

Translanguaging Practices in EFL Academic Presentations

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Abstract

Translanguaging in English as a Foreign Language (EFL) class presentations is examined from sociolinguistic and pedagogical perspectives. In multilingual higher education contexts, learners draw on their full linguistic repertoire to construct meaning and sustain communication during academic speaking activities. Rather than being viewed as a deficiency, the use of multiple languages can be understood as an integral component of communicative competence. A conceptual approach is employed by synthesizing key theories in sociolinguistics, bilingualism, and translanguaging, along with relevant studies on EFL classroom practices. The focus is placed on the forms and functions of translanguaging in class presentations, particularly in relation to meaning negotiation, interactional management, and the handling of linguistic limitations. Translanguaging functions as a strategic and adaptive resource that supports academic understanding, maintains communication flow, and enables learners to express complex ideas more effectively. It also contributes to increased confidence and more inclusive classroom participation. Therefore, translanguaging should be recognized as a valuable pedagogical resource that promotes flexible, meaningful, and context-sensitive language use in EFL academic settings.

Keywords: academic presentations, english as a foreign language, translanguaging

1. INTRODUCTION

Language is the primary medium through which learning, interaction, and meaning-making take place in educational settings. Fundamentally, language serves to fulfill human needs and enables individuals to function as social beings,

allowing them to communicate ideas, build relationships, and participate in society (Toba & Rijal, 2023). In English as a Foreign Language (EFL), where English is not the dominant language in the surrounding community, the process of teaching and learning English often involves a variety of linguistic challenges. Students must learn new vocabulary and grammar structure, and develop confidence and fluency to use the language in authentic communicative situations. In such contexts, learners naturally draw upon their entire linguistic repertoire, including their first language (L1), to support understanding and expression (Wei & García, 2022). This blending of languages is often perceived as a sign of linguistic weakness. However, contemporary linguistic theories have begun to recognize it as a legitimate and valuable means of communication.

In the Indonesian higher education context, particularly at UIN Sultan Aji Muhammad Idris Samarinda, EFL classrooms are shaped by a linguistically diverse student population. Most students are bilingual or multilingual, using not only English but also Bahasa Indonesia, the national language, in formal settings. In addition, local languages such as Kutai, Malay, Javanese, Banjar, and Bugis remain widely used in daily interaction both on and off campus. This multilingual environment creates a unique linguistic landscape that significantly influences communication and learning practices in the EFL classroom.

When English is introduced in academic environments, it becomes an additional linguistic code that interacts dynamically with the existing ones. During oral tasks, particularly academic presentations, students frequently shift between English and Indonesian to articulate complex ideas, maintain fluency, or clarify meaning for peers. This tendency is closely related to the crucial role of speaking in English learning, as oral communication serves as a primary medium through which learners express their ideas and thoughts (Fauzan, 2016). Speaking is widely regarded as one of the most essential skills in foreign language learning, yet many learners experience speaking anxiety that hinders their performance (Khoudri & Fauzan, 2026). Rather than viewing this practice as code-switching caused by linguistic deficiency, it can be more accurately understood as translanguaging, an intentional and strategic use of multiple languages to enhance communication, cognitive processing, and learning (García & Kleyn, 2016). This translanguaging behavior illustrates how bilingual or multilingual students leverage their full linguistic repertoire to achieve academic goals.

2. LITERATURE REVIEW

Sociolinguistics is a branch of linguistics that studies the relationship between language and society (Wardhaugh, 2010). It examines how social factors, including culture, identity, class, gender, and context, shape the way people use and interpret language. According to Holmes, sociolinguistics focuses on understanding why people speak differently in different social situations and how language variation reflects social meanings (Holmes & Wilson, 2022). In essence, sociolinguistics highlights that language use is closely shaped by the social contexts in which it occurs.

In educational contexts, especially in bilingual/multilingual societies, sociolinguistic perspectives are essential for understanding how students use language to express identity and adapt to academic norms (Latif et al., 2025). To

understand this relationship more deeply, several key aspects of sociolinguistic theory need to be discussed. These include the concept of language variation and the social factors that influence it, the role of communicative competence in context, and the contribution of interactional sociolinguistics.

2.1. Language Variation

Language variation refers to the differences in how people use language, depending on various social factors such as region, class, ethnicity, gender, and context (Romaine, 2000). The concept of language variety refers to a set of linguistic items that share a similar social distribution (Suwondo et al., 2023). Wardhaugh explains that variation is a natural feature of language, and no single form of a language is used uniformly across all speakers (Wardhaugh, 2010). Every language changes and adapts based on the needs and identity of its users. These variations can appear in pronunciation, vocabulary, grammar, or even the choice of which language to use in multilingual settings (Coulmas, 2018). Overall, language variation shows that no language is fixed, but continually adapts to its speakers and their social environments.

According to (Holmes & Wilson, 2022) Sociolinguistics uses the term variety to refer to any set of linguistic forms that patterns according to social factors. In addition, he said, variety is a sociolinguistic term that includes different accents, different linguistic styles, different dialects, and even different languages, which contrast with each other for social reasons. Thus, language variation demonstrates that language use is not merely a matter of linguistic competence, but also a reflection of social identity and interactional context.

2.2. Communicative Competence

The concept of communicative competence was introduced by Hymes (Hymes, 1972). Hymes argued that knowing a language does not mean only being able to construct grammatically correct sentences, but also understanding when and how to use them appropriately within specific social and cultural contexts. In other words, communicative competence emphasizes both the ability to produce language and the awareness of its social use (Lillis, 2006). Communicative competence underscores that real language mastery involves both accurate grammar and the ability to use language appropriately in social contexts.

Canale and Swain further developed this theory by identifying four main components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to the knowledge of linguistic rules such as syntax, morphology, and phonology. Sociolinguistic competence involves understanding how language use varies according to social context, including norms, values, and relationships among speakers. Discourse competence concerns the ability to organize ideas cohesively and coherently in communication, while strategic competence deals with the use of strategies to overcome communication problems or gaps in linguistic knowledge (Saleh, 2013). Communicative competence offers an important foundation for understanding how bilingual or multilingual learners employ their entire linguistic repertoire to achieve meaningful communication (Yuzar, 2020). Afifah further said that presentation skills are among the most important ones that

students in EFL classes need to have (Afifah et al., 2024). When students switch or blend languages during classroom presentations or discussions, it often reflects their effort to ensure clarity, maintain interaction, and convey complex ideas more effectively.

2.3. Interactional Sociolinguistics

Interactional sociolinguistics (IS) is a branch of sociolinguistics that examines how meaning is created, negotiated, and interpreted through social interaction. Developed by Gumperz in the early 1980s, this approach emerged as a response to the limitations of traditional linguistic analysis, which often overlooked the role of context and interaction in shaping communication (Gumperz, 2006). According to Bailey, interactional sociolinguistics is concerned with how speakers signal and interpret meaning in social interaction (Bailey, 2015). Similarly, Rampton argued that interactional sociolinguistics focuses on face-to-face interactions in which there are significant differences in the participants' sociolinguistic resources (Rampton, 2017). Overall, interactional sociolinguistics highlights that communication is a socially constructed process where meaning depends on context, interaction, and the participants' ability to interpret each other's linguistic cues.

Gumperz emphasizes that effective communication depends on the successful interpretation of contextualization cues, which he defines as any verbal sign that, when processed in co-occurrence with symbolic grammatical and lexical signs, serves to construct the contextual ground for situated interpretations and thereby affects how constituent messages are understood (Juez, 2009). When speakers fail to recognize or interpret such cues accurately, misunderstanding may occur, even when the grammatical structure of an utterance is correct (Sarangi & Roberts, 2008, p. 458). Thus, interactional sociolinguistics bridges the gap between linguistic form and social meaning, providing a framework for analyzing how people construct understanding and manage social relationships in real-time interaction (Gumperz, 1986). This perspective highlights that communication relies not only on linguistic form but also on the shared interpretation of cues that shape meaning in interaction.

In conclusion, instructional linguistics highlights the crucial role of contextual cues in shaping mutual understanding, demonstrating that effective communication relies not only on language form but also on shared interpretations of social and situational meanings.

3. RESEARCH METHODOLOGY

This study employed a qualitative research method based on the collection of literature and documents relevant to the research conducted by the researcher. The data sources used included data collection techniques, data validation techniques, and data analysis techniques.

3.1. Research Design

This study employed qualitative research, collecting and analyzing data to gain a deeper understanding of Translanguaging Practices in EFL Academic Presentations. Qualitative research aimed to understand Translanguaging Practices in EFL Academic Presentations. The case study approach aimed to reveal the distinctive characteristics of the case study.

3.2. Instruments

The primary instrument in this study was a classroom observation sheet, given that the focus of the study was on translanguaging behaviors occurring directly during presentations. The observation sheet was designed to record emerging forms of translanguaging, such as supporting academic understanding, facilitating communication, or overcoming linguistic limitations. Ideally, these observations would be supplemented with audio or video recordings as supporting data for further in-depth analysis.

4. RESULTS

4.1 Bilingualism and Multilingualism

In many parts of the world, using more than one language has become a normal part of daily life. Bilingualism and multilingualism reflect how individuals communicate across different linguistic and cultural contexts. As Wei explains, bilingualism is not an exceptional phenomenon but a common social condition that arises from regular interaction between speakers of different languages (Wei, 2000). This shows that using multiple languages is a routine aspect of communication shaped by people's social and cultural interactions.

In education settings, especially in EFL classrooms, these practices allow learners to express ideas and negotiate meaning more effectively, forming a foundation for understanding translanguaging in classroom communication and how it supports learners in bridging linguistic gaps to achieve clearer and more meaningful interaction.

4.1.1 Definition of Bilingualism and Multilingualism

Bilingualism refers to an individual's ability to use two languages, whereas multilingualism extends this capacity to the use of more than two languages in meaningful communicative contexts (Dewaele, 2015). According to García, bilingualism should not be treated as a rare exception, but rather as a widespread social condition in multilingual societies where individuals routinely draw on multiple languages to participate in daily, educational, and professional life (García & Lin, 2016). This perspective reinforces the idea that using multiple languages is a common and functional part of everyday communication in multilingual communities.

Similarly, Baker highlights that bilingualism should not only be seen at the individual level but also as a societal phenomenon. In his book, *Foundation of Bilingual Education and Bilingualism*, Baker explains that bilingualism exists along a continuum, influenced by social, cultural, and educational contexts. Baker further notes that multilingualism, the use of more than two languages, has become increasingly common due to globalization and cultural exchange (Baker, 2017). Meanwhile, Grosjean argues that a bilingual person is not simply someone who has perfect command of two languages, but rather an individual who uses both languages for different purposes, depending on context and need (Grosjean, 1989). Together, these views show that bilingualism and multilingualism are dynamic, context-dependent practices shaped by how individuals and communities use their languages in everyday life.

In essence, bilingualism and multilingualism represent dynamic and context-dependent linguistic practices, reflecting how individuals and societies flexibly use their language to communicate, learn, and express identity across diverse settings.

4.1.2 Types of Bilingualism and Multilingualism

Bilingualism can be classified into several types depending on when and how the second language is learned, as well as how both languages are maintained and used. Understanding these distinctions is essential for analyzing how bilingual or multilingual speakers draw on their linguistic resources in communication and learning contexts.

a. Early Bilingualism

Early bilingualism refers to the acquisition of two languages during early childhood, usually before the age of three. According to Beardsmore, early bilingualism is defined as the acquisition of more than one language in the pre-adolescent phase of life (Beardsmore, 1986). Early bilingualism can also be classified into two types, including:

- 1) Simultaneous early bilingualism occurs among children who are addressed in two different languages for long periods, which allows for the acquisition of both languages (Nurumbetova, 2022).
- 2) Successive early bilingualism occurs in situations when a child who has already partially acquired a L1 (first language) and then learns a L2 (second language) early in childhood (Moradi, 2014).

In summary, early bilingualism refers to the process of acquiring two languages during the early stages of childhood, typically before the onset of adolescence. It can co-occur when both languages are learned at the same time, or successively when the second language is introduced after the first has been partially acquired.

b. Late Bilingualism

Late bilingualism refers to bilinguals who have learned their L2 after the critical period, especially when L2 is learned in adulthood or adolescence (Panchenko & Bilous, 2023). Late bilingualism, in fact, is a successive bilingualism that occurs after the acquisition of L1. In late bilingualism, since the bilinguals have already acquired the L1, they use their experience of the individuals to learn the L2 (Moradi, 2014). Overall, late bilingualism describes individuals who acquire a second language after their first is fully established, relying on their existing linguistic experience to support L2 learning.

Therefore, late bilingualism highlights the process of acquiring a second language after full mastery of the first, where learners rely on their existing linguistic and cognitive knowledge to facilitate the learning of the new language.

c. Subtractive Bilingualism

Subtractive bilingualism occurs when two languages have an aim to compete (Baker, 2017). It happens when the minor language is substituted

by the dominant or prestigious kind of language in a certain area. Such a situation arises when a child is educated in a dominant language but lacks support in their own language (Panchenko & Bilous, 2023). Thus, subtractive bilingualism demonstrates how unequal language status can lead to the loss of a minority language, as the dominant language gradually replaces the learner's first language in both academic and social contexts.

d. Additive Bilingualism

Additive bilingualism refers to a situation where a person acquires two languages in a balanced manner. This theory also comes under the category of strong bilingualism. In additive bilingualism, the acquisition of a second language is considered an asset. Learning a second language does not have any kind of negative impact on the native language in this category. Both languages are developed gradually, and they have an academic advantage over monolinguals and subtractive bilinguals (Jayanath, 2021). In short, additive bilingualism promotes balanced language growth, where both languages develop positively and complement each other without causing loss to the first language.

e. Passive Bilingualism

The concept of passive bilingualism refers to being able to understand a language without speaking or writing in that second language (Baker, 2017). People who respond in a relevant way in one language when addressed in another may become passive bilinguals, as their mastery of oral expression in the second language decreases. Passive fluency is often brought by being raised in one language and being schooled in another language. People who are passively fluent in a language are often latent speakers who were raised in an environment where the language was spoken, but did not become native speakers (Jayanath, 2021).

Thus, passive bilingualism highlights an imbalance between receptive and productive skills. It shows that exposure alone may develop understanding but not active use, emphasizing the need for consistent practice and interaction to maintain full bilingual proficiency.

From the discussion above, it becomes clear that bilingualism and multilingualism demonstrate that language use is inherently flexible and context-dependent. Speakers do not simply alternate between separate linguistic systems but draw on their languages as complementary resources to communicate meaning effectively. As García and Wei emphasize, bilingual individuals navigate their linguistic repertoires fluidly, often blending linguistic features to suit communicative goals. This perspective challenges the traditional view of bilingualism as the balanced mastery of two distinct languages (García & Wei, 2012). Instead, it highlights how language users engage in dynamic and socially situated practices. In this regard, the discussion of bilingualism and multilingualism provides an essential foundation for understanding translanguaging, a concept that further explores how multilingual speakers integrate their full linguistic repertoire to construct meaning and express identity within communicative events.

4.2 Translanguaging

In bilingual/multilingual education settings, language use has become increasingly dynamic and complex (Källkvist et al., 2022). Teachers often face various challenges in linguistically diverse classrooms. In particular, situations in which students are doing oral activities in the EFL classroom (Ticheloven et al., 2021). Learners often draw on all of their linguistic resources to construct meaning, interact, and accomplish academic tasks (Bonacina-Pugh et al., 2021). Traditional approaches to bilingual education have tended to separate languages into distinct systems, emphasizing the need for students to use only the target language in EFL classrooms. However, such monolingual perspectives do not fully reflect the linguistic reality of most learners, especially in contexts where bilingualism or multilingualism is the norm. One pedagogy that addresses these is translanguaging (Ticheloven et al., 2021).

Therefore, translanguaging emerges as a more realistic and inclusive approach that acknowledges learners' full linguistic repertoires, allowing them to use all their language resources to enhance comprehension, participation, and overall communicative effectiveness in bilingual and multilingual classrooms.

4.2.1 Definition of Translanguaging

The term "translanguaging" was first introduced by Williams in 1994 in the context of Welsh bilingual education. Williams used the Welsh term *trawsieithu* to refer to a pedagogical practice where the students in a bilingual Welsh/English classroom alternate languages for receptive or productive use (García & Lin, 2016). Translanguaging refers to the deliberate use of multiple languages to support learning and communication.

Later, scholars such as Garcia and Wei expanded the concept to describe the dynamic and integrated use of multiple languages by bilingual or multilingual individuals (Wei & García, 2022). According to Garcia, translanguaging is the process by which bilinguals use their entire linguistic repertoire to make meaning, communicate, and learn. It goes beyond mere alternation between languages, emphasizing the fluid and holistic use of language as one unified system (García & Lin, 2016). Wei further explains that translanguaging is both a linguistic and a cognitive process that allows individuals to think and express ideas without strict boundaries between languages (Wei, 2022). Overall, the development of the concept of translanguaging from Williams's pedagogical focus to García and Wei's broader theoretical perspectives illustrates its evolution into a comprehensive framework that captures the fluid, dynamic, and integrative nature of bilingual and multilingual communication.

4.2.2 Forms of Translanguaging

Although translanguaging is often described as a fluid and dynamic linguistic practice, several scholars have proposed ways to categorize its forms based on purpose, context, and participants. Rather than being a rigid typology, these classifications serve to illustrate the diverse ways bilingual and multilingual speakers employ their linguistic repertoires in communication and learning (Putrawan, 2022). García and Lin distinguish between pedagogical translanguaging and spontaneous translanguaging, which differ mainly in intentionality and classroom function (García & Lin, 2016). The distinction

highlights that teachers intentionally plan some translanguaging practices, while others arise naturally from students' own communication needs.

Pedagogical translanguaging refers to the intentional and strategic use of multiple languages in teaching and learning processes (Yang & A. Foley, 2025). Teachers may consciously incorporate students' first language (L1) alongside the target language (L2) to explain new vocabulary, clarify grammar rules, or check comprehension (Cenoz & Santos, 2020). For instance, a teacher might deliver material in English but explain key points in Indonesian to ensure understanding. Similarly, students might prepare notes or a draft in their L1 before presenting in English. In this sense, pedagogical translanguaging is closely tied to instructional goals and often serves as a scaffold for linguistic and cognitive development (Riswanto, 2022). Pedagogical translanguaging, therefore, functions as a planned classroom strategy that helps learners grasp content and develop language skills more effectively.

In contrast, spontaneous translanguaging occurs naturally and without pre-planning, often as learners' efforts to express themselves more effectively (Halim et al., 2023). It can appear in informal conversations, peer discussions, or class presentations when students move flexibly between languages to convey meaning or manage interactional flow, particularly when some learners have limited confidence in speaking English or show reluctance to use it fully in communication (Fauzan, 2014). Wei describes this kind of translanguaging as an expression of speakers' creative and critical thinking, allowing them to mobilize their full linguistic repertoire to make sense of complex ideas or to express emotions and attitudes that may not be easily captured in one language alone (Wei, 2022). Overall, the distinction between pedagogical and spontaneous translanguaging underscores how bilingual language use functions both as an intentional teaching strategy and as a natural communicative practice.

4.2.3 Translanguaging as a Pedagogical Practice

Translanguaging has been applied in classroom settings to empower learning (Fang et al., 2022). Translanguaging as a pedagogical practice recognizes learners' full linguistic repertoires as valuable resources for meaning-making, learning, and identity construction (Wei, 2018). Rather than viewing languages as separate systems, translanguaging pedagogy positions language use as fluid and dynamic, enabling students to draw from all their linguistic resources to understand, communicate, and think critically.

In the EFL classroom, this approach allows both teachers and students to intentionally employ multiple languages to scaffold comprehension, clarify concepts, and promote active participation. García and Wei emphasize that translanguaging is not simply code-switching but a pedagogical stance that supports equity, inclusion, and deep learning by legitimizing multilingual practices within the classroom.

Recent research highlights that translanguaging pedagogy benefits students' cognitive, linguistic, and affective development. A 2022 review published in *TESL EJ* found that pedagogical translanguaging significantly improves comprehension and engagement in EFL classrooms (Kim et al., 2022). Similarly, a systematic review reported that translanguaging fosters metacognitive awareness, enabling learners to reflect on language use, monitor

understanding, and transfer linguistic skills across languages (Huang & Chalmers, 2023). Beyond comprehension, translanguaging has also been shown to boost learner confidence and participation, particularly for those who feel anxious or marginalized in English-only classrooms (Badu, 2025). In this regard, confidence plays a crucial role in supporting learners' success in English learning, as it empowers them to engage more actively and express their ideas without excessive fear of making mistakes (Fauzan & Sya'ya, 2019). These benefits show that translanguaging can create a more supportive environment where learners feel more confident and willing to participate.

Taken together, these findings demonstrate that translanguaging serves as a powerful pedagogical approach that not only enhances learners' understanding and linguistic flexibility but also nurtures their confidence and sense of belonging in multilingual learning environments.

Table 1. Translanguaging Indicators

1. Forms	a. Pedagogical Translanguaging	1) Strategic Language Use 2) Explicit Academic Orientation 3) Structured Language Choice
	b. Spontaneous Translanguaging	1) Emergent Language Use 2) Real-Time Meaning Negotiation 3) Interactional Repair 4) Fluency Maintenance
2. Functions	a. Supporting Academic Understanding	1) Clarifying Academic Concepts 2) Emphasizing Key Ideas 3) Adapting Language to the Audience
	b. Facilitating Communication	1) Encouraging Participation 2) Maintaining Communication Flow
	c. Managing Linguistic Difficulty	1) Compensating Linguistic Limitations 2) Managing Hesitation

5. DISCUSSION

5.1 Teaching English as a Foreign Language

As an international language, English is considered an important language to be learned (Selvi et al., 2023). Teaching English as a Foreign Language (TEFL) has long been recognized as a framework for developing learners' communicative competence in contexts where English is not the dominant language of daily use (Setiyadi, 2020). Within this framework, effective language instruction depends on how teachers design classroom interaction and create meaningful opportunities for students to use English actively. However, in many EFL settings, students often face challenges such as limited exposure to authentic English, low confidence, and difficulty expressing complex ideas.

Recent research highlights that allowing learners to draw upon their first language as a resource can help address these issues by supporting comprehension, interaction, and cognitive processing (Sakkir et al., 2024). This perspective connects TEFL with the concepts of translanguaging, which views

bilingual language use as a legitimate pedagogical practice that enhances both language development and learner engagement.

5.1.1 The Concept of TEFL

Teaching English as a Foreign Language (TEFL) refers to the practice of teaching in English in countries where it is not used as a primary means of daily communication (Bowman, 1989). According to Richards and Schmidt, the main purpose of TEFL is to enable learners to communicate effectively in various contexts by developing their linguistic, sociolinguistic, and strategic competencies (Richards & Schmidt, 2013). In such contexts, classroom learning becomes the main platform for language exposure and practice, making teachers' instructional design a crucial element in learners' success.

According to Brown, effective EFL instruction should balance linguistic accuracy and communicative fluency. However, recent studies have expanded the view by emphasizing that teaching English today requires sensitivity to learners' linguistic repertoire and local contexts. Wang argues that the EFL classroom is inherently multilingual, and teachers who integrate students' first language strategically tend to promote deeper comprehension and participation (Wang, 2022). Similarly, Umam et al. highlight that EFL participants (teachers/students) "dynamically employed verbal, semiotic, and multimodal resources as an assemblage to make English learning interactions intelligible and accessible," which shows how translanguaging spaces are created (Umam et al., 2023). This suggests that learners and teachers actively shape translanguaging spaces by drawing on diverse linguistic and semiotic resources to support understanding.

Recent discussions also show a growing interest in linking TEFL with translanguaging pedagogy, as both approaches aim to create more dynamic and authentic communication in the classroom (Raja et al., 2022). Translanguaging provides a lens through which TEFL can evolve, encouraging teachers to view language diversity not as an obstacle, but as a pedagogical resource that enriches interaction and learning.

5.1.2 TEFL in the Indonesian Context

In Indonesia, English is categorized as a foreign language, and its use is primarily limited to formal educational contexts, such as schools and universities. At the tertiary level, English is taught not only as a subject but also as a professional and academic skill that supports students' future careers (Sun & Wang, 2024). Particularly for those majoring in English education. According to Jon et al., the teaching of English in Indonesia remains largely exam-oriented and teacher-centered, which often restricts students' opportunities for authentic communication and self-expression (Boy Jon et al., 2021). These conditions are especially relevant in higher education, where students are expected to demonstrate communicative competence through academic speaking tasks, such as class presentations.

However, recent studies reveal that many Indonesian university students still struggle with English-speaking activities due to limited exposure, low confidence, and fear of making mistakes. Such challenges highlight the need for innovative and inclusive teaching approaches in the tertiary EFL classroom. Emilia and Hamied emphasize that integrating multilingual awareness into

English teaching at the university level can help bridge linguistic and cultural gaps between learners' local identities and global academic demands (Emilia & Hamied, 2022). Therefore, promoting multilingual awareness and adopting more inclusive teaching strategies can play a vital role in enhancing students' confidence and communicative competence, enabling them to engage more effectively in English-speaking activities within diverse academic contexts.

5.1.3 Class Presentations in TEFL Context

In Teaching English as a Foreign Language (TEFL), class presentations are a vital component of communicative and task-based instruction that reflect the principles of Communicative Language Teaching (CLT). The CLT approach, as Richards and Rodgers outline, emphasizes language use as a tool for authentic communication rather than the mastery of grammatical structures alone (Richards & Rodgers, 2007). Within this framework, classroom activities should enable learners to express meaning, negotiate understanding, and interact purposefully in the target language. Class presentations embody these communicative principles by engaging learners in tasks that require the integration of linguistic, sociolinguistic, and strategic competencies (Wahyuni et al., 2021). Class presentations, therefore, serve as a setting where students apply these competencies in real communicative practice.

Presentation in EFL classrooms, especially in higher education, provides opportunities for learners to demonstrate not only their language proficiency but also their ability to organize and convey academic content effectively. According to Sirisrimangkorn, oral presentations promote learner autonomy, interaction, and self-confidence, making them an essential component of communicative assessment in TEFL (Sirisrimangkorn, 2021). However, many students in non-native environments sustain fluency and clarity when presenting complex topics solely in English. (Mahdi, n.d.) These challenges highlight a pedagogical tension within CLT learners' expressive potential in multilingual environments.

In practice, students often navigate this tension by drawing upon their full linguistic repertoire to support meaning-making during presentations. Rather than viewing this as a breakdown of communicative competence, recent perspectives interpret it as an extension of CLT's interactive philosophy (East & Wang, 2024). Through occasional shifts to their first language, learners maintain communication flow, clarify complex ideas, and engage more deeply with both content and audience.

5.2 Translanguaging in EFL Contexts

Some studies are related to the researcher's present study. Previous research has discussed the use of translanguaging and its role in supporting students' communication and understanding. However, there are still a few studies that focus on translanguaging practices during class presentations, which becomes the main concern of this study.

According to Rahmatulloh, in his research entitled "Exploring Students' Perception of Towards Translanguaging Practices for Teaching EFL Students in Higher Educational Context," he conducted a mixed-method study (Rahmatulloh, 2025). Employing a mixed-method design that combined quantitative data from questionnaires distributed to 70 students and qualitative data from semi-structured interviews with five participants, the study explored

students' perceptions of using their first language (L1) as a translanguaging practice in English classrooms. The findings revealed that most students perceived L1 use positively, as it helped them clarify grammar, understand vocabulary, reduce anxiety, and comprehend complex ideas more easily. Nonetheless, the study cautioned that overreliance on L1 could reduce students' exposure to English. Therefore, Rahmatulloh concluded that L1 should be strategically and proportionally used to support comprehension without hindering English language development in EFL contexts.

According to Dimas in his thesis entitled "Exploration of Teachers' Translanguaging Practices in EFL Secondary School: A Case Study," he conducted a qualitative case study (Dimas, 2025). This research explored how an English teacher practiced translanguaging in a junior high school classroom, as well as the benefits and challenges encountered during the process. Data were collected through six classroom observations and one semi-structured interview, then analyzed using thematic analysis supported by data triangulation. The findings revealed that the teacher implemented translanguaging across four main aspects: pedagogical translanguaging, positionality and power, language fluidity, and multilingual or multimodal linguistic resources. Translanguaging was found to facilitate students' comprehension, enhance classroom participation, and create an inclusive learning environment. However, challenges such as balancing L1 and L2 use and peer pressure to maintain English-only instruction were also noted. Nurcahyo concluded that translanguaging, when applied strategically, serves as an effective pedagogical approach to support understanding and engagement in EFL classrooms.

According to Aji in his research entitled "Indonesian Teachers' Translanguaging Practices in a University EFL Classroom," he conducted an observational study (Aji, 2022). The study aimed to describe how translanguaging was implemented by an English lecturer during classroom interaction. This research used a qualitative observational method; the researcher recorded and transcribed classroom sessions to analyze how the lecturer used both English and Indonesian to facilitate students' comprehension. The findings revealed three main translanguaging patterns: English text prompting translanguaging, activation of meaning-making resources, and apprenticing students into a scientific discourse community. These practices helped students understand complex vocabulary, engage actively in discussions, and connect new knowledge with their linguistic knowledge. Overall, Aji concluded that translanguaging served as an effective pedagogical tool to bridge understanding and promote participation in EFL higher education contexts.

Aldianto, in his thesis entitled "Teachers' and Students' Perspectives of Translanguaging as a Pedagogical Tool to Facilitate ELT in Indonesia," used a qualitative case study (Aldianto, 2024). In his research, he explored how teachers and students perceive the use of translanguaging in English language teaching. Using a qualitative case study involving six teachers and ten students from SMPN 1 Buduran and MTsN 2 Sidoarjo, he found that translanguaging helps bridge understanding and clarify complex concepts. and enhance participation and classroom interaction. Teachers viewed it as a useful pedagogical scaffold, while students felt it improved their comprehension and confidence in using English. Overall, the study concludes that translanguaging serves as an effective and

contextually relevant strategy to support English learning in Indonesian EFL classrooms.

Rahni, in her thesis entitled “Students' Perception on Translanguaging Practice in Bilingual Classroom at University,” conducted a qualitative case study method (Pertiwi Rahni, 2024). She investigated how students perceive translanguaging as a teaching and learning strategy in English classes. This research used a qualitative case study involving a fifth-semester science education class. She gathered data through classroom observations and interviews to analyze how lectures and students employed both English and Indonesian during instruction. The findings revealed that translanguaging was frequently used by both lecturers and students to clarify lessons, ask questions, and express ideas more clearly. Students expressed positive perceptions of this practice, stating that it helped them understand material better, feel more confident, and actively participate in class discussions. Overall, Rahni concluded that translanguaging serves as a beneficial pedagogical tool for enhancing English learning and engagement in bilingual university classrooms.

Generally, the previous studies show that translanguaging shares the same purpose as a pedagogical approach that supports both teachers and students in facilitating understanding, improving communication, and enhancing classroom participation. However, most of these studies focused on teachers' practices or students' perceptions in general classroom interactions. The gap lies in the lack of research exploring how translanguaging occurs during academic speaking activities, particularly class presentations among EFL university students. Therefore, the present study aims to address this gap by investigating the use of translanguaging in EFL students' class presentations to reveal its role in supporting their speaking performance and learning process.

6. CONCLUSION

In conclusion, translanguaging in EFL class presentations should be understood as a strategic and meaningful communicative practice rather than a sign of linguistic deficiency. Drawing on sociolinguistic and pedagogical perspectives, this article highlights that the flexible use of multiple languages enables learners to construct meaning, sustain interaction, and express complex academic ideas more effectively. By legitimizing learners' full linguistic repertoire, translanguaging not only enhances communicative competence but also fosters confidence, participation, and inclusivity in multilingual classrooms. Therefore, EFL pedagogy needs to move beyond monolingual norms and embrace translanguaging as an essential resource for supporting more dynamic and effective academic communication.

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