaches. The questionnaire responses were analyzed using descriptive statistics to identify patterns in participants' responses, while observation notes and interview transcripts were analyzed thematically to determine recurring themes related to the research objectives.

RESULTS AND DISCUSSION

Regarding the objectives of the study, the data were analyzed quantitatively and qualitatively. The analysis focused on the implementation of translanguaging in EAP courses and students' perceptions of its use.

The Implementation of Translanguaging Practice in EAP Courses at *Perguruan Tinggi Islam Darul Maarif*

To accommodate its students' linguistic diversity and enhance their educational experiences, the Islamic Higher Education Institution *Darul Ma'arif* (PETIDAM) in Patani, Southern Thailand, integrates translanguaging techniques into its English for Academic Purposes (EAP) classes. At PETIDAM, where students speak *Pattani Malay*, *Jawi Malay*, Thai, and local dialects, translanguaging, which enables pupils to use their full linguistic repertoire, works incredibly well. This strategy supports PETIDAM's goal of giving students the tools they need to meet contemporary academic and professional challenges while maintaining their cultural identity.

The English teacher, who is originally from Indonesia, employed translanguaging to assist students in overcoming language difficulties, especially when learning English grammar. The use of translanguaging is seen as a beneficial way to explain grammatical contexts, especially with tenses. The focused material was on the present perfect tense, which is quite confusing for students because of its contextually similar use to the past tense. To avoid students' misunderstanding, the teacher explained the context of the present perfect tense in several languages, including Malay, Thai, and Indonesian. Besides elaborating on the context, the teacher also gave examples of sentences in Pattani Malay and asked the students to make

sentences in English using the present perfect tense. The teacher also switched between Pattani Malay, English, and sometimes Indonesian while giving directions. When the teacher asked the students to make two sentences using past tense and present perfect tense to show students the difference between the two tenses, the teacher also instructed by using languages other than the target language, including when explaining the difference between the two tenses based on students' examples. This result closely aligns with the studies conducted by Al [Arief 2023](#); [Anderson 2022](#); [Cun 2024](#); [Kuncoroningtyas et al., 2025](#)) which show that teachers often shift between languages to elaborate abstract theoretical concepts, give detailed explanations of grammatical structures, or clarify unfamiliar vocabulary.

The teacher conveyed the feedback and assessment using languages other than the target language. The use of translanguaging in this stage was also viewed as advantageous, as it helped ensure that students understood their study progress and what they needed to do to elevate their English performance in the classroom. The practice of translanguaging also happened when introducing vocabulary or explaining complex ideas, such as in a discussion. Students are encouraged to use translanguaging when working in groups and on cooperative assignments. For instance, they frequently use *Jawi Malay* or *Pattani Malay* to generate ideas before switching to English for assignments and presentations. The practice helped students overcome anxiety in understanding the discussion topic and made students more engaged in the discussion. Translanguaging also appeared in peer collaboration, which accommodated students with lower levels of English proficiency and accepted assistance from their peers who had higher levels of English proficiency. This peer-assisted learning fosters a collaborative classroom environment, allowing students to experiment with English while relying on their native language for support. Such interactions bridge proficiency gaps and promote collective learning. This gradual change helps students connect with the topic more deeply and lessens the cognitive strain of generating work in a non-native language. This multilingual strategy guarantees that students' lack of English ability won't be a barrier, particularly those in their first semester. This result is supported by the studies conducted by [Raja et al., 2022](#); [Khairunnisa & Lukmana 2020](#)), which emphasize that translanguaging enables students with better English proficiency to support those with lower proficiency, fostering classroom engagement.

Nevertheless, there are certain difficulties with PETIDAM's translanguaging implementation. Students' exposure to English may be limited by an over-reliance on the L1, which could eventually limit language development. As students progress, instructors gradually increase their use of English to address this issue, maintaining a balance that promotes both proficiency and comprehension. Furthermore, proficient teachers are necessary for the continuous and successful use of translanguaging. To ensure that lecturers have the skills needed to successfully incorporate translanguaging into their instruction, PETIDAM offers professional development opportunities.

In conclusion, irrespective of an overuse of translanguaging, which can be a significant hindrance of students' English skill improvement, the use of translanguaging in PETIDAM's EAP courses is a considerate and inclusive method of teaching languages. The school promotes academic achievement, cultural pride, and emotional health, and improves English proficiency by leveraging the linguistic diversity of its student body. PETIDAM's overarching goal of preparing pupils for the modern world while maintaining their cultural identity aligns with translanguaging.

The Students' Perception towards Translanguaging Strategies

Regarding the data results obtained, the respondents gave relatively different answers, and some were relatively the same. However, it can be concluded that there are four languages

spoken by Daarul Ma'arif Islamic College students, namely Malay Jawi at 4.76%, Malay at 77.92% and Malay/ Thai 2.43% and Pattani Malay 3.5%. The variety of answers in this survey reflects the different ways respondents refer to the language, even though they are essentially referring to the same language. Factors such as cultural identity, religion, and locality may influence how students describe their mother tongue. For example, some students may be more attached to the Jawi script due to its association with Islamic traditions, while others feel that Malay alone is sufficient to describe their mother tongue without adding the script.

The data show that the students are majoring in Islamic Education (48.2 %), Sharia (36.5 %), and Ushuluddin (15.3 %). It is confirmed that the students of Islamic Education are more dominating than students from Syaria and Ushuluddin.

The data show that most of the students agree on using their native language (L1) in English classroom, with 58.8 %. Then, 18.8 % of the students strongly agree with that statement, 17.6 % disagree, and 4.7 % strongly disagree. These results show that most students feel comfortable using their mother language (L1) in English classes as an aid to understanding learning materials. The use of L1 in the context of second language (L2) learning is often considered as a way to facilitate comprehension, especially at the beginning or intermediate level, when students are still not fully confident in their abilities in the target language. [Muqit et al. \(2023\)](#) affirmed that, in learning a foreign language, the use of L1 decreases as students develop greater linguistic competence in the target language. However, there is also a group of students who feel that the use of the mother language in the classroom should be minimized. This could be due to a more hands-on approach to learning, where they want to fully familiarise themselves with the English-speaking environment without depending on their mother language.

The data show that 64.7 % of students agree on using their native language (L1) to discuss content or activities in small groups. Then, 20.0 % of students strongly agree with that statement, 12.9 % of the students disagree, and 2.4 % of the students strongly disagree. The results of this survey show that using the mother tongue in small-group discussions in English classes is a common practice among the majority of students. The use of L1 in small groups allows them to more easily understand and discuss the assigned materials or tasks without language barriers, which can be very beneficial, especially when they have not fully mastered English. However, a small group of students disagreed or strongly disagreed with the use of L1 in this situation, indicating a preference for more direct language learning without the mother language's intervention. These students may be more focused on developing English communication skills without relying on L1, even in small-group contexts.

It is shown that 72.9% of the students agree with using their native language (L1) to assist peers during activities. Then, 16.5 % of the students is strongly agree with that statement, 8.2 % of the students disagree, and 2.4 % of the students strongly disagree. These results show that the majority of students see the use of their mother language as an important tool in supporting their peers during classroom activities. This reflects the reality that L1 is often more effective for explaining material or providing assistance, especially when encountering difficult concepts or when the student who needs help has limited English proficiency ([Yuvayapan, 2019](#)).

The data show that 58.8% of the students agree with using their native language (L1) to brainstorm during class activities. Then, 24.7 % of the students strongly agree with that statement, 11.8 % of the students disagree, and 4.7 % of the students strongly disagree. These results show that the majority of students felt that using their mother language (L1) during class brainstorming helped them develop and articulate their ideas. The brainstorming process often involves quick thinking and creativity, and using L1 can make students feel more confident to

participate and share their ideas without language barriers. This is in line with the study conducted by [Khairunnisa & Lukmana \(2020\)](#), explaining that translanguaging can increase students' participation and maintain discussion.

The data show that 52.9% of the students agree with using L1 to explain problems not related to content. Then, 17.6 % of the students strongly agree with that statement, 22.4 % of the students is disagree, and 7.1 % of the students strongly disagree. Overall, although some students still want to maintain consistent English use in the classroom, the use of L1 in this context shows that students feel more comfortable and confident explaining things outside the subject matter in the language they are familiar with.

The data show that 28.2 % of the students agree on using L1 to help them to understand the lecturer's instructions. Then, 61.2 % of the students strongly agree with that statement, 9.4 % of the students disagree. These results show that the majority of students still feel the need to use L1 to help them understand instructions from lecturers in class. The use of L1 in this situation can be very beneficial, especially when instructions are delivered in English, which may still be difficult for some students to digest quickly. Using L1 allows students to clarify the meaning or purpose of the instruction and ensure that they understand clearly before carrying out the given task ([Raja et al., 2022](#)).

The analysis describes that 63.5 % of the students agree on using L1 to respond to the lecturer's question. Then, 12.9 % of the students strongly agree with that statement, 16.5 % of the students disagree, and 7.1 % of the students strongly disagree. These results show that most students still use their mother language (L1) when answering the lecturer's questions. This is most likely because they feel more able to express themselves clearly and appropriately in a language, they are fully familiar with. The use of L1 provides comfort for students who may still feel hesitant to use English in an academic context.

It is shown that 65.9% of the students agree with using L1 to ask for permission from lecturers. Then, 16.5 % of the students strongly agree with that statement, 10.6 % of the students disagree, and 7.1 % of the students strongly disagree. These results show that most students are more comfortable using their mother language (L1) when asking permission from lecturers. In more relaxed and informal situations, the use of L1 may feel more efficient and natural to them. This could reflect the need for speed and accuracy in communicating in situations that require clarity, such as asking permission to leave the classroom or asking technical questions related to classroom activities.

The data show that 57.6 % of the students agree that it will be useful for them to use L1 alongside English. Then, 24.7 % of the students strongly agree with that statement, 14.7 % of the students disagree, and 3.5 % of the students strongly disagree. These results indicate that most students consider using their mother language (L1) as a useful tool for learning English. This could mean that they see L1 as a bridge to overcome English language difficulties, especially in understanding more complex material. [Siegel \(2020\)](#) argued that translanguaging can help students avoid learning fatigue. In other words, using L1 can provide support for them to gain better clarity and understanding before fully switching to English.

The data show that 56.5% of the students agree that it is important to use L1 to discuss content or activities in small groups. Then, 29.4 % of the students strongly agree with that statement, 11.8 % of the students disagree, and 2.4 % of the students strongly disagree. These results show that most students felt that using L1 was very important in small-group discussions. This may be because small-group discussions often involve more in-depth, collaborative exploration of the material, where students find it easier to convey their thoughts effectively in L1. The use of L1 also allows them to reach a common understanding among group members more quickly.

The data show that 68.2% of the students agree that it is important to use L1 for brainstorming during class activities. Then, 21.2 % of the students strongly agree with that statement, 7.1 % of the students disagree, and 3.5 % of the students strongly disagree. These results show that the majority of students find using L1 very beneficial for brainstorming activities in class. Brainstorming often requires quick responses and spontaneity in sharing ideas, and using L1 allows students to participate more fluently without worrying about language errors. L1 can facilitate more effective communication among students, especially when they work in groups and must generate ideas together. However, there is also a small group of students who prefer to use English during brainstorming, reflecting their commitment to improving English skills through practice in every aspect of classroom activities. Overall, the use of L1 remained dominant during brainstorming, but there was a realisation that more intensive English learning could be achieved by reducing reliance on L1 in these situations.

The data show that 57.6% of the students agree that it is important to use L1 to explain problems. Then, 29.4 % of the students strongly agree with that statement, 10.6 % of the students disagree, and 2.4 % of the students strongly disagree. These results show that most students find the use of L1 very important in explaining problems, especially in academic contexts. L1 helps them express themselves more clearly and provide more detailed explanations, especially when dealing with complex problems. Using L1 in this situation allows students to be more confident in communicating the obstacles they face.

The data describes that 49.4 % of students agree that it is important to use L1 for translation for lower-proficiency students. Then, 36.5 % of the students strongly agree with that statement, 12.9 % of the students disagree, and 1.2 % of the students strongly disagree. The chart shows that 65.9% of the students agree that it is important to use L1 when responding to the lecturer's questions. Then, 14.1 % of the students strongly agree with that statement, 10.6 % of the students disagree, and 9.4 % of the students strongly disagree.

These results show that most students find using L1 very beneficial when answering the lecturer's questions. In a classroom context, where clear and effective communication is essential, the ability to use the mother tongue can help students better convey their answers and reduce any uncertainty or confusion that may arise from English mistakes. These results indicate that most students believe in the importance of using the mother tongue (L1) to support students with lower language ability. Allowing the use of L1 in these situations enables lower-level students to better understand the subject matter and feel more involved in the learning process (Raja, et al., 2022).

The data depicts that 58.8 % of the students agree that it is important to use L1 for asking permission from the teacher. Then, 17.6 % of the students strongly agree with that statement, 20.0 % of the students disagree, and 3.5 % of the students strongly disagree. These results show that most students consider using L1 as a useful tool when asking teachers for permission. In this context, where effective communication is crucial, the ability to use the mother language gives students the security to make requests more directly and clearly.

Referring to the data of the students' native language, it was depicted that Malay is still the most widely used native language with a percentage of 60.0%, and Thai Malay is the least used with a percentage of 1.2%. Then, referring to the strategies used by teachers and students when translanguaging in the classroom, such as holding small-group work (e.g., discussing content or activities), providing assistance to peers during activities, or brainstorming. Based on this, the strategies used by lecturers are quite good, but have not been able to influence students to become accustomed to using other languages. The strategy is corroborated by interview-based opinions. In interviews between researchers and students, students stated that they were very enthusiastic about speaking English. Speaking English will be easier to

understand if it is explained again using the mother tongue. The disadvantage of using this translanguaging strategy, in their opinion, is the limited time they have to translate sentences and words so they can be understood properly. This is also corroborated by the results of class observations, which show that when lecturers teach, we have to learn 4 different languages, namely Pattani Malay, Thai, English and Indonesian, so that the process of translanguaging occurs.

Drawing on the results, it can be acknowledged that integrating translanguaging in EAP courses is beneficial. It helps students understand difficult concepts, encourages active engagement, and brings enthusiasm for English language learning. However, its implementation also has disadvantages, as using multiple languages within a limited time makes the translation process less effective.

CONCLUSION

Based on the implementation of the translanguaging process at PETIDAM (Daarul Ma'arif College) in Thailand, it is already well implemented. It is proven by the application of three languages, namely Pattani Malay, Thai and Indonesian as their first language in translating into English or vice versa. Some students understand what the teacher explains in English by responding using Pattani Malay, Thai and Indonesian. In addition, based on the perspective of students at PETIDAM (Daarul Ma'arif College), there is a positive response. They feel that learning through translanguaging can help them better understand the material and give students the freedom to express their ideas in their own language. In addition, the use of the first language for translation can develop and link the material to knowledge in the first language. For example, when the instructor finds a rule in a foreign language that is similar to one in English, it can be related in the first language as new knowledge. So, it can be concluded that the integration of translanguaging in teaching and learning English is able to assist students in understanding the material in their L1 (first language). In other words, translanguaging can be used as an effective strategy in English teaching and learning.

ACKNOWLEDGMENTS

In accordance with the completion of this study, we would like to take this opportunity to thank the Faculty of Teacher Training and Education, State Islamic University (UIN) Sultan Maulana Hasanuddin Banten, Indonesia and Darul Maarif Islamic College, Thailand for providing us with research funding.

REFERENCES

- Al Arief, Y. (2023). Translanguaging in virtual class. *International Journal of Research in Vocational Studies (IJRVOCAS)*, 3(1), 01–09. <https://doi.org/10.53893/ijrvocas.v3i1.183>
- Anderson, J. (2022). The translanguaging practices of expert Indian teachers of English and their learners. *Journal of Multilingual and Multicultural Development*, 45(6), 2233–2251. <https://doi.org/10.1080/01434632.2022.2045300>

- Anwar, W. P., Salija, K., & Abduh, A. (2019). Exploring translanguaging: An approach to teaching and learning English as foreign language of Bone Islamic University context. *Universitas Negeri Makasar*.
- Bonacina-Pugh, F., Da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54(4), 439–471. <https://doi.org/10.1017/S0261444821000173>
- Canagarajah, S. (Ed.). (2013). *Literacy as translingual practice* (0 edn). Routledge. <https://doi.org/10.4324/9780203120293>
- Cenoz, J. (2013). Defining Multilingualism. *Annual Review of Applied Linguistics*, 33, 3–18. <https://doi.org/10.1017/S026719051300007X>
- Cun, A. (2024). Translanguaging practices in a community-based Chinese heritage early childhood classroom. *International Journal of Bilingualism*, 13670069241243204. <https://doi.org/10.1177/13670069241243204>
- Garcia, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education*. Palgrave Pivot.
- Hyland, K. (2012). Teaching Language for Academic Purposes. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (1st edn). Wiley. <https://doi.org/10.1002/9781405198431.wbeal1162>
- 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>
- Kuncoroningtyas, F. S. A., Sumardi, S., & Putra, K. A. (2025). EFL students' attitudes towards translanguaging practice: Its implications for willingness to communicate in Indonesian vocational classrooms. *Journal of Languages and Language Teaching*, 13(1), 255. <https://doi.org/10.33394/jollt.v13i1.12711>
- 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>
- Lopez, A. A., Turkan, S., & Guzman-Orth, D. (2017). Conceptualizing the use of translanguaging in initial content assessments for newly arrived emergent bilingual students. *ETS Research Report Series*, 2017(1), 1–12. <https://doi.org/10.1002/ets2.12140>
- Masood, N. (2019). Students' and Teachers' Attitude towards Translanguaging: An Inter University Study in Dhaka (Doctoral dissertation, Brac University).
- 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>
- Muqit, A., Sahiruddin, S., Mron, A., Nurhayati, N., & Polii, I. J. (2023). The use of L1 in L2 learning in the Indonesian EFL context. *JEES (Journal of English Educators Society)*, 8(1). <https://doi.org/10.21070/jees.v8i1.1741>
- Raja, F. D., Suparno, S., & Ngadiso, N. (2022a). Students' attitude towards translanguaging practice in Indonesian EFL classes. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 979–988. <https://doi.org/10.35445/alishlah.v14i1.1149>
- Shijing, X. (2021). *A study of teachers' and students' perceptions towards use of translanguaging in English language classrooms in Thailand*. Suryadhep Teachers College.
- Siegel, J. 2020. Research into Practice: Taking Notes in a Second Language. *Language Teaching* 55(2): 1–15. <https://doi.org/10.1017/S0261444820000476>

- Tian, Z., & Shepard-Carey, L. (2020). (Re)imagining the future of translanguaging pedagogies in TESOL through teacher-researcher collaboration. *Tesol quarterly* 0 (0), 1 – 13.
- Triastuti, A., Nurkamto, J., & Sumardi, S. (2023). Translanguaging pedagogies in an ESP course: A case in Indonesia. *VELES (Voices of English Language Education Society)*, 7(3), 527–541. <https://doi.org/10.29408/veles.v7i3.23912>
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Dil ve Dilbilimi Çalışmaları Dergisi*, 15(2), 678–694. <https://doi.org/10.17263/jlls.586811>
- Yuzlu, M. Y., & 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>