

**PRE-SERVICE EFL TEACHERS' PERCEIVED BENEFITS AND
CHALLENGES OF USING TRANSLANGUAGING AS A
PEDAGOGICAL STRATEGY**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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CHALLENGES OF USING TRANSLANGUAGING AS A
PEDAGOGICAL STRATEGY**

THESIS

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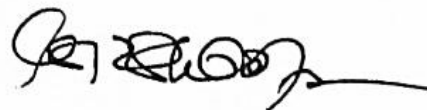
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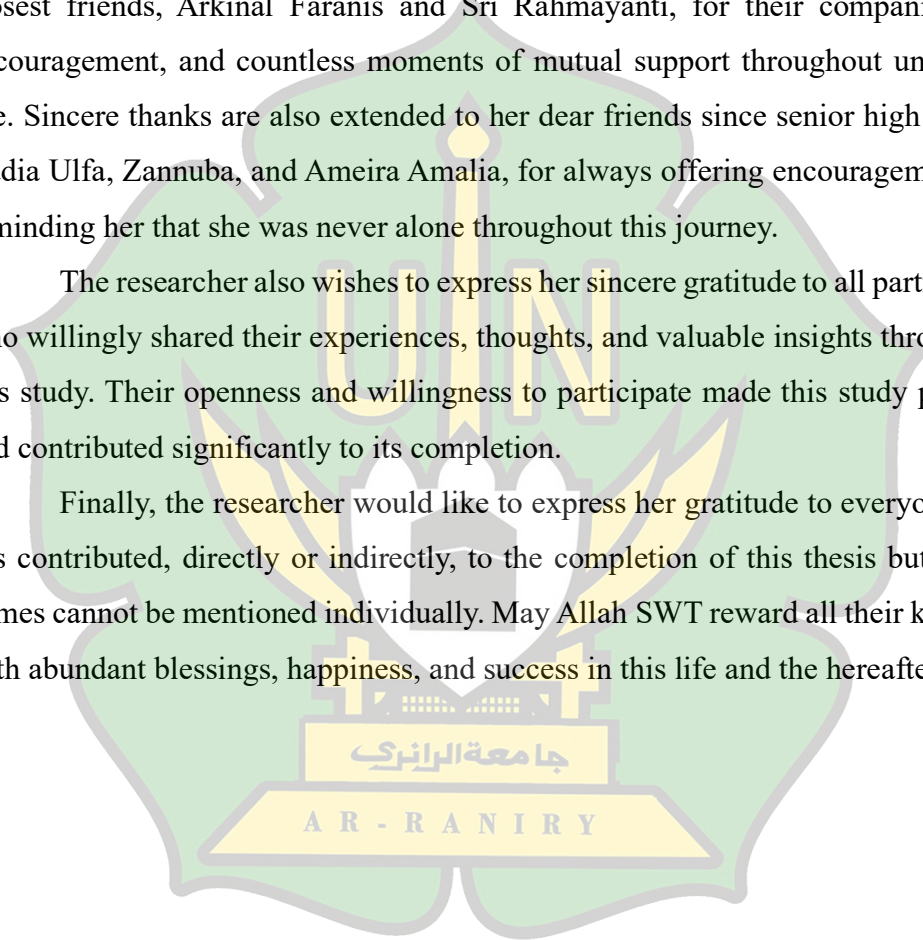
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ABSTRACT

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Thesis Title : Pre-Service EFL Teachers' Perceived Benefits and Challenges of Using Translanguaging as a Pedagogical Strategy
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This study aimed to explore the perceived benefits and challenges of using translanguaging as a pedagogical strategy, as well as the factors influencing pre-service EFL teachers' perceptions. The study employed a qualitative descriptive design involving eight pre-service EFL teachers from the English Education Department at UIN Ar-Raniry Banda Aceh who had completed their teaching practicum. The participants were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis by Braun and Clarke. The findings revealed that participants generally perceived pedagogical translanguaging as a beneficial instructional strategy that supported students' comprehension, classroom participation, confidence, and overall teaching effectiveness when implemented purposefully. However, participants also recognized several challenges, particularly in maintaining meaningful English exposure, determining when and how translanguaging should be used, and responding to diverse classroom conditions and students' varying levels of English proficiency. Furthermore, the findings indicated that participants' perceptions were primarily influenced by authentic teaching experience during teaching practicum and professional learning gained through university coursework and teacher education. Overall, the findings suggest that pre-service EFL teachers viewed pedagogical translanguaging as a purposeful instructional strategy that can effectively support English language teaching when implemented strategically according to learners' needs and classroom context.

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CHAPTER I

INTRODUCTION

This chapter introduces the study by presenting the background of the study, research questions, the aims of study, significance of the study, and key terms that guide the study.

A. Background of the Study

English language teaching (ELT) in multilingual classrooms requires teachers to make informed pedagogical decisions that respond to learners' diverse linguistic backgrounds and learning needs. In many EFL contexts, multilingualism has become an unavoidable part of classroom interaction, as students naturally draw on more than one language to support communication and learning (Cummins, 2007). However, ELT has long been influenced by a monolingual orientation that encourages the exclusive use of English while discouraging learners' first language (L1) during instruction. According to Phillipson (1992), this approach may create difficulties for learners with limited English proficiency because it overlooks the linguistic resources they already possess. Consequently, there is an increasing need for pedagogical approaches that recognize learners' multilingual resources while continuing to support English language development.

In Indonesia, English language teaching has also been influenced by a monolingual orientation that emphasizes maximizing the use of English during classroom instruction (Zein et al., 2020). These beliefs reflect Phillipson's (1992) concept of the monolingual fallacy, which assumes that exclusive use of the target

language provides the most effective environment for language learning. Accordingly, learners' first language has traditionally been viewed as something that should be minimized in English classrooms (Cook, 2016). However, classroom realities often challenge this assumption. English-only instruction may limit students' understanding and participation, particularly among learners with limited English proficiency (Sinaga & Putrawan, 2024). Consequently, many teachers continue to use students' L1 to explain difficult concepts, check comprehension, and facilitate interaction (Sundari & Febriyanti, 2021), highlighting the need for a more flexible pedagogical approach that values learners' multilingual resources.

To address the gap between monolingual ideals and classroom realities, translanguaging has increasingly been recognized as an alternative pedagogical approach in multilingual EFL education. Building on García's (2009) perspective of multilingualism, translanguaging views learners' linguistic resources as integrated rather than separated into distinct language systems. García and Lin (2016) further explain that translanguaging involves using speakers' full linguistic repertoire without adhering to the socially and politically defined boundaries between named languages. This broader perspective was later extended by Cenoz and Gorter (2021), who conceptualized pedagogical translanguaging as the deliberate and planned use of students' multilingual resources to support language teaching and learning. Through this approach, teachers can enhance students' comprehension while continuing to promote English language development.

Recent studies have consistently demonstrated the pedagogical value of translanguaging in multilingual EFL classrooms. In Indonesia, Liando et al. (2022)

found that translanguaging improved students' comprehension by enabling teachers to explain difficult concepts through multiple linguistic resources. Similarly, Emilia and Hamied (2022) reported that translanguaging supported students' cognitive, social, and psychological development in tertiary EFL classrooms. Beyond the Indonesia context, Prilutskaya (2021) concluded that pedagogical translanguaging contributes positively to learners' comprehension, classroom participation, and language development across multilingual EFL settings. Together, these findings indicate that pedagogical translanguaging can create more inclusive and supportive English language learning environments.

Despite its reported benefits, the implementation of pedagogical translanguaging remains a subject of debate in EFL education due to the continuing influence of monolingual ideology. Many teachers still believe that English should be used as much as possible during instruction, leading translanguaging to be viewed as a strategy that should be limited rather than intentionally integrated into teaching. In Indonesia, Witari and Sukanto (2023) found that although teachers frequently practiced translanguaging, they often lacked a clear understanding of its pedagogical purposes. Similarly, Hapsari et al. (2026) reported that teachers held differing views regarding its effectiveness and appropriate implementation. These findings suggest that translanguaging presents not only pedagogical benefits but also practical challenges that may shape teachers' perceptions and practices.

These ongoing debates are particularly relevant to pre-service EFL teachers, who will become future English teachers responsible for making pedagogical decisions in multilingual classrooms. Borg's (2003) Teacher Cognition Theory

suggests that teachers' beliefs and knowledge shape how they interpret and implement instructional approaches. Therefore, understanding how pre-service teachers perceive the benefits and challenges of pedagogical translanguaging is important, as these perceptions are likely to influence their future teaching.

Although previous studies have explored translanguaging practices and teachers' attitudes in Indonesian EFL contexts, most have focused on classroom implementation or the perspectives of in-service teachers. Comparatively little attention has been given to how pre-service EFL teachers perceive the benefits and challenges of pedagogical translanguaging, particularly in multilingual contexts such as Aceh. To address this gap, the present study explores the perceived benefits, perceived challenges, and factors influencing pre-service EFL teachers' perceptions of translanguaging as a pedagogical strategy at UIN Ar-Raniry Banda Aceh. The findings are expected to contribute to teacher education by providing insights into preparing future English teachers for multilingual EFL classrooms.

B. Research Questions

1. What benefits do pre-service EFL teachers perceive from using translanguaging as a pedagogical strategy?
2. What challenges do pre-service EFL teachers perceive when using translanguaging as a pedagogical strategy?
3. What factors influence pre-service EFL teachers' perceptions of translanguaging as a pedagogical strategy?

C. The Aims of Study

1. This study aims to explore pre-service EFL teachers' perceived benefits of using translanguaging as a pedagogical strategy.
2. This study aims to explore pre-service EFL teachers' perceived challenges of using translanguaging as a pedagogical strategy.
3. This study aims to explore the factors that influence pre-service EFL teachers' perceptions of using translanguaging as a pedagogical strategy.

D. Significance of the Study

The findings of this study are expected to provide valuable insights from both theoretical and practical perspectives:

1. Theoretical Significance

Theoretically, this study is expected to contribute to the existing literature on translanguaging in English as a Foreign Language (EFL) education by providing insights into pre-service EFL teachers' perceptions of the benefits and challenges of using translanguaging as a pedagogical strategy. While previous studies have largely focused on classroom practices and the perspectives of in-service teachers, this study extends the discussion by examining the views of pre-service teachers, whose beliefs may influence their future instructional decisions. In addition, the findings are expected to enrich the limited body of research on translanguaging in the context of teacher education, particularly for EFL environments like Aceh.

2. Practical Significance

Practically, the findings of this study are expected to be useful for several stakeholders. For teacher educators and the English Language Education Department at UIN Ar-Raniry, the findings may provide insights into how pre-service EFL teachers perceive translanguaging, which can be considered in preparing prospective teachers for multilingual classrooms. For pre-service EFL teachers, the findings may encourage greater awareness of both the potential benefits and the possible challenges of using translanguaging as a pedagogical strategy, enabling them to make more informed instructional decisions during future teaching practice. In addition, this study may serve as a reference for future researchers who wish to investigate translanguaging from different perspectives or in other educational contexts.

E. Terminology

1. Translanguaging

Translanguaging refers to the use of a speaker's full linguistic repertoire without strictly separating one language from another (García & Lin, 2016). This perspective recognizes that multilingual speakers naturally draw on all of their linguistic resources to construct meaning and communicate effectively. In the context of this study, translanguaging refers to the flexible use of English, Indonesian, and other languages (Acehnese) by pre-service EFL teachers during classroom instruction to facilitate communication and support students' learning.

2. Pedagogical Strategy

Pedagogical strategy refers to a planned and purposeful approach used by teachers to facilitate students' learning and achieve specific instructional objectives. In the context of translanguaging, Cenoz and Gorter (2021) introduced the concept of pedagogical translanguaging, which refers to the deliberate and systematic use of students' multilingual resources to support language teaching and learning. Rather than using multiple languages randomly, this approach encourages teachers to integrate students' linguistic resources intentionally to enhance comprehension, scaffold learning, and promote classroom participation. In this study, pedagogical strategy refers to the intentional use of translanguaging by pre-service EFL teachers to support students' understanding and learning during classroom instruction.

3. Pre-service EFL Teachers

Pre-service EFL teachers are teacher candidates enrolled in a formal teacher education program to develop the pedagogical knowledge and teaching skills required before entering the teaching profession (Richards & Schmidt, 2013). During this stage, they begin to develop their teaching beliefs and gain classroom experience through coursework and teaching practicum. According to Borg (2003), teachers' beliefs and knowledge play an important role in shaping their instructional decisions and classroom practices. In the context of this study, pre-service EFL teachers refer to students of the English Education Department at UIN Ar-Raniry who have completed their teaching practicum (*PPL*) and have experience using translanguaging during English classroom instruction.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of relevant theories and previous studies related to the topic of the study. The purpose of this chapter is to provide the theoretical foundation that supports the analysis of the research findings.

A. English Language Teaching in Multilingual Classrooms

English Language Teaching (ELT) involves more than developing learners' English proficiency. Effective English teaching requires teachers to make instructional decisions that consider learners' characteristics, learning objectives, and classroom contexts (Farrell, 2022). This indicates that successful language instruction depends not only on established methods, but also on teachers' ability to reflectively adapt their practice to students' diverse needs. In many contemporary EFL settings, classrooms are increasingly multilingual, with students bringing varied linguistic backgrounds and proficiency levels into the learning process. Consequently, understanding the multilingual nature of EFL classrooms provides a critical foundation for examining appropriate language teaching practices.

Multilingual classrooms are characterized by learners who possess and use more than one language as part of their linguistic repertoire. In such contexts, students naturally draw on their existing linguistic resources to support comprehension, communication, and learning (Cummins, 2007). Rather than viewing these resources as obstacles, multilingualism is increasingly recognized as an educational asset that can facilitate language learning. Accordingly, learners' first

language is increasingly viewed as a pedagogical resource that can support English learning when used appropriately (Cenoz & Gorter, 2021). This perspective has encouraged the development of pedagogical approaches that strategically utilize learners' multilingual resources, including pedagogical translanguaging.

B. Concept of Translanguaging

Translanguaging has developed through several stages before becoming a widely recognized concept in multilingual education. The term was first introduced by Cen Williams (1994) through the Welsh term *trawsieithu* to describe a pedagogical practice in bilingual classrooms, where students deliberately alternated the language of input and output to promote deeper understanding of learning materials. Initially, it described classroom activities where students received information in one language and produced responses in another, requiring them to reinterpret meaning across languages (Williams, 1994).

Building on Williams' work, Baker (2001) introduced the concept to a broader international audience and emphasized translanguaging as a process that allows bilingual learners to make meaning by drawing on more than one language. As research on multilingualism continued to evolve, the concept was further reconceptualized by García (2009), who expanded translanguaging beyond a classroom technique into a broader perspective for understanding how multilingual individuals naturally use their linguistic resources in communication and learning. This theoretical development established the foundation for contemporary discussions of translanguaging in multilingual education.

As the concept continued to develop, translanguaging came to be understood as more than a classroom practice. García and Lin (2016) define translanguaging as the deployment of a speaker's full linguistic repertoire without regard for the socially and politically defined boundaries of named languages. This perspective suggests that multilingual speakers do not use their languages as separate and independent systems. Instead, they draw flexibly on all of their linguistic resources to construct meaning, communicate, and support learning according to the demands of different situations. Supporting this view, Otheguy et al. (2019) argue that multilingual individuals possess a single integrated linguistic repertoire rather than multiple autonomous language systems. From this perspective, translanguaging recognizes multilingual learners' existing language knowledge as a valuable resource that can facilitate communication and learning, providing an important theoretical foundation for multilingual education.

Despite its growing prominence in multilingual education, translanguaging is often confused with code-switching because both involve the use of more than one language during communication. However, the two concepts are based on fundamentally different theoretical assumptions. Traditionally, code-switching refers to the alternation between two or more separate language systems within a conversation, assuming that each language remains distinct (MacSwan, 2022). In contrast, translanguaging does not treat languages as isolated systems. Instead, multilingual speakers draw flexibly from a single integrated linguistic repertoire to construct meaning according to their communicative needs (García & Wei, 2014; Otheguy et al., 2019). Consequently, translanguaging is understood as a broader

and more holistic perspective on multilingual language use than the traditional concept of code-switching.

This broader understanding of translanguaging has important implications for multilingual education. Rather than viewing students' languages as separate or competing systems, translanguaging recognizes learners' entire linguistic repertoire as a valuable resource for learning and communication. Consequently, multilingual learners can draw on all of their available linguistic resources to construct meaning, develop understanding, and participate actively in classroom interaction. This educational perspective has influenced the development of translanguaging as an instructional approach in language education, leading to the emergence of pedagogical translanguaging, which emphasizes the purposeful use of students' multilingual resources to support teaching and learning (Cenoz & Gorter, 2021).

C. Translanguaging as a Pedagogical Strategy

Building upon the broader concept of translanguaging, researchers have increasingly recognized its potential as a deliberate instructional approach in multilingual education. Rather than viewing translanguaging solely as a natural language practice, it is now understood as a pedagogical strategy that can be intentionally integrated into classroom instruction to support teaching and learning. This perspective has led to the development of pedagogical translanguaging, which Cenoz and Gorter (2021) define as the planned and systematic use of students' multilingual resources to facilitate language learning and content understanding. From this perspective, teachers intentionally decide when, why, and how different

languages should be incorporated into classroom activities to achieve specific instructional objectives while supporting students' English language development.

Pedagogical translanguageing differs from spontaneous multilingual language use because it requires intentional instructional planning rather than occurring naturally during communication. According to Cenoz and Gorter (2021), the use of students' multilingual resources should always be guided by clear pedagogical objectives that support both content learning and target language development. In this approach, learners' first language is strategically incorporated into classroom instruction to facilitate comprehension, activate prior knowledge, promote classroom interaction, and scaffold students' learning while maintaining English as the primary target language. Consequently, pedagogical translanguageing emphasizes purposeful and balanced language use that enables multilingual resources to function as educational assets rather than obstacles to English learning.

The successful implementation of pedagogical translanguageing depends largely on teachers' instructional decisions and classroom practices. García et al. (2017) propose that an effective translanguageing pedagogy consists of three interconnected dimensions: translanguageing stance, translanguageing design, and translanguageing shifts. Translanguageing stance refers to teachers' beliefs that students' multilingual resources are valuable assets for learning. Translanguageing design involves the intentional planning of classroom activities and learning materials that incorporate students' linguistic repertoires to achieve instructional objectives. Meanwhile, translanguageing shifts refer to teachers' flexible responses to students' spontaneous language use during classroom interaction. Together, these

dimensions emphasize that pedagogical translanguaging is not simply about allowing multiple languages in the classroom, but about making informed instructional decisions that strategically utilize students' multilingual resources to support teaching and learning.

As an instructional approach, pedagogical translanguaging requires teachers to make informed decisions about how multilingual resources are incorporated into classroom practice. Rather than allowing the use of different languages without clear purpose, teachers are expected to employ students' linguistic repertoires strategically to support instructional objectives while maintaining opportunities for English language development. Consequently, the effectiveness of pedagogical translanguaging depends not only on its theoretical principles but also on how teachers understand, perceive, and implement it in specific classroom contexts.

D. Benefits of Pedagogical Translanguaging

Pedagogical translanguaging recognizes students' first language as a valuable pedagogical resource that can facilitate language learning when used purposefully (Cenoz & Gorter, 2021). Building on this perspective, a growing body of research has reported various educational benefits of pedagogical translanguaging in multilingual EFL classrooms. Systematic reviews by Prilutskaya (2021) and Huang and Chalmers (2023) indicate that its implementation can support learners' comprehension, classroom participation, and language development across different educational contexts. Therefore, the literature consistently suggests

that pedagogical translanguaging offers several educational benefits that support teaching and learning in multilingual EFL classrooms.

One of the most frequently reported benefits of pedagogical translanguaging is its ability to support learners' comprehension and language learning. By strategically drawing on students' multilingual resources, teachers can scaffold complex concepts, connect new knowledge with learners' prior understanding, and facilitate access to lesson content (Cenoz & Gorter, 2022). This instructional support enables learners to process new information more effectively while gradually developing their English proficiency. Consistent with this perspective, Huang and Chalmers (2023) found that improved comprehension and language development were among the most commonly reported outcomes of pedagogical translanguaging across multilingual EFL contexts.

Beyond supporting learning, pedagogical translanguaging can also foster more active classroom interaction and learner engagement. By allowing students to use their multilingual resources strategically, translanguaging encourages them to express ideas, ask questions, and participate more confidently in classroom activities (García & Wei, 2014). Supporting this view, Liando et al. (2022) found that translanguaging enabled students to engage more actively in classroom interaction because they were better able to understand lesson content and communicate their ideas. These reported benefits suggest that pedagogical translanguaging can contribute to a more inclusive and supportive EFL learning environment. Nevertheless, the successful implementation of this approach also depends teachers' ability to address the practical challenges associated with its use.

E. Challenges of Pedagogical Translanguaging

Despite its growing recognition as a valuable pedagogical approach, the implementation of pedagogical translanguaging is not without challenges. As an instructional approach that encourages the purposeful use of learners' multilingual resources to support teaching and learning (Cenoz & Gorter, 2021), pedagogical translanguaging requires teachers to make careful pedagogical and contextual decisions in classroom practice. Although numerous studies have demonstrated its educational benefits, teachers continue to encounter various challenges when implementing translanguaging in multilingual EFL classrooms (Huang & Chalmers, 2023). Understanding these challenges is essential for explaining how teachers perceive and implement pedagogical translanguaging in practice.

One of the most widely discussed challenges concerns the persistence of monolingual language ideologies in English language teaching. Traditional language teaching has long been influenced by the belief that maximum exposure to the target language leads to more effective language learning, resulting in the assumption that learners' first language should be minimized or avoided during instruction (Cook, 2016). Consequently, translanguaging is sometimes perceived as conflicting with English-only practices that remain influential in many educational settings. Prilutskaya (2021) similarly found that monolingual beliefs continue to be one of the major barriers to the implementation of pedagogical translanguaging, as they discourage teachers from fully utilizing students' multilingual resources even when such practices may support learning. Similar challenges have also been reported in the Indonesian EFL context. Witari and Sukamto (2023) found that

although teachers frequently employed translanguaging in their classrooms, many implemented it intuitively without fully understanding its pedagogical purposes. Likewise, Hapsari et al. (2026) reported that teachers held differing views regarding the effectiveness and appropriate implementation of translanguaging in classroom.

Beyond ideological barriers, another challenge relates to teachers' pedagogical preparedness in implementing translanguaging effectively. Pedagogical translanguaging requires teachers to make deliberate decisions about when, why, and how learners' multilingual resources should be incorporated to support specific learning objectives (Cenoz & Gorter, 2022). Without sufficient pedagogical understanding or training, translanguaging may be used in an unplanned manner rather than as a purposeful instructional strategy, thereby limiting its educational effectiveness (Li Wei, 2018). Teachers must also make careful pedagogical decisions regarding the extent to which learners' first language should be used during instruction. Excessive reliance on the first language may reduce opportunities for target language practice (Huang & Chalmers, 2023). These practical considerations demonstrate that the effectiveness of pedagogical translanguaging depends not only on the approach itself but also on teachers' pedagogical knowledge and professional judgment.

F. Teacher Cognition and Teacher Perception

The implementation of pedagogical translanguaging is influenced not only by its potential benefits and challenges but also by how teachers understand, evaluate, and respond to this instructional approach. Although translanguaging has

increasingly been recognized as a valuable pedagogical strategy, teachers may hold different perceptions regarding its use depending on their knowledge, beliefs, and professional experiences. Therefore, understanding teachers' perceptions requires a theoretical perspective that explains the cognitive processes underlying instructional decision-making. In this regard, Teacher Cognition Theory provides an appropriate framework for examining the views of pre-service EFL teachers on the use of translanguaging as a pedagogical strategy.

Teacher cognition is considered a significant factor in language education because it shapes how teachers interpret pedagogical approaches and make instructional decisions. Borg (2003) explains that teachers' classroom practices are closely connected to what they know, believe, and think about language teaching rather than simply reflecting prescribed curricula or teaching methods. Similarly, Pajares (1992) argues that beliefs are among the strongest predictors of individuals' judgments and actions. Within the context of translanguaging, these perspectives suggest that teachers' perceptions play an important role in determining whether translanguaging is viewed as a valuable pedagogical resource, how it is interpreted, and the extent to which it is incorporated into classroom practice. Consequently, examining pre-service teachers' perceptions of translanguaging requires an understanding of the underlying cognitions that shape their instructional thinking.

According to Borg (2003), teacher cognition develops through the interaction of teachers' prior learning experiences, professional education, and classroom practice. Rather than being formed instantly, teachers' knowledge and beliefs continue to evolve as they encounter new learning experiences and teaching

contexts. He further explains that pre-service teachers often enter teacher education programs with pre-existing beliefs about language teaching that have been shaped by their own experiences as learners. These beliefs may subsequently be reinforced, modified, or challenged through teacher education courses and teaching practicum experiences. Consequently, pre-service teachers' perceptions of pedagogical translanguaging are understood as developing through the continuous interaction between prior experiences, professional learning, and classroom practice.

Within the context of this study, teacher cognition theory provides an appropriate theoretical lens for understanding how pre-service EFL teachers perceive pedagogical translanguaging. Since teachers' perceptions are closely related to their knowledge, beliefs, and professional experiences (Borg, 2003), pre-service teachers may hold different views regarding the benefits and challenges of pedagogical translanguaging. Therefore, this theory provides the conceptual foundation for understanding how pre-service EFL teachers perceive the benefits and challenges of using pedagogical translanguaging.

G. Relevant Studies

Recent studies have examined translanguaging from various perspectives, particularly its educational benefits and implementation in multilingual EFL classrooms. In the Indonesian context, Emilia and Hamied (2022) found that the combined use of Indonesian and English supported students' comprehension, meaning-making, and classroom interaction. Similarly, Liando et al. (2022) reported that translanguaging promoted learners' engagement and facilitated their

understanding of English lesson content. Consistent with these findings, systematic reviews by Prilutskaya (2021) concluded that pedagogical translanguaging generally contributes positively to learners' comprehension, classroom participation, and language development across diverse multilingual EFL contexts.

Despite these reported benefits, previous studies have also identified several challenges in implementing pedagogical translanguaging in EFL classrooms. Research has shown that teachers often encounter difficulties related to persistent monolingual language ideologies, limited pedagogical preparation, and institutional expectations that continue to favor English-only instruction (Huang & Chalmers, 2023). In the Indonesian context, Khairunnisa and Lukmana (2020) similarly reported that although teachers generally viewed translanguaging positively, many remained uncertain about how to implement it effectively in classroom practice. Likewise, Witari and Sukanto (2023) found that Indonesian EFL teachers frequently employed translanguaging but often lacked a clear understanding of its pedagogical purposes, resulting in its use being largely intuitive rather than strategically planned. These findings suggest that the successful use of pedagogical translanguaging depends not only on its perceived educational value but also on teachers' ability to address practical and contextual challenges.

More recently, researchers have begun to examine how pre-service EFL teachers perceive pedagogical translanguaging. Putrawan et al. (2022) found that Indonesian pre-service teachers generally viewed translanguaging positively because it facilitated communication, supported learners' understanding, and reflected the multilingual realities of English classrooms. Similarly, Elshafie and

Zhang (2024) reported that explicit exposure to pedagogical translanguaging through teacher education programs strengthened pre-service teachers' understanding of multilingual pedagogy and increased their confidence in applying translanguaging strategically. These findings indicate that pre-service teachers' perceptions are closely associated with their professional preparation and learning experiences.

Although previous studies have provided valuable insights into pedagogical translanguaging, most have focused on classroom implementation or the perspectives of in-service teachers. Comparatively fewer studies have explored how pre-service EFL teachers perceive the benefits and challenges of translanguaging as a pedagogical strategy, particularly within Indonesian higher education contexts. Moreover, research conducted in multilingual settings such as Aceh, especially in Islamic higher education institutions, remains limited. Therefore, this study seeks to explore pre-service EFL teachers' perceived benefits, perceived challenges, and the factors influence their perceptions of translanguaging as a pedagogical strategy within the context of UIN Ar-Raniry Banda Aceh.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology employed in the study. The purpose of this chapter is to explain how the study was conducted and how the data were collected and analyzed.

A. Research Design

This study employed a qualitative research design to explore how pre-service EFL teachers perceived the benefits and challenges of pedagogical translanguaging, as well as the factors that influence these perceptions during their teacher education journey. A qualitative approach was considered appropriate because the study aimed to understand participants' beliefs, interpretations, and experiences in depth rather than measure variables or produce statistically generalizable findings. According to Creswell (2018), qualitative research focuses on exploring and interpreting participants' perspectives within their natural contexts. Accordingly, this study explored pre-service EFL teachers' perspectives on pedagogical translanguaging as a teaching strategy, particularly their perceived benefits, perceived challenges, and the factors that influence these perceptions.

The study adopted a descriptive qualitative method to provide a detailed description of participants' perceptions and to identify recurring themes related to their understanding of pedagogical translanguaging. This method was appropriate because it enabled the researcher to present participants' perspectives authentically while capturing the complexity of their experiences and interpretations. Through

this approach, the study generated contextualized insights into how pre-service EFL teachers perceived the benefits and challenges of pedagogical translanguaging and the factor that influence those perceptions. These findings are expected to contribute to teacher education by providing a better understanding of how future English teachers conceptualize translanguaging within multilingual EFL classroom.

B. Research Participant

This study was conducted at UIN Ar-Raniry Banda Aceh and involved students from the English Education Department as participants. The population of this study consisted of final-year students who were preparing to become EFL teachers. From this population, eight participants were selected to participate in semi-structured interviews using a purposive sampling technique, which enables researchers to intentionally select participants who meet specific criteria relevant to the research objectives (Creswell, 2018). The criteria for selecting the participants were as follows:

- 1) Participants were active English Education students who were nearing the end of their study program (specifically those in their eighth semester).
- 2) Participants had completed essential teaching-related coursework, including Microteaching and teaching practicum (*PPL*) in the current semester.
- 3) Participants conducted their practicum in Aceh Besar, where multilingual classroom interactions and mixed-language use are common.
- 4) Participants conducted their practicum in junior secondary schools (*SMP/MTs*), where EFL instruction tends to involve mixed-language practice.

By selecting participants based on their teaching preparation and practicum experiences, the researcher ensured that the data collected were relevant, credible, and closely aligned with the research objectives of exploring pre-service EFL teachers' perceptions of the benefits and challenges of pedagogical translanguaging, as well as the factors that influence those perceptions. Eight participants were considered sufficient to generate rich and in-depth qualitative data for thematic analysis, as each participant met the predetermined selection criteria and was able to provide detailed accounts of their experiences and perspectives while maintaining the feasibility of the study.

Table 3.1 Profile of Research Participants

No	Participant Initials	Participant Code
1.	LA	Participant 1 (P1)
2.	SR	Participant 2 (P2)
3.	NM	Participant 3 (P3)
4.	SNA	Participant 4 (P4)
5.	CHN	Participant 5 (P5)
6.	PM	Participant 6 (P6)
7.	CRS	Participant 7 (P7)
8.	SZA	Participant 8 (P8)

C. Data Collection Technique

In this study, data were collected through semi-structured interviews, which served as the primary data collection technique for obtaining detailed and in-depth information about participants' perceived benefits and challenges of pedagogical translanguaging, as well as the factors that influence those perceptions. The interview protocol consisted of eight main guiding questions developed directly from the research questions. Optional probing questions were used whenever necessary to clarify, elaborate, and explore participants' responses in greater depth.

To accommodate participants' availability and personal circumstances, the semi-structured interviews were conducted using two modes: face-to-face interviews and WhatsApp call interviews. Participants who were available and willing to meet in person were interviewed individually at a mutually agreed location. Each interview lasted approximately 15–20 minutes and, with participants' informed consent, was audio-recorded to ensure the accuracy and completeness of the data. Field notes were also taken during and immediately after each interview to document contextual information and the researcher's initial reflections.

For participants who were unavailable to attend face-to-face interviews because of scheduling constraints, geographical distance, or personal preference, interviews were conducted through WhatsApp calls using the same semi-structured interview guide. Similar probing questions were employed during the calls to encourage participants to elaborate on their responses and provide detailed explanations of their experiences. Conducting interviews through WhatsApp calls

allowed the researcher to maintain flexibility while ensuring consistency in the interview protocol and the depth of the data collected across participants.

After all interviews had been completed, the audio recordings from both the face-to-face and WhatsApp call interviews were transcribed verbatim. All transcripts were then anonymized through the use of pseudonyms to protect participants' identities and subsequently served as the primary data source for the thematic analysis.

D. Data Analysis Technique

The data gathered from the semi-structured interviews were analyzed using thematic analysis, a qualitative data analysis method used to identify, analyze, and interpret patterns or themes within qualitative data (Braun and Clarke, 2006). This approach enables researchers to systematically organize participants' responses into meaningful themes while preserving the complexity of their experiences and perspectives. This method was considered appropriate for the present study because it facilitated the exploration of recurring patterns related to pre-service EFL teachers' perceived benefits, perceived challenges, and the factors influencing their perceptions of pedagogical translanguaging.

The analysis consists of six phases. The first phase involved familiarizing the data by repeatedly reading the interview transcripts and making initial notes to gain a comprehensive understanding of participants' responses. The second phase focused on generating initial codes by systematically identifying meaningful

segments of data relevant to the research questions. In the third phase, related codes were organized into potential themes based on conceptual similarities.

The fourth phase involved reviewing and refining the developing themes to ensure that each theme accurately represented the coded data and the overall dataset. During the fifth phase, the themes were clearly defined and appropriately named by identifying their central meanings and ensuring that each theme addressed a distinct aspect of participants' perceptions. Finally, the themes were interpreted and presented in relation to the research questions, the theoretical framework, and previous studies. Representative quotations from participants were incorporated to support and illustrate each theme, thereby enhancing the credibility and transparency of the findings.

Since the interviews were conducted using a combination of English and Indonesian, all interview recordings were first transcribed in their original language. The researcher then translated the relevant quotations into English for presentation in this thesis. The translations were carried out carefully to preserve the participants' intended meanings while ensuring clarity and consistency throughout the analysis and reporting of the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the study and discusses them in relation to the research questions and relevant literature. The findings are organized according to the main themes that emerged from the thematic analysis.

A. Findings

This section presents the findings generated from the thematic analysis of the interview data. The findings are organized according to the three research questions, with seven findings identified across the interviews of the eight participants. These themes represent the perceived benefits, perceived challenges, and factors influencing pre-service EFL teachers' perceptions of translanguaging as a pedagogical strategy. Table 4.1 provides an overview of the findings.

Table 4.1 Summary of Research Questions and Findings

Research Questions	Findings
1. What benefits do pre-service EFL teachers perceive from using translanguaging as a pedagogical strategy?	1. Supporting Students' Learning through Pedagogical Translanguaging 2. Facilitating Effective Teaching Practices
2. What challenges do pre-service EFL teachers perceived when using translanguaging as a pedagogical strategy?	1. Maintaining Meaningful English Exposure 2. Managing Pedagogical Language Choices 3. Managing Contextual Classroom Challenges

Research Questions	Findings
3. What factors influenced pre-service EFL teachers' perceptions of translanguaging as a pedagogical strategy?	1. Learning from Authentic Teaching Experience 2. Professional Learning and Teacher Preparation

1. Perceived Benefits of Using Translanguaging as a Pedagogical Strategy

a. Supporting Students' Learning through Pedagogical Translanguaging

The first theme identified from the interview data highlights participants' perceptions of pedagogical translanguaging as a strategy that supports students learning. Across the interviews, participants consistently perceived translanguaging as improving students' comprehension, encouraging classroom participation, increasing confidence, and creating a more supportive learning environment.

One of the most frequently reported benefits was improved students' comprehension. Participants explained that many students struggled to understand lessons delivered entirely in English, particularly when learning new vocabulary, grammar, or unfamiliar concepts. Consequently, they believed that briefly using Indonesian or another familiar language enabled students to grasp the intended meaning more effectively before continuing the lesson in English. P2 described this benefit by stating:

"The biggest benefit I noticed was the students understood the lesson more easily. After I explained the lesson in Indonesian...complete the task that I gave."

This quotation indicates that participant perceived the use of students' familiar language as helping learners understand lesson content more effectively. Similarly, P8 explained:

"I noticed that translanguaging helps students understand the material more easily because they can immediately grasp the meaning of the explanation I give... after using translanguaging, students understood the lesson better and were able to follow the learning activities more effectively."

This quotation further suggests that participants viewed translanguaging as a pedagogical scaffold that facilitated students' comprehension before they continued classroom activities in English. Similar perceptions were also expressed by P4, P5, P6, and P7, who described translanguaging as an effective strategy for clarifying difficult concepts and reducing students' confusion.

Participants also perceived that improved understanding led to greater classroom participation. Once students understood the lesson and classroom instructions, they became more willing to answer questions, ask for clarification, and engage in learning activities. As P3 explained:

"Before I used translanguaging, ... After I explained using English and Acehese, more students started raising their hands. Even students who were usually quiet became brave enough to answer."

Likewise, P7 stated:

"If students understood the lesson and the instructions, they became more willing to ask questions, answer my questions, and join discussions."

These responses suggest that participants associated students' active participation with clearer understanding of the lesson rather than with language alternation itself. Similar observations were reported by P4, P5, P6, and P8.

Another benefit consistently identified across the interviews was increased students' confidence. Participants observed that explanations delivered in familiar languages encouraged them to participate more actively in classroom learning. As P3 stated:

"Translanguaging doesn't only help students understand the lesson. It also helps them become more confident."

Similarly, P2 reported:

"They became more confident and able to complete the task... They were more willing to answer questions, ask questions, and became more active in the class."

Together, these responses indicate that participants perceived students' confidence as developing alongside improved understanding, leading to greater willingness to participate during classroom activities.

Participants further perceived that pedagogical translanguaging contributed to a more supportive classroom atmosphere. The use of familiar languages appeared to reduce students' anxiety and helped them concentrate on classroom activities. P3 explained:

"After I mixed English with Indonesian or Acehnese, they became more relaxed."

Likewise, P8 observed:

"The classroom atmosphere became more lively and the students were more willing to participate in learning activities."

These responses indicate that participants perceived a more relaxed classroom environment as an important outcome of pedagogical translanguaging, which further supported students' engagement in learning.

Overall, the findings suggest that participants perceived pedagogical translanguaging as an instructional scaffold that enhanced students' learning by improving comprehension, encouraging participation, strengthening confidence, and creating a more supportive classroom environment.

b. Facilitating Effective Teaching Practices

The second theme identified from the interview data highlights participants' perceptions of pedagogical translanguaging as a strategy that facilitated more effective teaching practices. Beyond supporting students' learning, participants explained that translanguaging helped them deliver lessons more efficiently, communicate instructions more clearly, manage classroom interactions, and maintain the continuity of classroom activities. Rather than using multiple languages indiscriminately, participants described translanguaging as a deliberate instructional decision made to achieve lesson objectives more effectively.

One of the most frequently reported instructional benefits was the ability to explain difficult lesson content more effectively. Participants explained that they strategically switched to Indonesian or another familiar language when students

experienced difficulty understanding explanations delivered in English. Rather than replacing English, this temporary language shift helped clarify difficult vocabulary, grammar, and lesson concepts while allowing English to remain the primary language of instruction. P6 explained:

"Sometimes explaining everything in English took much longer, so switching briefly to Indonesian helped students understand the task more quickly and allowed the lesson to continue without wasting too much time."

This quotation suggests that participants perceived translanguaging as improving instructional efficiency by helping students understand difficult content more quickly, thereby reducing the need for unnecessary repetition. Similarly, P4 stated:

"I explained the material in English first, but if students looked confused, I switched to Indonesian to explain difficult vocabulary or grammar. After they understood the explanation, I continued using English again."

This response shows that P4 described translanguaging as a temporary instructional scaffold that clarified lesson content while maintaining English as the primary language of instruction. Similar views were also expressed by P2, P5, P7, and P8.

Participants also perceived that pedagogical translanguaging improved classroom communication, particularly when giving instructions and managing classroom activities. They explained that using familiar languages at appropriate moments reduced misunderstandings, enabled students to follow tasks more accurately, and helped lessons proceed more smoothly. P3 described:

"If the students didn't understand instructions like 'Please open your book' or 'Work in pairs,' I explained them again in Indonesian or Acehnese, and then they immediately understood and followed the instructions."

Likewise, P7 stated:

"Many students were still confused if the instructions were only in English, so I used Indonesian to make communication clearer and to keep the learning activities running well."

Together, these responses suggest that participants viewed translanguaging as an effective communication strategy that minimized misunderstanding and supported the continuity of classroom activities. Similar perceptions were also expressed by P4, P5, P6, and P8.

Another instructional benefit identified across the interviews was improved classroom management and lesson flow. Participants explained that translanguaging allowing classroom activities to continue more efficiently. Some participants also reported using students' familiar languages to regain attention and maintain classroom focus when necessary. As P6 explained:

"Translanguaging made the lesson run more smoothly... I could manage the lesson time more efficiently because I didn't have to keep repeating the same explanation in English."

Similarly, P3 shared:

"When students started talking, sleeping, or losing focus, I sometimes used Acehnese to attract their attention again."

These responses indicate that participants perceived translanguaging as supporting both instructional efficiency and classroom management, enabling them to maintain students' attention while ensuring lesson objectives could be achieved effectively.

Overall, participants consistently perceived pedagogical translanguaging as an instructional resource that supported effective teaching practices. By facilitating clearer explanations, improving classroom communication, and enhancing lesson management, translanguaging enabled participants to conduct English lessons more efficiently while continuing to expose students to English as the primary instructional language.

2. Perceived Challenges of Using Translanguaging as a Pedagogical Strategy

a. Maintaining Meaningful English Exposure

The first challenge identified from the interview data concerns participants' efforts to maintain meaningful exposure to English while using translanguaging. Although all participants acknowledged the instructional value of using students' familiar languages, many also expressed concern that excessive reliance on Indonesian or Acehnese could reduce opportunities for students to engage with English. Rather than rejecting translanguaging, participants emphasized the importance of using it selectively so that English remained the primary language of classroom instruction.

A frequently reported concern was that students gradually became dependent on the teacher's translations. Several participants observed that once students realized explanations would eventually be provided in Indonesian, they became less

willing to process English independently and tended to wait for the translated explanation instead. P4 explained:

"There were times when students paid more attention to the Indonesian explanation than the English one. As a result, they waited for me to translate instead of trying to understand the English first."

This response indicates that participants viewed students' reliance on translation as a challenge that required careful management rather than the abandonment of translanguaging. A similar concern was expressed by P7:

"They were already waiting for the Indonesian part even while I was still explaining in English, so they made less effort to understand the English explanation first."

This quotation further illustrates participants' concern that students became increasingly dependent on Indonesian explanations, often waiting for translation instead of making an initial effort to understand English independently. Similar concerns were also expressed by P2 and P5, who observed that some students became increasingly comfortable relying on Indonesian rather than attempting to understand or communicate in English.

In response to this challenge, participants emphasized that translanguaging should function as temporary linguistic support rather than replacing English instruction. They believed that students should first be encouraged to listen to, process, and respond to English before teachers decided whether additional explanation in Indonesian was necessary. As P6 explained:

"I see translanguageing from both sides. On one hand, it can really help students understand difficult concepts and reduce their anxiety when learning English. On the other hand, I think it has to be used carefully. If teachers rely on it too much, students may become less willing to process English on their own. So for me, translanguageing works best as a support, not as a replacement for English."

This quotation indicates that participants did not perceive translanguageing itself as problematic. Instead, they viewed the challenge as using it appropriately so that it continued to support, rather than replace, meaningful exposure to English.

Overall, participants consistently perceived maintaining meaningful English exposure as one of the primary challenges of implementing pedagogical translanguageing. While they recognized the necessity of using students' familiar languages to facilitate comprehension, they also believed that excessive reliance on translanguageing could unintentionally reduce students' engagement with English. Consequently, participants viewed effective translanguageing as requiring a careful balance between providing immediate linguistic support and sustaining meaningful opportunities for students to learn through English.

b. Managing Pedagogical Language Choices

The second challenge identified from the interview data concerns participants' experiences in making pedagogical decisions about when and how to use translanguageing during instruction. Rather than viewing language switching as a spontaneous practice, participants described it as a continuous instructional

judgment that required them to balance students' immediate learning needs with the goal of maximizing English exposure. They explained that deciding the appropriate moment to switch languages was often challenging because they had to evaluate students' understanding while maintaining the effectiveness of the lesson.

Several participants explained that they often hesitated before switching to Indonesian because they wanted to give students sufficient opportunities to process English independently. At the same time, they also recognized that delaying the switch for too long could result in confusion and disrupt the learning process. As P4 described this challenge:

"Sometimes I needed a little more time to think about whether students really needed an explanation in Indonesian or whether they could still manage in English. I tried to use English as much as possible, but I also had to adjust to the classroom situation so that the lesson could continue effectively."

This response indicates that participants perceived language choice as an ongoing pedagogical decision, balancing students' comprehension with the goal of maintaining English use. It also required continuous evaluation of students' comprehension rather than an automatic instructional practice. A similar experience was reported by P6:

"I sometimes had to repeat my explanation several times before deciding whether students really needed Indonesian. That process could take extra time, so I had to manage the lesson carefully and make quick decisions about when it was necessary to switch languages and when it was better to continue using English."

This response further illustrates the tension participants experienced between providing immediate linguistic support and maintaining meaningful opportunities for students to engage with English. Similar experiences were also reported by P2, P5, P7, and P8, indicating that decisions about language use were consistently shaped by students' understanding and the instructional context rather than predetermined rules.

Overall, participants perceived that one of the major challenges of pedagogical translanguaging was managing instructional language choices appropriately. Although they recognized translanguaging as a valuable instructional support, they believed its effectiveness depended largely on teachers' ability to judge when language switching was genuinely necessary and when maintaining English would better promote students' long-term language development.

c. Managing Contextual Classroom Challenges

The third theme identified from the interview data highlights participants' perceptions of contextual classroom conditions that complicated the implementation of pedagogical translanguaging. Rather than attributing these challenges solely to translanguaging itself, participants emphasized that students' English proficiency, classroom characteristics, and varying learning needs often influenced how effectively translanguaging could be implemented. These contextual factors required participants to adapt their language use continuously in order to achieve instructional goals.

One contextual challenge reported by several participants was students' limited English proficiency. Participants explained that many students lacked sufficient vocabulary or prior knowledge to understand explanations delivered entirely in English. As a result, they often needed to rely on Indonesian more frequently than they had originally intended. P6 explained:

"One challenge I often experienced was that some students still had limited vocabulary, so they found it difficult to understand explanations given completely in English. Sometimes the instructions were also too complex for their level."

This quotation indicates that participants perceived students' limited English proficiency as a contextual constraint that required them to adjust their instructional language in order to maintain students' understanding. A similar experience was reported by P8:

"Because the students' English skills are still quite limited, they often have trouble understanding my explanations when I speak in English. As a result, I have to use more Indonesian or Acehnese so that they can truly understand the material being taught."

This quotation further suggests that participants used translanguaging as a practical response to students' language abilities rather than as their preferred instructional approach. Similar experiences were reported by P1, P2, P4, P5, and P7, suggesting that students' English proficiency consistently influenced teachers' instructional language choices across different classroom contexts.

Participants also explained that contextual challenges were not limited to language proficiency but included classroom dynamics and varying levels of student readiness. They observed that some classroom situations required additional instructional adjustments before students could fully engage with lesson activities.

P8 described one such situation:

"There were times when this translanguaging approach didn't go as I had hoped, as some students still didn't understand the material even though I had explained it in Indonesian and sometimes supplemented it with Acehnese... I tried explaining again with simpler examples and additional practice."

This response suggests that translanguaging alone was not always sufficient to address students' learning difficulties. Instead, participants adapted their instruction by combining translanguaging with additional strategies, such as simplifying explanations and providing more practice opportunities to help students understand the lesson. Similarly, P3 reflected on classroom conditions that influenced language use.

"The biggest challenge was the classroom itself. Sometimes students became noisy, started talking with their friends, or even slept because they couldn't follow the lesson." (P3)

This quotation suggests that participants perceived classroom dynamics as influencing students' engagement with learning. When students struggled to follow the lesson, they often became distracted or disengaged, requiring teachers to employ additional instructional strategies, including flexible language use, to regain their

attention. In these situations, translanguaging functioned as one component of broader instructional adaptation rather than as a stand-alone solution.

Overall, participants perceived that many of the challenges associated with pedagogical translanguaging originated from broader classroom contexts rather than from the strategy itself. Students limited English proficiency, diverse learning needs, and classroom dynamics frequently shaped participants' instructional decisions. These findings suggest that the effectiveness of pedagogical translanguaging depended not only on teachers' language choices but also on their ability to respond adaptively to the contextual realities of EFL classrooms.

3. Factors Influencing Pre-service EFL Teachers' Perceptions

a. Learning from Authentic Teaching Experience

This theme explores how participants' perceptions of pedagogical translanguaging were primarily shaped through authentic teaching experience during their teaching practicum. Across the interviews, participants consistently explained that teaching real students enabled them to move beyond theoretical knowledge and develop a more practical understanding of translanguaging through observing students' responses, addressing classroom challenges, and making instructional decisions in authentic classroom settings. These experiences led them to view translanguaging as a practical strategy for supporting students' learning while maintaining English as the primary language of instruction.

P5 clearly described how her perspective changed after experiencing classroom teaching firsthand:

"I think my teaching practicum had the biggest impact on the way I see translanguaging. Before teaching, I only learned about different teaching approaches at university... However, it was during *PPL* that I actually saw how Indonesian helped students understand the lesson and become more confident in class."

This response suggests that authentic classroom experience enabled participants to evaluate translanguaging based on its practical impact on students rather than solely on theoretical understanding. A similar experience was described by P7, who reflected on how classroom realities challenged her initial beliefs about English-only instruction.

"Before *PPL*, I thought using English as much as possible would always be the best approach. However, after teaching real students, I realized that many of them still needed support to understand the lesson. In those situations, using Indonesian and Acehnese helped both classroom communication and students' understanding." (P7)

This quotation further suggests that authentic teaching experience prompted participants to reconsider their initial preference for English-only instruction and to perceive translanguaging as a pedagogically appropriate response to students' learning needs. Similar reflections were also expressed by P2, P3, P4, P6, and P8, who reported that observing students' responses during classroom teaching strengthened their positive perceptions of pedagogical translanguaging.

Overall, participants consistently perceived authentic teaching experience as the primary factor shaping their views of pedagogical translanguaging. Direct interaction with students allowed them to move beyond theoretical understanding and develop practical understandings of when, why, and how translanguaging could be used to support effective English teaching.

b. Professional Learning and Teacher Preparation

This theme demonstrates that participants' professional learning provided the theoretical foundation upon which later classroom experiences shaped and refined their perceptions of pedagogical translanguaging. Although authentic teaching experience emerged as the primary influence, several participants acknowledged that their university coursework, classroom discussions, and knowledge of language teaching approaches provided an important conceptual foundation for understanding translanguaging. This professional preparation helped them recognize translanguaging as a legitimate pedagogical strategy rather than simply alternating between languages.

P6 reflected on how both university learning and teaching practicum contributed to her understanding of translanguaging:

"Looking back, I think my university learning experience had the biggest influence on the way I view translanguaging. During many classroom discussions and presentations, both lecturers and students naturally moved between English and Indonesian to make ideas clearer... Later, during my teaching practicum, I found myself using a similar approach when students

needed additional support. Those experiences convinced me that translanguaging can benefit both teachers and students when it is used for the right reasons."

This response illustrates that participants' pedagogical beliefs developed through the interaction between prior academic learning and authentic classroom experience. University coursework provided an initial theoretical understanding of pedagogical translanguaging, while teaching practicum enabled participants to interpret, apply, and refine that knowledge in authentic instructional contexts. A similar perception was expressed by P5:

"Before teaching, I only learned about different teaching approaches at university, including how students' first language could support learning. However, it was during *PPL* that I actually saw how Indonesian helped students understand the lesson and become more confident in class."

This quotation suggests that university learning provided participants with an initial understanding of pedagogical translanguaging, whereas classroom experience strengthened their confidence in applying it to actual teaching situations.

Likewise, P8 emphasized that both university learning and teaching practicum jointly shaped her perspective:

"During my university study, I learned that using Indonesian in English classrooms is not always a problem... However, my perspective changed during my teaching practicum... Since then, I have viewed translanguaging as a helpful teaching strategy when it is used appropriately."

This response further indicates that professional learning established participants' initial conceptual understanding, while authentic teaching experience refined and validated that understanding through classroom practice. Similar reflections were also shared by P3 and P4, who described university preparation as an important foundation that became more meaningful after they applied it during teaching practicum.

Overall, the findings suggest that participants' perceptions of pedagogical translanguaging were shaped through the complementary interaction between professional learning and authentic teaching experience. University preparation provided the theoretical foundation for understanding multilingual pedagogy, while teaching practicum enabled participants to evaluate, adapt, and validate that knowledge in authentic classroom settings. Together, these experiences contributed to more informed and context-sensitive perceptions of pedagogical translanguaging.

B. Discussion

The findings of this study indicate that pre-service EFL teachers generally perceived pedagogical translanguaging positively while also recognizing several challenges in its implementation. Rather than viewing translanguaging simply as language alternation, participants perceived it as a purposeful pedagogical strategy that supports students' learning while maintaining English as the primary language of instruction. This interpretation reflects Cenoz and Gorter's (2021) concept of pedagogical translanguaging, which emphasizes the deliberate and planned use of learners' multilingual resources to achieve instructional objectives. The findings

further suggest that these perceptions were shaped through the interaction of participants' understanding of multilingual pedagogy and their authentic teaching experiences during teaching practicum. Accordingly, this discussion is organized around the perceived benefits, perceived challenges, and the factors influencing participants' perceptions of pedagogical translanguaging.

One of the main findings of this study is that participants perceived pedagogical translanguaging as supporting students' learning by improving comprehension, encouraging classroom participation, and increasing confidence. Rather than viewing these as separate outcomes, participants consistently perceived improved comprehension as the foundation that increased students' confidence and encouraged more active classroom participation. This interpretation reflects Cenoz and Gorter's (2022) view that pedagogical translanguaging strategically utilizes learners' multilingual resources to scaffold understanding while maintaining English as the target language. It also supports García and Wei's (2014) argument that translanguaging enables learners to participate more actively by drawing on their full linguistic repertoire during classroom interaction. These findings therefore suggest that participants viewed comprehension as the initial instructional outcome that enabled other positive learning experiences to develop.

The present findings are also consistent with previous studies that have reported the educational value of pedagogical translanguaging in multilingual EFL classrooms. Similar to the experiences described by the participants, Emilia and Hamied (2022) found that combining Indonesian and English supported students' comprehension, meaning-making, and classroom interaction, while Liando et al.

(2022) reported that translanguaging promoted learners' engagement by facilitating their understanding of lesson content. These findings are further reinforced by Prilutskaya's (2021) systematic review, which concluded that pedagogical translanguaging consistently contributes to learners' comprehension, classroom participation, and language development across multilingual EFL contexts. The consistency between previous research and the present findings suggests that the perceived benefits of pedagogical translanguaging extend beyond individual classrooms and represent broader patterns observed in multilingual EFL education. Therefore, this study further supports the view that pedagogical translanguaging functions as a temporary instructional scaffold that facilitates learning while promoting English language development.

The findings further show that participants perceived pedagogical translanguaging as facilitating more effective teaching practices, particularly in explaining difficult concepts, communicating classroom instructions, and maintaining lesson flow. Rather than using students' familiar languages indiscriminately, participants described translanguaging as an intentional pedagogical strategy that enabled them to respond to students' learning needs while maintaining the continuity of classroom instruction. This interpretation reflects García et al. (2017) framework of translanguaging pedagogy, which emphasizes purposeful instructional planning (translanguaging design) and teachers' flexible responses to emerging classroom needs (translanguaging shifts). Likewise, Cenoz and Gorter (2021) also argue that pedagogical translanguaging requires the deliberate integration of learners' multilingual resources to achieve instructional

objectives rather than functioning as spontaneous language alternation. Together, these findings suggest that participants viewed translanguaging as a strategic instructional resource that enhanced both teaching effectiveness and classroom management.

Regarding the perceived challenges, participants consistently emphasized the importance of maintaining meaningful English exposure while using pedagogical translanguaging. Although they acknowledged that Indonesian or Acehese could facilitate students' comprehension, they were concerned that excessive reliance on familiar languages might encourage students to depend on translation rather than actively engaging with English. Rather than viewing this as a weakness of translanguaging itself, participants perceived it as a challenge resulting from its inappropriate or excessive use. This interpretation aligns with García and Wei's (2014) view that translanguaging should function as a flexible pedagogical resource rather than replace the target language. Likewise, Cenoz and Gorter (2021) argue that pedagogical translanguaging should provide temporary linguistic support while preserving meaningful opportunities for English learning. These findings therefore suggest that participants viewed effective translanguaging as requiring a balance between facilitating comprehension and sustaining students' engagement with English.

Closely related to this challenge, the findings indicate that participants experienced difficulties in deciding when and how translanguaging should be used during instruction. Rather than treating language alternation as an automatic classroom practice, they described it as an ongoing pedagogical judgment that

required them to consider students' comprehension, lesson objectives, and classroom conditions before deciding whether additional linguistic support was necessary. This suggests that participants viewed effective translanguaging as depending not merely on the use of multiple languages, but on teachers' ability to make informed instructional decisions. This interpretation is consistent with Cenoz and Gorter (2021), who argue that pedagogical translanguaging requires teachers to determine strategically when, why, and how learners' multilingual resources should be incorporated into classroom instruction.

In addition to pedagogical decision-making, participants also identified broader classroom conditions as challenges influencing the implementation of pedagogical translanguaging. They explained that students' limited English proficiency, diverse learning needs, and classroom dynamics often required them to adapt their instructional strategies continuously. Importantly, participants recognized that translanguaging alone was not always sufficient to address these challenges. Instead, they frequently combined it with other instructional supports, such as simplifying explanations, providing additional examples, offering more practice opportunities, and managing students' attention. This finding supports García and Wei's (2014) view that translanguaging is inherently responsive to learners' linguistic repertoires and classroom realities rather than functioning as a fixed teaching technique. Similarly, Huang and Chalmers (2023) argue that its effectiveness depends on teachers' ability to respond flexibly to practical and contextual classroom conditions. Therefore, the present findings suggest that participants perceived the effectiveness of pedagogical translanguaging as being

shaped not only by language choice itself but also by teachers' broader ability to adapt instruction to students' learning needs and classroom contexts.

The findings further reveal that participants' perceptions of pedagogical translanguaging were strongly shaped by authentic teaching experience during their teaching practicum. Rather than relying solely on theoretical knowledge acquired through university coursework, participants developed a deeper understanding after observing students' responses, addressing classroom challenges, and making instructional decisions in real teaching situations. These experiences prompted many participants to reconsider their initial assumptions about English-only instruction and to recognize translanguaging as a practical pedagogical resource for responding to students' learning needs. This finding reflects Borg's (2003) theory of teacher cognition, which proposes that teachers' beliefs and pedagogical knowledge are continuously constructed and reshaped through classroom experience. It is also consistent with Putrawan et al. (2022), who found that Indonesian pre-service teachers developed positive perceptions of translanguaging after recognizing its value in responding to the multilingual realities of English classrooms. Together, these findings suggest that authentic teaching experience plays a crucial role in transforming theoretical understanding into practical pedagogical beliefs.

Besides authentic teaching experience, participants also acknowledged that university learning and teacher preparation contributed to shaping their perceptions of pedagogical translanguaging. Coursework, classroom discussions, and exposure to language teaching theories provided participants with an initial conceptual understanding of multilingual pedagogy before they entered real classrooms.

However, participants consistently perceived that this theoretical knowledge became more meaningful after it was applied and evaluated during teaching practicum. This finding is consistent with Borg's (2003) view that teacher cognition develops through the interaction between formal teacher education and practical classroom experience rather than through either source independently. Similarly, Elshafie and Zhang (2024) reported that explicit exposure to pedagogical translanguaging during teacher education strengthened pre-service teachers' understanding of multilingual pedagogy and increased their confidence in implementing translanguaging strategically. These findings suggest that teacher education established the conceptual foundation for participants' pedagogical beliefs, while authentic teaching experience refined and validated that knowledge through classroom practice.

Overall, the findings demonstrate that pre-service EFL teachers perceived pedagogical translanguaging not simply as alternating between languages, but as a purposeful and context-sensitive instructional strategy that supports student learning while facilitating effective teaching. Participants also recognized that its successful implementation requires maintaining meaningful English exposure, making informed pedagogical decisions, and adapting instruction to diverse classroom contexts. These perceptions developed through the complementary interaction between professional learning and authentic teaching experience. Therefore, this study highlights the importance of preparing pre-service EFL teachers not only with theoretical knowledge of multilingual pedagogy but also with opportunities to apply and reflect on these principles in authentic classroom setting.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions of the study based on the findings discussed in the previous chapter. It also provides recommendations for pre-service EFL teachers, teacher education programs, and future researchers.

A. Conclusion

This study aimed to explore pre-service EFL teachers' perceived benefits and challenges of using translanguaging as a pedagogical strategy, as well as the factors influencing their perceptions. The findings indicate that the study successfully addressed the three research questions. Overall, participants perceived pedagogical translanguaging as a valuable instructional strategy that supports English teaching and learning when implemented purposefully and strategically rather than as a replacement for English instruction.

Participants perceived pedagogical translanguaging as beneficial for both students' learning and teaching practices. They believed that it supported students' comprehension, encouraged classroom participation, increased confidence, and created a more supportive learning environment. At the same time, participants viewed translanguaging as facilitating clearer explanations, more effective classroom communication, and smoother lesson management. Rather than replacing English, translanguaging was consistently perceived as a temporary instructional scaffold that helped students access lesson content while maintaining English as the primary language of instruction.

Although participants viewed pedagogical translanguaging positively, they also recognized several challenges in its implementation. They expressed concerns about maintaining meaningful English exposure, determining the appropriate time and extent of language alternation, and responding to contextual classroom conditions such as students' limited English proficiency, diverse learning needs, and classroom dynamics. These findings suggest that the effectiveness of pedagogical translanguaging also depends on teachers' ability to make appropriate pedagogical decisions according to classroom contexts.

Participants' perceptions were mainly shaped by authentic teaching experiences during their teaching practicum, where they directly observed students' responses and evaluated the effectiveness of translanguaging in real classroom. University coursework and professional preparation further provided a theoretical foundation for understanding multilingual pedagogy before applying it in practice. Together, these factors contributed to the development of more informed and context-sensitive perceptions of pedagogical translanguaging.

Overall, this study concludes that pedagogical translanguaging is perceived by pre-service EFL teachers as a pedagogical strategy that can effectively support English teaching and learning when implemented appropriately. At the same time, its successful implementation requires teachers to balance students' immediate learning needs with meaningful English exposure while adapting their instructional decisions to classroom contexts. These findings contribute to a better understanding of how pre-service EFL teachers perceive pedagogical translanguaging within the context of English language teaching at an Indonesian Islamic university.

B. Recommendation

Based on the findings and conclusions of this study, several recommendations are proposed. First, pre-service EFL teachers are encouraged to use pedagogical translanguaging strategically as a temporary instructional scaffold rather than a substitute for English. In multilingual classrooms, they should maintain appropriate control over language use and instructional direction by balancing students' existing linguistic resources with continued opportunities to engage with English. This approach can support effective multilingual classroom practices while promoting English language development. In this way, pre-service EFL teachers can take an active role in managing multilingual classroom practices and contribute to more effective English language teaching

Second, teacher education programs may consider providing greater opportunities for pre-service teachers to develop their understanding of pedagogical translanguaging through both coursework and teaching practicum experiences. Integrating theoretical knowledge with classroom practice may better prepare future teachers to make informed instructional decisions and manage multilingual classroom interaction effectively.

Finally, future researchers are encouraged to investigate pedagogical translanguaging in different educational contexts and with participants from different educational levels to broaden understanding of its implementation. Future studies may also explore teachers' actual classroom practices through classroom observations in order to provide a more comprehensive understanding of how pedagogical translanguaging is implemented in authentic EFL classrooms.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 844 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan, Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU :

Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 018 TAHUN 2026

KEDUA :

Menunjuk Saudara:

Siti Khasinah, S. Ag., M. Pd.

Untuk membimbing Skripsi:

جامعة الرانيري

Nama : Dzakhirah Izzati

NIM : 220203026

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Pre-service EFL Teachers' Perceived Benefits and Challenges of Using Translanguaging as a Pedagogical Strategy

KETIGA :

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT :

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA :

Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 08 Juli 2026
Dekan,


Saiful Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip.


pusaka

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct the Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4546/Un.08/FTK.1/TL.00/6/2026

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203026

Nama : DZAKIRAH IZZATI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. Pendidikan Lr. Keluarga III Dusun Mangga Gampong Baro

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **PRE-SERVICE EFL TEACHERS' PERCEIVED BENEFITS AND CHALLENGES OF USING TRANSLANGUAGING AS A PEDAGOGICAL STRATEGY**

Banda Aceh, 15 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 24 Juli 2026

جامعة الرانيري

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

AR - RANIRY

Appendix C: Confirmation Letter from English Education Department



Appendix D: Interview Protocol

Research Title:

Pre-service EFL Teachers' Perceived Benefits and Challenges of Using Translanguaging as a Pedagogical Strategy

Interview Information

Interviewer : Dzakhirah Izzati
Participant :
Date :
Time :
Interview Mode : Face-to-face / WhatsApp Call

Brief Introduction

Before the interview began, participants were informed about the purpose of the study, the voluntary nature of their participation, the confidentiality of the information they provided, and the use of audio recording for research purposes. They were also given a brief explanation of translanguaging to ensure a shared understanding of the concept discussed during the interview.

For the purpose of this study, translanguaging as a pedagogical strategy refers to the purposeful and flexible use of English together with Indonesian, Acehnese, or other familiar languages to support teaching and learning in EFL classrooms. It involves strategically drawing on students' familiar languages to facilitate understanding while maintaining English as the primary language of instruction. This may include explaining difficult concepts, clarifying classroom instructions, or allowing students to discuss ideas in a familiar language before expressing them in English.

Semi-Structured Interview Questions:

The following questions served as the main interview guide. Additional probing questions were asked when necessary to obtain more detailed information based on participants' responses.

List of Questions:

1. During your teaching practicum, in what classroom situations did you usually use translanguaging, and what made you decide to use it?
2. Based on your teaching experience, what benefits have you noticed from using translanguaging in your teaching?
3. How did these benefits appear in your students' learning or classroom interaction?
4. Can you describe a specific situation that shows how translanguaging benefited your students?
5. What challenges have you experienced when using translanguaging in your teaching?
6. Can you describe a specific classroom situation that illustrates one of these challenges?
7. Looking back on your teaching practicum, what factors do you think have influenced the way you view translanguaging in English language teaching?
8. Can you explain how these factors have shaped your views on using translanguaging in the classroom?

AUTOBIOGRAPHY

1. Name : Dzakhirah Izzati
2. Student Number : 220203026
3. Place/Date of Birth : Banda Aceh, 18 April 2004
4. Gender : Female
5. Religion : Islam
6. Nationally : Indonesia
7. Address : Jl. Pendidikan, Gampong Baro, Kec. Meuraxa
8. Email : 220203026@student.ar-raniry.ac.id
9. Phone Number : 082275958510
10. Parents
 - a. Name of Father : Amri Adnan
 - b. Name of Mother : Defilia Filian
 - c. Fathers Occupations : Entrepreneur
 - d. Mothers Occupations : Civil Servant
 - e. Address : Jl. Pendidikan, Gampong Baro, Kec. Meuraxa
11. Education
 - a. Elementary : MIN 6 Model Banda Aceh
 - b. Junior High School : MTsN 1 Banda Aceh
 - c. Senior High School : MAN 1 Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh