



Translanguaging practice in teaching internship among pre-service teachers: An analysis study of translanguaging in Indonesian EFL classrooms

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Abstract

This study addresses the limited research on translanguaging practices among pre-service teachers within the Indonesian English as a Foreign Language (EFL) context, especially among pre-service teachers. It aims to analyze how these novice teachers employ translanguaging as a pedagogical tool during their teaching internships, focusing specifically on its resources, methods, and purposes. Utilizing a qualitative descriptive approach, this research examines five publicly available YouTube videos of pre-service teachers' practicums, guided by the analytical framework of Jeon et al. (2025). The findings reveal that pre-service teachers fluidly integrate linguistic resources with a range of non-linguistic aids such as gestures and visual media. They demonstrated methodological agility, moving beyond simple translation ('translative' methods) to more complex 'interwoven' practices that seamlessly combine multiple resources in a single instructional flow. Furthermore, translanguaging was found to serve four key pedagogical purposes: material (clarifying academic content), managerial (organizing classroom activities), skill-building (scaffolding language acquisition), and expressive (fostering student participation and confidence). The study concludes and provides empirical evidence that these pre-service teachers effectively implement translanguaging strategies, challenging the notion of a significant theory-practice gap. Their performance suggests that their professional training is successfully equipping them to leverage students' full linguistic repertoires to create dynamic, inclusive, and effective learning environments.

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INTRODUCTION

English Education in countries where English is used and taught as a Foreign Language is challenging. The teaching and learning of English as a Foreign Language (EFL) are fraught with a unique set of challenges that distinguish it from learning English as a second language (ESL). It is often necessary to navigate complex languages, especially in multilingual societies (Khairunnisa & Lukmana, 2020; Namugenyi, 2024). Rigid language separation and mixture in the classroom, rooted in traditional monolingual ideologies, which were considered overwhelming for students, led to their slow academic performance and might not reflect the dynamic linguistic practices of students and teachers (Kiramba, 2018; Putrawan, 2022). The use of students' native languages to acquire target languages has gained more attention as a result of the controversy surrounding English-only teaching and native language integration in English as a Foreign Language (EFL) and also in English as a Second Language (ESL) classes (Khairunnisa & Lukmana, 2020; Gatil, 2021). Given the phenomenon, William (1994), Baker (2001a), García & Wei (2014) make a significant advancement in research as a response to such circumstances, which is what is known as Translanguaging. First introduced by a Welsh teacher, Cen Williams, translanguaging is a method that allows students to employ every language they have acquired while learning other languages, which might improve their awareness and comprehension (García & Wei, 2014; Hillcrest, 2021). It is also a response against traditional monolingualism in isolating teaching second and foreign languages (Cenoz & Gorter, 2020; Wei, 2018). By encompassing a student's full language repertoire, translanguaging promotes a convincing method to reframe native languages as necessary tools for developing deeper English understanding and awareness, and avoids portraying them as barriers.

In foreign language classrooms, a key pedagogical strategy involves having students process input in one particular language to scaffold their production of output in another. Translanguaging is used to describe the fluidity in using various languages within a single linguistic repertoire rather than attaining a new system (García, 2019; Turnbull, 2018; Turner & Lin, 2020). There are three types of translanguaging (i.e., intra-sentential, inter-sentential, and tag translanguaging) which serve with specific roles and purposes in each type, including cognitive, managerial, interpersonal, and explanatory (Liando et al., 2022, 2023). Unlike Code-Switching, it is not a simple process using distinct languages translated into one another. It is rather an integrative practice used by bilinguals and multilinguals, which involves various linguistic resources to make meaning in contexts (Baker, 2001, p. 88; Wei, 2018). Translanguaging also enables language learners to employ their full linguistic resources to enhance their learning, making it an effective technique to foster cognitive engagement and enhance educational outcomes in multilingual contexts (Cenoz & Gorter, 2020; García & Wei, 2014). This method is relevant in educational contexts, allowing language learners to use every possible linguistic characteristic from multiple languages smoothly, promoting deeper learning and communication.

Incorporating translanguaging as a pedagogical tool has been proven to be a practical approach to leverage students' language repertoire. There are many ways that teachers may use translanguaging in various resources, methods, and purposes in their classrooms, which gives them plenty of options to adapt translanguaging according to the particular classroom settings (Jeon et al., 2025). Aligning with the findings suggests that Cenoz, (2017) shows that translanguaging helps students with different languages spoken to develop their multilingual identities and cross-linguistic understanding. On the other hand, in the Indonesian EFL classroom setting, when Emilia & Hamied, (2022) portrayed as teachers in higher education courses found using different linguistic resources with mixed Indonesian and English, translanguaging benefits all language learners' levels and empowers both students and teachers in a term of cognitive, social, and psychological aspects, and serves the functions of managerial, interpretative, and interactive. Meanwhile, Khairunnisa and Lukmana (2020), with 50 EFL teachers participating, provide evidence that the majority of teachers have good things to say about using translanguaging in their teaching. Mainly used in activities such as translating, 93% of teachers acknowledge its use to support students with lower proficiency. The functions of translanguaging also serve the purposes, including explaining concepts, describing, managing the classroom, building rapport and interpersonal relations, and providing feedback (Sapitri et al., 2018) (Sutrisno, 2023). It strengthens the effectiveness of translanguaging as a pedagogical tool for improving student engagement, communication, and comprehension in a multilingual setting (Rasmin et al., 2024). Translanguaging is also believed to be an effective teaching strategy, which is then seen as something that happens naturally and a significant instrument of learning for a number of purposes (García & Kleyn, 2016; Rauteda, 2024). It can be concluded that by combining common languages,

translanguaging creates a more dynamic and engaging learning environment in the classroom and helps students grasp complex ideas. This method not only helps students feel less nervous and more confident, but it also considers Indonesia's multilingual environment, where students must speak many languages.

Despite the growing studies that have already discussed translanguaging among EFL Teachers in Indonesia EFL classroom settings, studies conducted in researching the practice of translanguaging among pre-service teachers are currently still lacking (Lestari et al., 2022; Santoso & Hamied, 2022). Since Pre-Service teachers are also students in the process of teaching practice, there might have been gaps between the theoretical knowledge in training and their real practical performance in the classrooms (Lortie, 1975, p. 95, 99, 100; Anderson, 2024) In order to bring the practice of translanguaging in Indonesian EFL classroom settings broader, especially among Pre-Service Teachers, we need to look at the frameworks synthesized by (Jeon et al., 2025). There are three key points that will be used for this research: 1) Resources of Translanguaging; 2) Methods of Translanguaging; and 3) Purposes of Translanguaging.

This research aims to analyse the practice of Translanguaging among Pre-Service Teachers during their teaching practice in Indonesian EFL Classrooms. This research also investigates how translanguaging is being employed in teaching practice based on the four key points provided. With these aims, the following research question has served as a guide for this study in order to achieve this goal:

How do Indonesian EFL pre-service teachers employ translanguaging during their teaching practice in terms of its resources, methods, and purposes as a pedagogical tool?

METHODS

The study examined how Indonesian Pre-Service Teachers employ the practice of translanguaging in Indonesian EFL Classroom settings during their teaching practice. The qualitative method was descriptive through Pendidikan Profesi Guru (PPG) practice YouTube videos of Unjuk Kinerja (Ukin), and investigated how the three key points of translanguaging: resources, methods, and purposes, were employed. The researcher's perspective was used to interpret the data descriptively, while the data were collected, classified, and analysed by using the three syntheses by Jeon et al., (2025) to maintain the objectivity of the theoretical frameworks.

This study analysed the practice of translanguaging by among Pre-Service teachers during their teaching practice as PPG students in Indonesian EFL Classroom settings. The data sources were taken from five different YouTube videos teaching various lesson materials within a two-year range from 2023 to 2025 of PPG students performing teaching practice of English Language Teaching at the Senior High School level. The data instruments were developed through the Jeon et al., (2025) frameworks to scaffold the research instruments as shown below:

Table 1. Instrument Indicators

No	Aspect	Indicator	What to Look For
1	Resources	Linguistic	Use of English, Bahasa Indonesia, or local languages to explain, clarify, or engage
		Non-linguistic	Use of gestures, facial expressions, visuals, tone of voice, board work, and props
2	Methods	Translative	Direct translation between English and Indonesian/local language
		Interwoven	Seamless integration of multiple resources in one sentence or teaching flow
3	Purposes	Material	Clarifying academic content through translanguaging
		Managerial	Giving classroom instructions using translanguaging
		Skill-building	Encouraging student participation using familiar language codes
		Expressive	Facilitating students' self-expression to enhance their language proficiency

The observation was done to collect primary information by using the data instruments, followed by analysis reports of the five different videos of PPG students' performance in employing translanguaging. The data were organised into tables using a qualitative approach by using Jeon et al.

(2025) syntheses. By analyzing every teaching performance video, the evidence was transcribed to indicate the findings, along with the transcript in which the evidence was indicated. Following that, the results are then discussed for the purposes of responding to the research question.

FINDINGS AND DISCUSSION

1) Resources of Translanguaging used by the Pre-Service Teachers

Indonesian EFL Pre-Service Teachers fluidly use linguistic and nonlinguistic resources for translanguaging practice in their teaching practice (see Table 2). They combine the linguistic with nonlinguistic resources to explain academic material, give directions and establish a connection with students. Each participant employs translanguaging in their own ways, aligning with their teaching needs, and is not related to the others.

Pre-service teachers fluidly integrate both linguistic and non-linguistic resources into their teaching practice. However, rather than using local languages, which are occasionally used. The use of the native language may be preferred to make use of both teachers' and students' whole communicative repertoire while overcoming strict linguistic limitations. For instance, all pre-service teachers primarily alternated between students' (L1), Bahasa Indonesia, and the target language, English, to explain, clarify, and engage. Meanwhile, only Pre-Service Teacher 1 used the local language, Bahasa Banjar, to give instructions.

Table 2. a. Participants and Evidence of Linguistic Resources

Participants	Evidence
Pre-Service Teacher 1	<ul style="list-style-type: none"> - The teacher uses L1 (Bahasa Indonesia) to explain the lesson material of the narrative text. (<i>"Orientasi itu apasih dalam bahasa indonesia dulu menurut pendapat kalian?"</i>) - The teacher uses the local language "Pian" (Bahasa Banjar) to give instructions. (<i>"Pian mencocokkan vocabulary di kolom A dan diartikan di kolom B"</i>)
Pre-Service Teacher 2	<ul style="list-style-type: none"> - The teacher uses L1 (Bahasa Indonesia) to explain the lesson material of the descriptive text. (<i>"Kita bisa menggunakan descriptive tetx untuk menjelaskan berbagai jenis object seperti animal, person, place, or thing, sesuatu."</i>)
Pre-Service Teacher 3	<ul style="list-style-type: none"> - The teacher uses L1 (Bahasa Indonesia) to explain the materials. (<i>"There are two structures of the generic structure. Yang pertama ada identification, dan yang kedua ada decription."</i>)
Pre-Service Teacher 4	<ul style="list-style-type: none"> - The teacher uses L1 (Bahasa Indonesia) to explain the material. (<i>"Definisi dari itu pengertiannya dari prosedur teks gunanya untuk menjelaskan, menginformasikan, atau membantu yang membacanya untuk mengetahui urutan atau cara-caranya."</i>)
Pre-Service Teacher 5	<ul style="list-style-type: none"> - The teacher uses L1 (Bahasa Indonesia) to clarify the material about the report text. (<i>"Jadi teks report itu bisa kita gunakan untuk memperoleh informasi tentang suatu benda, hewan, atau mungkin tanaman. Jadi kita dapat informasi secara umum dari teks report."</i>)

Additionally, nonlinguistic resources, including gesture, facial expression, and visual representations (images, objects, mimic movement), were employed in addition to linguistic resources and enhance language understanding. For instance, a number of pre-service teachers employed physical motions to indicate body parts, replicate action verbs like "walk", "sleep", "run", clarify meaning, describe persons, things, places, and illustrate procedural processes as props with visual representations.

Table 2. b Participants and Evidence of Non-Linguistic Resources

Participants	Evidence
Pre-Service Teacher 1	<ul style="list-style-type: none"> - The teacher uses pictures to clarify the meaning of the words "Steam power", "Hydro power", "Wind power", and "Solar power" - The teacher uses gestures to mimic action verbs of "study", "walk", "run", and "sleep".
Pre-Service Teacher 2	<ul style="list-style-type: none"> - The teacher uses a picture to explain the physical appearance of a person. - The teacher uses gestures to mimic the words of "high", "tall", "inhale", and "exhale".
Pre-Service Teacher 3	<ul style="list-style-type: none"> - The teacher uses gestures to point out parts of the body: "head", "ear", "stomach", "eyes", and "hair". - The teacher uses a picture to explain the physical appearance of a person.
Pre-Service Teacher 4	<ul style="list-style-type: none"> - The teacher uses gesture to mimic imperative sentence of "Tuangkan air ke dalam gelas, lalu masukan es batu ke dalam gelas"

	<ul style="list-style-type: none"> - The teacher uses a visual representation of instant noodles to build students' knowledge about procedural text.
Pre-Service Teacher 5	<ul style="list-style-type: none"> - The teacher uses an animated video of The Lion. - The teacher uses a body gesture to explain the physical appearance of “mane” in a male lion.

The first finding shows that these pre-service teachers already acknowledged various translanguaging resources in their teaching practice. They also demonstrated pedagogical awareness by creating multimodal input that relates to students' language repertoires and life experiences. In addition to aiding in students' language development and material comprehension, their translanguaging strategies promoted inclusive classroom interactions.

2) Translanguaging Methods Used by Pre-Service Teachers

Not only are linguistic resources being used in teaching practice, but pre-service teachers also fluidly use translative and/or interwoven methods for translanguaging (see Table 3). This finding has shown how pre-service teachers employed these methods and integrated them with other resources in one teaching practice. Each participant employs translanguaging in their own ways, aligning with their teaching needs, and is not related to the others.

Pre-service teachers already demonstrated the translative method in their teaching practice as a means of clarifying the meaning and facilitating comprehension. The data clearly shows how observed pre-service teachers used this method in various teaching practices through direct translation of English vocabulary, phrases, and clauses into (L1) Bahasa Indonesia, or vice versa. For instance, the pre-service teachers 1, 2, 4, and 5 exclusively translated some words and terms such as “limitation”, “past”, “adjective”, “mane”, etc., and the term “pt” (i.e. stands for points) for immediate vocabulary understanding. In addition, it can be seen that Pre-Service Teacher 4 tends to translate some words between English and (L1) Bahasa Indonesia frequently. It highlights the constant reliance on this method to ensure students' vocabulary understanding. In contrast to Pre-Service Teacher 4, immediate vocabulary translation is barely used in Pre-Service Teacher 3 teaching practice. He mainly translates the target language and (L1) Bahasa Indonesia, which provides comprehension for grammar structures and rules.

Table 3. a Participants and Evidence of Translative Method

Participants	Evidence
Pre-Service Teacher 1	<ul style="list-style-type: none"> - The teacher directly translates the target language and (L1) Bahasa Indonesia. - The teacher translates the word “limitation”, “past” spoken in (L1) Bahasa Indonesia to clarify its meaning. (<i>“Limitation artinya terbatas.”</i>), (<i>“Past itu artinya lampau, atau masa lalu.”</i>)
Pre-Service Teacher 2	<ul style="list-style-type: none"> - The teacher directly translates the target language and (L1) Bahasa Indonesia. (<i>“Any questions? Ada pertanyaan?”</i>) - The teacher translates the word “adjective” and the term “pt” spoken in (L1) Bahasa Indonesia to clarify its meaning. (<i>“Ajective itu kata sifat.”</i>), (<i>“Pt itu artinya point yang kalian dapatkan.”</i>)
Pre-Service Teacher 3	<ul style="list-style-type: none"> - The teacher directly translates the target language and (L1) Bahasa Indonesia. (<i>“Can you describe your idols? Apakah kamu bisa describe idolamu?”</i>)
Pre-Service Teacher 4	<ul style="list-style-type: none"> - The teacher directly translates the target language and (L1) Bahasa Indonesia. (<i>“Have you ever made this instant noodle by yourselves? Pernahkah kamu membuat mi instant sendiri?”</i>) - The teacher frequently translates words spoken in English and (L1) Bahasa Indonesia to clarify their meanings. (<i>“Stove itu kompor, kalau frying pan wajan.”</i>)
Pre-Service Teacher 5	<ul style="list-style-type: none"> - The teacher directly translates the target language and (L1) Bahasa Indonesia. - The teacher translates the word “mane” spoken English to clarify its meaning. (<i>“Ada sesuatu yang menarik in the male lion. Dia memiliki mane, mane itu rambut yang membedakan dengan singa betina.”</i>)

From Translative to Interwoven, this method combines complex integration of various linguistic and non-linguistic resources to construct meaning. The data shows evidence that the majority of pre-service teachers integrated the target language, English and (L1) Bahasa Indonesia, and the local language occasionally, with gestures and visuals integration in their teaching activity. Aside from the target language and (L1), Pre-Service Teacher 1 is the only one who also used the local language

(Bahasa Banjar) and gestures to create a multi-dimensional explanation. Pre-Service Teacher 2 and Pre-Service Teacher 3 both explained the descriptive text materials by first using pictorial cues of famous persons (El Rumi and Elon Musk), and then discussing them in the target language and (L1) Bahasa Indonesia. Similarly, Pre-Service Teacher 4 also uses a picture-cue of instant noodles to give a brief overview of the procedure text material before explaining further in the main activity. Last, Pre-Service Teacher 5 also comes to the only one who used animated video in his teaching activity. He used the animated video report of Lion for students to find the specific information, language features, and purposes before he explained further the report text material.

Table 3. b Participants and Evidence of Interwoven Method

Participants	Evidence
Pre-Service Teacher 1	<ul style="list-style-type: none"> - The teacher uses multiple integrations of the target language, the (L1) Bahasa Indonesia, and the local language (Bahasa Banjar). - The teacher explains the meaning of "action verbs" by giving two different resources. First in English ("<i>What is an action verb? Do you know?</i>"), and then in Bahasa Indonesia ("<i>Contohnya</i>"), followed by gestures of action verbs that are being described.
Pre-Service Teacher 2	<ul style="list-style-type: none"> - The teacher uses integrations of the target language, the (L1) Bahasa Indonesia. - The teacher explains the descriptive text by giving two different resources. First showing a picture of Indonesian famous person "El Rumi" and then in English ("<i>Do you know what picture is this?</i>"), and in Bahasa Indonesia ("<i>Siapa dia?</i>") for students to describe.
Pre-Service Teacher 3	<ul style="list-style-type: none"> - The teacher uses integrations of the target language, the (L1) Bahasa Indonesia. - The teacher explains the descriptive text by giving two different resources. First showing famous person "Elon Musk" and then in English ("<i>What does he look like?</i>") for students to describe.
Pre-Service Teacher 4	<ul style="list-style-type: none"> - The teacher uses integrations of the target language, the (L1) Bahasa Indonesia. - The teacher explains the procedure text by giving two different resources. First showing a picture of "Indomie Goreng" and then in English ("<i>Do you know what it is?</i>"), and in Bahasa Indonesia ("<i>Pernahkah kamu membuatnya sendiri?</i>") for students to explain the steps on how to make instant noodles.
Pre-Service Teacher 5	<ul style="list-style-type: none"> - The teacher uses integrations of the target language, the (L1) Bahasa Indonesia. - The teacher explains the report text by giving two different resources. First in animated video of Lion, and in English ("<i>What information did you get from the video?</i>") for students to give information.

The second finding shows that all the observed pre-service teachers are capable of utilizing both Translative and Interwoven methods for translanguaging. These methods illustrate how one input can create another output without having to change the meaning of the context.

3) Translanguaging Purposes Used by Pre-Service Teachers

Translanguaging serves various purposes in pedagogy. Pre-Service Teachers use translanguaging for the purposes of material, managerial, skill-building, and expressive functions in their teaching practice, with all the observed purposes shown in tables that serve different interpretations (see Table 4).

The finding shows that all pre-service teachers used translanguaging when delivering materials to help students' comprehension of learning materials. As shown in Table 4.a., pre-service teachers integrate the target language and (L1) Bahasa Indonesia, and local language occasionally alongside non-linguistic resources. For example, Pre-Service Teacher 1 mainly integrated the linguistic resources, which included the combination of the target language (L1), Bahasa Indonesia, and the local language (Bahasa Banjar), to deliver material and give instruction about the narrative text. She also used body gestures to mimic some of the action verbs to facilitate students' vocabulary understanding. On the other hand, Pre-Service 2 and Pre-Service 3 have things in common in terms of teaching and learning materials. They both mainly combined the use of the target language (L1), Bahasa Indonesia, to explain material about the descriptive text and visual, and audio-visual representations in order to accommodate teaching material. Having a similar way, Pre-Service 4 used

both visual and audio-visual representation in accommodating her teaching material. She used a picture of a noodle to give students triggering questions regarding the procedure text before going further into the main material. An audio-visual of the procedural video of making orange juice was also added to give students a more comprehensive approach. She also used the target language and (L1) Bahasa Indonesia to explain the material of the procedure text. Last, Pre-Service Teacher 5 integrated the target language and (L1) Bahasa Indonesia into his teaching practice. He also used the multimodality of an animated video of a Lion to explain the material in the report text. This consistent pattern across all participants highlights that translanguaging served as a primary tool for making complex material comprehensible and accessible to students, utilizing various modalities to bridge linguistic and conceptual gaps.

Table 4. a Participants and Evidence of Material Purposes

Participants	Evidence
Pre-Service Teacher 1	<ul style="list-style-type: none"> - The teacher explains the narrative text material in the target language and (L1) Bahasa Indonesia, and the local language (Bahasa Banjar). (<i>"Jadi kalian sudah tau apa itu orientation, complication, evaluation, dan coda. Now, I will give you learn about action verb. What is action verb? Do you know?"</i>) - The teacher uses body gestures to mimic some of the action verbs.
Pre-Service Teacher 2	<ul style="list-style-type: none"> - The teacher explains the descriptive text material in the target language and (L1) Bahasa Indonesia. (<i>"Jadi, descriptive text itu merupakan jenis text yang berisik tentang penjelasan dan deskripsi dari suatu object."</i>) - The teacher explains how to describe a person, place, or thing using a picture cue in a ppt slide. (<i>"Dalam membuat descriptive text itu ada strukturnya, yang pertama itu identification. Apa itu isinya identification? It contains about the introduction of the object that will be described. And then, the second one, description. Jadi deskripsi ini isinya apa saja? It contains the description of something such as animal, things, place, or person."</i>)
Pre-Service Teacher 3	<ul style="list-style-type: none"> - The teacher explains the descriptive text material in the target language and (L1) Bahasa Indonesia. (<i>"Identification is introducing what or who the subject is being described. Atau menjelaskan apa atau siapa subjek yang dideskripsikan."</i>) - The teacher explains the descriptive text material using an animated video.
Pre-Service Teacher 4	<ul style="list-style-type: none"> - The teacher explains the procedure text material in the target language and (L1) Bahasa Indonesia. (<i>"Kemudian ada the purposes of procedure text, is to show how something is made through a sequence of steps. Nah, tujuan dari itu adalah untuk memperlihatkan kit acara untuk membuat sesuatu melalui beberapa Langkah secara berurutan."</i>) - The teacher explains the procedure text material using picture-cued and procedural video.
Pre-Service Teacher 5	<ul style="list-style-type: none"> - The teacher explains the report text material in the target language and (L1) Bahasa Indonesia. (<i>"You don't need to show general information in descriptive text. But if it is report, you have to mention the data. Misalkan, mereka habitatnya Dimana, terus jumlah populasinya berapa. Nah itu yang membedakan antara descriptive dengan report text"</i>) - The teacher explains the report text material using an animated video of a lion

The second purpose the five pre-service teachers used translanguaging is to organise and manage classroom environments. This managerial purpose serves as the way in which translanguaging was employed by pre-service teacher in their classroom settings. The majority of pre-service teachers, for example, Pre-Service 2, 3, 4, and 5, used translanguaging for some student-centred activities, such as describing persons, places, and things, project mapping, and group discussions, that required outcomes from group work and discussion among students. On the other hand, Pre-Service Teacher 1 used translanguaging to give an explanation on how to work on a matching quiz and an ice-breaking activity. Furthermore, all five pre-service teachers have used translanguaging to manage classroom management and provide instructions in at least basic activities, such as working on students' worksheets. The uniformity in their use of translanguaging for managerial tasks suggests that it was an effective and efficient way to ensure students understood instructions, organised their work, and participated smoothly in classroom activities.

Table 4. b Participants and Evidence of Managerial Purposes

Participants	Evidence
Pre-Service Teacher 1	- The teacher explains how to work on the students' worksheet activity and participate in an ice-breaking activity. (<i>"Now, I will give assessment. Silakan dijawab, ini lembar kerja pian. Ada teks naratif dan ada 10 soal."</i>)
Pre-Service Teacher 2	- The teacher explains how to work on a project of describing a person, an animal, or a place in a group discussion activity. (<i>"I will give you LKPD. Bagi kalian yang suka mendeskripsikan orang, berkelompok dengan sinta, bagi kalian yang ingin mendeskripsikan binatang gabung ke kelompok damar, yang ingin mendeskripsikan tempat berkumpul ke kelompoknya Faza. Now, please make a descriptive text based on the name of your group."</i>)
Pre-Service Teacher 3	- The teacher explains how to work on the project mapping activity in a group. (<i>"Instruksi dari tugas kelompok kalian adalah draw my mapping."</i>)
Pre-Service Teacher 4	- The teacher explains how to work on students' worksheets, group discussion activities. (<i>"I have some paper for to all of you. Silakan didiskusikan bersama kelompok kalian."</i>)
Pre-Service Teacher 5	- The teacher explains how to work on students' worksheets in a group discussion activity and participate in an ice-breaking activity. (<i>"Silakan kalian buka halaman tiga. Kalian harus mengidentifikasi teksnya, menentukan social function, kemudian generic structure, dan yang terakhir language features. Discuss with your group untuk mengisi Analisa atau mengidentifikasi teks tersebut."</i>)

Not only do pre-service teachers solely use translanguaging for delivering material lessons and classroom management. But they also use it to facilitate students' language development to acquire the target language. This finding clearly shows the way pre-service teachers leverage students' language development in activities that may use their full linguistic repertoire. For instance, Pre-Service Teacher 1 explains the definition of "district" in (L1) Bahasa Indonesia to the whole class in order to clarify the meaning and build vocabulary knowledge. Meanwhile, the rest of the pre-service teachers encourage students' participation to enable, produce, and acquire language skills. As it is shown, Pre-Service Teacher 2 and Pre-Service Teacher 3 assign students into groups in order to make the outcomes of things to describe out of visual representations with different tasks. Likewise, Pre-Service Teacher 4 lets students enable their language listening skills by reciting the steps from the English procedural video of "How to Make Orange Juice" into (L1) Bahasa Indonesia. She also enables students to develop their language repertoire by using group discussion for students to respond to the 5W+1H questions based on the procedural infographic of "How to Make Pancakes". Similar to the others, Pre-Service Teacher 5 enables students' language skills in a group activity where students discuss to determine the generic structure, language features, and social function of the report text, The Lion. This finding demonstrates that pre-service teachers leveraged translanguaging to build foundational knowledge, guide task completion, and develop specific language skills by connecting new concepts to students' existing language repertoires.

Table 4. c Participants and Evidence of Skill-Building Purposes

Participants	Evidence
Pre-Service Teacher 1	- The teacher encourages students to explain the definition of "district" in the target language. (<i>"A district is a type of sub-administrative unit that manages a region of the government."</i>)
Pre-Service Teacher 2	- The teacher uses pictures for students to compose a complete form of descriptive text in a group activity.
Pre-Service Teacher 3	- The teacher uses pictures to scaffold descriptive text using mind-mapping in a group activity. (<i>"Jadi kalian akan mendeskripsikan object dari figures yang sudah saya sediakan dan tentukan untuk kalian."</i>)
Pre-Service Teacher 4	- The teacher encourages students to recite the steps from an English procedural video of "How to Make Orange Juice" using (L1) Bahasa Indonesia. The teacher asks (<i>"Bagaimana cara membuatnya? Ada yang ingat?"</i>), then a student response (<i>"Kita membelah orange nya, diperas, dituangkan ke dalam gelas, dikasih gula, dikasih air secukupnya, lalu dikasih es batu."</i>) - The teacher uses the procedural infographic of "How to Make Pancakes" for students to answer the 5W+1H questions in a group discussion activity.

Pre-Service Teacher 5	- The teacher uses students' worksheets to determine the generic structure, language features, and the social function of the report text of the lion in a group discussion activity.
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Another purpose of utilising translanguaging in language teaching is to foster an expressive environment where students can express themselves freely to promote their language fluency. As shown in the table below, all five pre-service teachers have already created this expressive environment by inviting students' participation in the class. For example, Pre-Service Teacher 1 invites students to share their opinions after learning about the narrative text at the end of the lesson as a reflection to evaluate students' understanding and provide feedback for the teacher. Meanwhile, the rest of the pre-service teachers invite their students to present their group projects in the front of the class as a result of the group discussion activity they were assigned. However, Pre-Service Teacher 4 exclusively opens a gate for students to create a forum where they can peer-review and may give feedback to evaluate one another. The practice of students' participation to express themselves, often allowing for the use of both English and L1, suggests that translanguaging creates a more comfortable and inclusive space for students to articulate their thoughts, share findings, and provide feedback, thereby promoting active engagement and confidence.

Table 4. d Participants and Evidence of Expressive Purposes

Participants	Evidence
Pre-Service Teacher 1	- The teacher invites students to share their opinions of the narrative text. (<i>"After learning narrative text, I understand narrative text structure."</i>)
Pre-Service Teacher 2	- The teacher invites students to present the results of their group project in front of the class.
Pre-Service Teacher 3	- The teacher invites students to present the results of their group project in front of the class.
Pre-Service Teacher 4	- The teacher invites students to present the results of their group discussion in front of the class. - The teacher invites students after the presentation performance to do a peer review by sharing their opinions and feedback. The teacher asks (<i>"What do you think about your friends' performance?"</i>), then a student replies (<i>"I think the performance of all groups is good but their speak is not loud and not confident"</i>)
Pre-Service Teacher 5	- The teacher invites students to present the results of their group discussion in front of the class.

The third finding clearly shows that translanguaging is not just an approach but rather a complex and integrated part of pre-service teachers' pedagogical repertoire. In Indonesian EFL contexts, it is a useful tool for improving comprehension, managing classrooms, developing skills, and encouraging student expression.

Discussion

The findings indicate that Pre-Service Teachers acknowledge the use of translanguaging in utilizing a dynamic and multifaceted approach to leverage a range of linguistic and non-linguistic resources through various methods to achieve distinct pedagogical goals and purposes of its use as a pedagogical tool. In light of the theoretical gaps mentioned in advance and the body of current work, this chapter will discuss these findings.

The fluidity of the multimodality of translanguaging in practice

The finding shows all the observed Indonesian EFL Pre-Service Teachers from five different classroom contexts seamlessly integrated both linguistic (English as the targeted language and L1, Bahasa Indonesia, as students' native language, with the use of the local language occasionally) and non-linguistic resources (gestures, visual, and audio-visual representations) during their teaching practice. This is in line with the current view of translanguaging from García & Wei, (2014) which sees not only translanguaging encompassing named language, but also bilinguals and multilinguals' full language repertoire. The integration of verbal-linguistic resources demonstrated an extensive comprehension of multimodal meaning-making across modes (Álvarez Valencia, 2016; Nurviyani, 2024). This is also

supported by research conducted by Chikiwa, (2021) which found that gestures and other non-linguistic resources are frequently used by teachers in multilingual classrooms as a bridge to improve understanding and make learning easier for students. Interestingly, while (L1) Bahasa Indonesia was consistently used to assist in their teaching, the use of local languages was minimal, with only one teacher using Bahasa Banjar. This may reflect the standardizing influence of the national curriculum and the PPG program itself, which might implicitly prioritize the national language over regional ones (Zein et al., 2020). This contrasts with studies in other contexts where local vernaculars play a more significant role in translanguaging practices (Afriadi, 2021).

Methodological agility: beyond simple code-switching

This finding revealed that not only did the observed Indonesian EFL Pre-Service Teachers use various language resources in their teaching practice. But they also employed both translative and interwoven methods. The translative method is mainly used for immediate clarification by direct translation of vocabulary and phrases. This suggests that the use of translation supports students with lower proficiency, aligning with studies from Emilia & Hamied, (2022) and Khairunnisa & Lukmana, (2020). In addition, all five Pre-Service Teachers demonstrated beyond what they were capable of using a way more complex method known as Interwoven by seamlessly integrating multiple language resources within a single teaching flow. The example of its implementation is shown through the use of mixed-language, picture cues, and animated videos to open the discussion and interaction, or explain lesson materials. This finding challenges the misconception of translanguaging as simple code-switching and aligns with scholars who define it as an integrated practice that leverages the entire linguistic repertoire to construct meaning (García & Otheguy, 2020). The ability of these novice teachers to move beyond simple translation toward more integrated methods suggests they are developing a robust pedagogical competence.

A multi-purpose pedagogical tool

This finding also confirms that translanguaging is not used for a single purpose but serves a variety of pedagogical functions: material, managerial, skill-building, and expressive. A well-established and essential component of translanguaging's pedagogical value is its regular application for material purposes, or making lesson material understandable, and managerial purposes, such as giving instructions for group work and managing classroom activities, aligns with studies from (Khairunnisa & Lukmana, 2020; Sapitri et al., 2018) that highlight translanguaging as a tool for efficient classroom material and management. What is particularly compelling is the pre-service teachers' use of translanguaging higher-order goals in developing students' language competencies (Sutrisno, 2023). The skill-building purpose was evident when teachers used students' L1 to scaffold activities that developed target language skills, such as encouraging students to recite steps from a video or answer questions based on an infographic. The expressive purpose was fulfilled by creating a safe space for students to present their work, share opinions, and even conduct peer reviews, often using a mix of languages. This fosters an inclusive classroom environment, which is a key benefit of a translanguaging pedagogy (Cenoz & Gorter, 2020). This multifaceted framework can assist teachers globally in being more deliberate in their translanguaging processes, even outside of the Indonesian setting. It pushes teachers to intentionally employ L1 for more complex educational goals rather than just the more conventional (and much criticized) applications for managing and translation. Teachers in any EFL context can employ translanguaging to address universal issues like student speaking fear and involvement by emphasizing "skill-building" and "expressive" functions. This will turn the L1 from a perceived crutch into a potent teaching tool.

Bridging the gap between theory and practice

The introduction to this study noted the potential gap between theoretical knowledge and practical performance for pre-service teachers (Lortie, 1975, p. 99). However, the findings suggest that these pre-service teachers are not merely "sinking or swimming" but are actively and effectively applying complex pedagogical strategies. Their ability to deploy different resources and methods for varied and specific purposes indicates a successful translation of theory into practice. Rather than a "gap," the findings reveal a dynamic process of pedagogical adaptation. The pre-service teachers appear to be making conscious choices about when and how to translanguage to meet specific classroom needs. This suggests that their professional training (PPG) is, at least to some extent, successfully equipping them with the theoretical framework and confidence to use their full linguistic repertoire. Their

performance aligns with calls for teacher education programs to move beyond monolingual ideologies and embrace translanguaging as a transformative pedagogy that empowers both teachers and learners (Elshafie & Zhang, 2024). The effective use of translanguaging for skill-building and expressive purposes, in particular, demonstrates a student-centered approach that reflects pedagogical theory rather than a simple-minded departure from it.

CONCLUSION

In an effort to close a gap in the literature, the study looks at how Indonesian EFL pre-service instructors employ translanguaging. The study addresses the possible discrepancy between theoretical understanding and real-world implementation in the classroom by concentrating on the instructors' usage of translanguaging as a comprehensive educational tool. The results demonstrate how pre-service teachers employ translanguaging well, fusing non-linguistic aids like gestures and visual media with linguistic tools. They employ translanguaging for four main purposes: skill development, creating an expressive atmosphere, and material and administrative goals. This research refutes the "theory-practice gap" and indicates that the instructors are receiving a useful grasp of translanguaging pedagogy from the teacher training program.

There are limits to this study because it is a qualitative examination of a small number of publicly accessible videos of Pre-Service teachers in a professional training programme (PPG). Additionally, the research did not incorporate the pre-service teachers' personal perspectives on their objectives and decision-making processes; therefore, the results cannot be applied to all Indonesian EFL pre-service teachers. Future studies are thus required to expand on these preliminary results, such as classroom observations and interviews, which should be used in future studies to better understand the translanguaging ideas from both viewpoints of pre-service teachers and student (see (Lestari et al., 2022)). By monitoring pre-service teachers' translanguaging behaviors as they enter the workforce, longitudinal studies might monitor their progress over time.

To sum up, this study shows that translanguaging is a key component of Indonesian EFL pre-service teachers' evolving pedagogical identities. They are deliberately and deftly utilizing their multilingual reality to get above the conventional limitations of monolingual ideology. Through this approach, they are actively creating the inclusive, dynamic, and productive learning environments that contemporary pedagogy requires, in addition to bridging the gap between theory and practice.

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