

I am well aware of it, Yet, my Students have to Learn in comfort way: Translanguaging as Mediated English Language Pedagogy

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ABSTRACT

This study examines the practice of translanguaging in English language learning in one of the secondary schools in Manado, which is a multilingual environment with the use of the local language of Manado, Indonesian, and English. The main objective of the study was to understand teachers' beliefs and their translanguaging practices as language mediation strategies that support concept understanding, social interaction, and student motivation. The method used was a case study with three English teachers as participants, collecting data through interviews, observations, and documentation, then analyzed thematically. The findings suggest that translanguaging serves as a cultural and cognitive bridge that facilitates students to understand the material more deeply and strengthen their linguistic identity. Despite concerns about reduced exposure to English due to the use of local languages and Indonesian, teachers use translanguaging strategically to balance learning. The main obstacles found are the limitations of school policies and teacher training that support the implementation of translanguaging. In addition, translanguaging has been shown to increase students' motivation to learn and active participation. This research recommends the development of teacher education and training policies that are responsive to language diversity, as well as the development of a curriculum

that accommodates translanguaging as a legitimate learning strategy. This study makes an important contribution to the development of inclusive and contextual English language pedagogy in multilingual classrooms in Indonesia.

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INTRODUCTION

In recent decades, English learning in Indonesia has undergone significant transformation due to the pressures of globalization and the need to interact in a multilingual environment. Manado City, as one of the miniature local and national language diversity, faces unique challenges in the implementation of English pedagogy in the midst of the dominance of the Indonesian language, as well as the sustainability of the use of regional languages in the social, cultural, and educational realms (Liando et al., 2023). Reflecting on this context, translanguaging emerges as an innovative pedagogical strategy that allows teachers and learners to integrate all the linguistic resources at their disposal to deepen understanding and increase engagement in the English learning process. In practice, Umam et al., (2023) said that translanguaging itself is not just a technique of switching between languages, but translanguaging is the foundation for building identity, interaction, and epistemic access for multilingual learners.

Many researchers, practitioners and also previous studies have examined how the implementation of translanguaging as a pedagogical practice in the pursuit of the English language. This implementation shows a positive interest in the practice of translanguaging in Indonesia, which has more than 700 regional languages (Agustin & Wahyudi, 2024; Rahayu et al., 2023; Raja et al., 2022). In addition, previous studies have shown that translanguaging challenges the monolingual paradigm in language learning, facilitates the development of multilingual competencies, and supports the creation of inclusive and democratic classrooms (Llanes & Cots, 2022; Nursanti, 2021; Ossa Parra & Proctor, 2021). In English learning, translanguaging is used not only to translate, but also to navigate, build meaning, and connect learning content with the cultural background of students. Mitchell et al., (2022) stated that exposure to this translanguaging model is still not fully realized, while some teachers support the approach, others doubt its effectiveness in improving students' exposure and English language skills. This inequality in the understanding and practice of translanguaging highlights the need for an in-depth investigation of teachers' beliefs and implementation in a typical local context such as Manado.

The linguistic diversity inherent in the Manado community offers both opportunities and challenges for English teachers. Teachers are required to balance the use of English as a learning target, Indonesian as the national language, and regional languages as a symbol of local identity. In the learning process, translanguaging functions as a mediator (Pesch, 2021); Teachers can integrate multiple languages to bridge conceptual understanding (Setya Ningrum & Sahiruddin, 2023), strengthen motivation (Wei, 2022), and accommodate students' cognitive and affective needs (Yasar Yuzlu & Dikilitas, 2022). Xin et al., (2024)'s revealed that translanguaging can improve students' understanding, although there are still challenges in terms of writing skills and preferences for the use of mother tongue. Meanwhile, Triastuti et al., (2023) emphasized that translanguaging plays an important role in building agency, collaboration, and academic identity through dynamic classroom interaction. However, further research is still needed to understand how translanguaging is implemented in real life by teachers in multilingual Indonesian classrooms, specifically in Manado.

Furthermore, recent literature highlights the importance of teachers' social positions and beliefs in determining the effectiveness of translanguaging as a pedagogical practice. Teachers who have a critical awareness of linguistic diversity, as well as an understanding of inclusive learning goals, tend to be more flexible and innovative in using translanguaging (Raja et al., 2022; Rubinstein, 2020; Sakhiyya & Martin-Anatias, 2023). However, the development of translanguaging in educational practice in Indonesia has not been fully supported by comprehensive policies, professional training, and pedagogical insights (Rahayu et al., 2023; Sugiharto, 2024). The success of translanguaging is highly dependent on teachers' willingness to embrace language diversity, as well as their ability to bring together local languages, Indonesian, and English as the main capital for developing students' global literacy and competence. In addition, Agustin & Wahyudi, (2024) assert that the resistance to the use of languages other than English in the learning process often raises pedagogical dilemmas that need contextual and critical solutions.

Align with these problems and complexities, this research focuses on the beliefs and practices of translanguaging owned and applied by English teachers in the city of Manado in the context of multilingual classrooms. This study aims to critically elaborate how translanguaging functions as a mediation strategy between local languages, Indonesian, and English, as well as how teachers' beliefs affect the effectiveness of translanguaging implementation in learning. Based on the theoretical framework and the results of previous studies, this study raises two main research questions: (1) How do English teachers' beliefs in translanguaging affect their choices and strategies in learning English in multilingual classes? (2) How can the real practice of translanguaging carried out by teachers become a mediator between the local language, Indonesian, and English, and what are the implications for the achievement of learning goals and students' linguistic identity? By highlighting these

two questions, this study is expected to make a critical contribution to the development of English language pedagogy that is responsive to diversity and build a theoretical foundation for the use of translanguaging as an innovative strategy in multilingual education in Indonesia.

REVIEW OF LITERATURE

Translanguaging in English Language Education in Indonesia

The concept of translanguaging has developed into an important paradigm in language education in multilingual contexts, especially Indonesia. Translanguaging is defined as the practice of integrating various languages in the learning process with the aim of not only building linguistic understanding, but also strengthening students' identities and social relations (Rubinstein, 2024; Sugiharto, 2024). In the context of English language classes (EFL), research in Indonesia found that translanguaging naturally occurs, whether consciously or unconsciously, when teachers and students combine English, Indonesian, and local languages (Liando et al., 2023; Putrawan et al., 2022; Setyaningrum et al., 2022). Sutrisno, (2023) study identified four main issues in translanguaging practices, conceptual confusion, institutional policies, cognitive-social advantages, and implementation complications. Although in theory translanguaging is believed to encourage better learning, its implementation often faces structural obstacles and perceptions that are not entirely positive from all stakeholders (Liu & Fang, 2022). However, Imre Heltai, (2023)'s study confirms that translanguaging is prone to improving student understanding and building more inclusive classrooms if adopted with careful consideration of local needs and contexts.

Teacher Confidence and Translanguaging Practice

Teacher confidence is a key factor that determines the extent to which translanguaging can be implemented effectively in the classroom. Nursanti, (2021) research revealed that most English teachers in Indonesia show a positive attitude towards translanguaging and consider the use of Indonesian and local languages as assets in EFL learning. However, some teachers still view translanguaging as a controversial practice, especially related to concerns about students' decreased exposure to the target language (Mahdi, 2023; Setya Ningrum & Sahiruddin, 2023). The study by Mahdi, (2023) found that teachers who have multilingual pedagogical insights are more likely to use translanguaging strategically to build knowledge bridges and increase student participation. In addition, institutional pressures and school policies often help shape teachers' decisions in translanguaging practices. Therefore, there is an urgent need for teacher pedagogical skills assistance so that translanguaging can be optimized as an instructional strategy, not just a temporary communication tool.

Impacts and Challenges of Translanguaging Implementation

The empirical results highlight the positive impact of translanguaging on student learning outcomes and motivation. (Peng et al., 2022; Susanto et al., 2024) research shows that translanguaging functions as an explanatory tool and builds teacher-student closeness, thereby increasing understanding and motivation to learn English. The adoption of translanguaging is also in line with efforts to create a learning environment that is responsive to students' linguistic and cultural diversity. However, several challenges also emerged, including resistance to the use of L1 because it was considered to have the potential to weaken students' English language skills (Llanes & Cots, 2022; Mitchell et al., 2022), teachers' unpreparedness in designing meaningful translanguaging practices (Susanto et al., 2024), and limited policy support and educational resources (Sakhiyya & Martin-Anatias, 2023). Rubinstein, (2020)'s study emphasizes the need to integrate multilingual approaches in curriculum design and teacher training so that translanguaging can be implemented systematically, adaptively, and sustainably.

METHOD

Design

This study uses the case study method which is a qualitative approach to understand in depth the phenomena that occur in certain contexts. The case study was chosen because the researcher wanted to explore the beliefs and practices of translanguaging by English teachers carefully and thoroughly in a real setting, namely in one of the high schools in Manado. This approach allows for an in-depth analysis of teachers' experiences and perspectives, as well as their interactions in multilingual pedagogical practices. In accordance with Yin, (2018) case study is effective for examining complex phenomena that are difficult to isolate, focusing on real-life contexts.

Setting and Participants

The research was conducted in one of the high schools in the city of Manado that represented the context of English learning in the multilingual environment of Indonesia. The sample consisted of 3 English teachers who actively applied translanguaging in the learning process. The selection of participants was carried out purposively with the criteria of teachers who have at least two years of teaching experience and are willing to share their experiences and practices openly in the use of translanguaging. This setting provides a typical picture of the language interaction between local languages, Indonesian, and English in eastern Indonesian multilingual classrooms.

Data Collection

Data collection is carried out through several techniques, namely:

- In-depth interviews with the three teachers (coded T1-T3) as the main source of data that explored their understanding, beliefs, and experiences in translanguaging.
- Participatory observation in the classroom to observe translanguaging practices firsthand, record language interactions, and the context of their use.
- Documentation in the form of teaching materials, teaching notes, and learning recordings as complementary data for triangulation of data sources.

This multi-method approach was chosen to provide rich and valid data and ensure the credibility of the findings through data triangulation.

Data Analysis

The collected data were analyzed using thematic analysis techniques that included the stages of codification, categorization, and interpretation of patterns that emerged related to teachers' translanguaging beliefs and practices. The researcher transcribed the interview and then re-read the data intensively to find the central themes. Observations and documentation were analyzed to support and verify the interview data. This process is supported by the analysis model of Miles et al., (2014) which emphasizes the systematic integration of qualitative data in order to produce meaningful and in-depth findings according to the context of the case study.

FINDINGS AND DISCUSSION

Teachers' Confidence in Translanguaging

This study involved three English teachers from a high school in Manado who had teaching experience between 3 and 8 years. The three teachers have different linguistic backgrounds but are equally active in using three languages, the local language of Manado, Indonesian, and English in daily life and the learning process. The first teacher, for example, is a graduate of an English language education program who from the beginning of his career encouraged the use of regional languages as part of the learning process. The second teacher has a bilingual background of Minahasan and Batak, who are naturally accustomed to using different languages interchangeably in class. Meanwhile, the third teacher is relatively new but quite open to pedagogical innovations, especially the use of translanguaging as an English learning strategy.

The linguistic experience and background of these teachers are important because they determine how they perceive and use translanguaging in the complex multilingual context in Manado. These differences in backgrounds enrich the research data with a variety of perspectives that provide a comprehensive picture of translanguaging practices in local settings. For example, the first teacher emphasizes

that sensitivity to the local language can make it easier to explain abstract English concepts, while the second teacher emphasizes the relationship between the mother tongue and the formation of student identity that must be valued in the learning process.

The results of the interviews showed that the three teachers had a positive belief in the use of translanguaging, although there were variations in the level of belief and application in the field. The first teacher stated,

"I see translanguaging as a natural part of our students' multilingual learning process. Imposing English is precisely like severing their connection with cultural roots. By using all the languages they master, they are more confident and understand the material more easily" (T1).

This statement shows a strong belief that translanguaging functions as a reinforcement of linguistic and cultural connections that bring positive impacts to learning. The second teacher is more careful and prioritizes balance. He explained,

"I often use Indonesian and Manado when explaining difficult topics so that students understand, but I still encourage them to use English as much as possible. Because our main goal is indeed English proficiency, and using too much of another language can reduce that focus" (T2).

This view shows the teacher's belief in the importance of maximum exposure to English while using translanguaging selectively. While a third younger teacher argued,

"I think translanguaging is like scaffolding that helps students stay motivated and not frustrated. If they are stuck, I use the local language first to explain, then continue back to English. So, students don't feel hampered" (T3).

This approach illustrates the belief that translanguaging is an adaptive strategy that is used according to the needs of students in the context of multilingual learning. This belief is not just an abstract idea, but it greatly influences the way teachers choose and design their learning strategies. They adopted translanguaging as a pedagogical adaptation tool that is contextual to the linguistic reality of students in Manado.

Touching on the first research question, namely how teachers' beliefs influence choices and strategies in learning English in multilingual classes, the data shows that these beliefs become the basis for daily pedagogical decisions. The first teacher chooses to actively include the local language in the explanations and class discussions, thinking that this can increase student understanding and engagement. He explained, *"If I see students confused, I invite them to use Manado or Indonesian first,*

then we go back to English. This has been shown to make them more quick to understand and interactive" (T1). The strategy shows that his belief in the value of translanguageing encourages an inclusive and communicative approach.

The second teacher, with his cautious attitude, applies translanguageing only to certain moments that are really needed, especially when explaining complex vocabulary or grammar, *"I think this helps them feel supported and motivated"* (T2). This attitude ensures that translanguageing serves as a support, not a substitute for English exposure. The strategy reflects his belief in prioritizing the effectiveness of English language learning.

The third teacher adopts a more flexible learning strategy, according to the development and needs of students. He said, *"If there are students who have difficulties, I use the language they are comfortable with, regional or Indonesian so that they can capture the content of the lessons. I think this helps them feel supported and motivated"* (T3). This approach departs from the belief that adaptive linguistic support is important to build students' confidence in learning English gradually. These different beliefs form a spectrum of translanguageing strategies that vary from active, selective, to adaptive integration. This confirms that translanguageing is not understood as a rigid pattern of language use but as a flexible mediation tool tailored to the pedagogical needs and characteristics of students. These findings are consistent with previous studies (Mahdi, 2023; Setya Ningrum & Sahiruddin, 2023; Susanto et al., 2024) that have stated that teachers' beliefs fundamentally guide classroom practice and learning quality in the context of multilingual linguistics.

Translanguageing Practices in the Classroom

This study revealed that the practice of translanguageing by the three English teachers in high schools in Manado was carried out systematically but adaptive to the needs and context of students in multilingual classes. From observations during the three learning sessions, it was noted that almost two-thirds of the learning time used English as the target language, while the rest was allocated to Indonesian and the local language of Manado as a mediation medium. The table below summarizes the percentage of language use in the teaching and learning process observed.

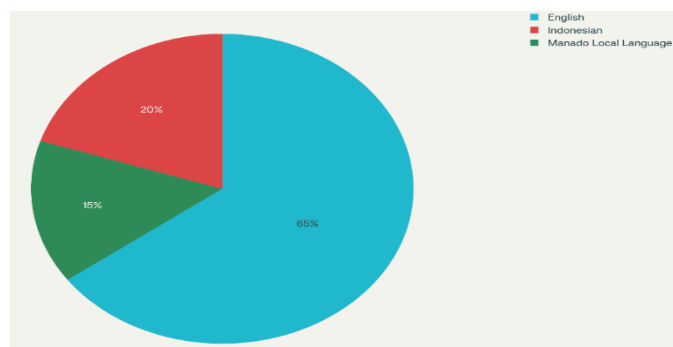


Diagram 1. Teachers' Translanguageing Practices

The use of Indonesian and Manado is not just an insertion without a plan, but a pedagogical strategy that is deliberately packaged by teachers to assist students in understanding complex English material. This emphasizes that translanguaging is not just a practice of language mixing, but a mediation approach that is structured to overcome linguistic barriers.

In learning practice, teachers use a variety of translanguaging techniques, such as conscious code switching when explaining abstract concepts or difficult vocabulary. For example, when explaining idioms or technical terms, the teacher will translate it into Indonesian or Manado so that the meaning is more vivid and clear. One of the teachers said, *"If I explain complicated grammar problems, I use Manado or Indonesian so that they are not confused"* (T2). This can be proven or seen from the learning interaction in the classroom, where based on the observation of the second teacher using this translanguaging practice, *'tenses (English), itu kapan waktunya sesuatu terjadi, seperti kemarin, sekarang, atau nanti (Indonesian)'*, *Sir mo terjemahkan dulu sebelum torang lanjut pake bahasa Inggris supaya jelas (Local Language/Manado).*" English version – *"tenses are when something happens, like yesterday, today, or later", I translate it first before continuing to use English to make it clear.*"

In addition, the question and answer process in class has also become an active translanguaging vehicle. The teacher guides the students to express their initial opinions in everyday language, then together translate them into English. Example of a situation in a class:

- Teacher: "What do you think about this story, you can use Manado or Indonesian"
- Student: "Menurut kita, itu cerita lucu skali, sir" (Local Language/Manado)
"I Think the story is so funny, sir (English version)"
- Teacher: "Bagus! Sekarang pakai bahasa inggris (Indonesian), 'The character is very funny' (English).
"Good, now try to use English), 'The character is very funny' (English version)"

This strategy is effective in creating a supportive learning environment and encouraging students' active participation without putting undue pressure on their initial English language skills. In addition, the use of translanguaging is also seen in the provision of instruction and learning directions that are delivered alternately between languages. For example, when giving group assignments, the teacher conveys the main instructions in English, but repeats or emphasizes in Indonesian or Manado so that students understand more definitively. One teacher revealed:

"Kadang kita bilang (Local Language) 'Discuss this question in groups' (English) lalu saya ulang dengan bahasa Indonesia 'Diskusikan pertanyaan ini dalam kelompok' supaya mereka benar-benar paham apa yang harus dilakukan, terutama siswa yang masih kurang yakin dengan bahasa Inggris mereka" (Indonesian).

"Sometimes I say 'Discuss this question in groups' and then I repeat it in Indonesian 'Discuss this question in groups' so that they really understand what to do, especially students who are still not sure of their English. (English version).

This approach emphasizes that translanguaging is not just about changing language usage, but an effective communication strategy to achieve optimal understanding and engagement. Not only that, but the fragments of expressions recorded during the learning session show the use of translanguaging in various language contexts:

- English: "Please explain your answer using English sentences."
- Indonesian: *"Kalau ada yang belum mengerti, coba tanya ya, jangan malu"*
"If someone doesn't understand, try to ask, don't be embarrassed."
- Local Language: *"Torang ulang satu kali le supaya jelas, nda usah malo"*
"Let's try again to be clear, don't hesitate".

The use of these sentences shows how the teacher consciously activates all available languages as a resource in the learning process, adjusting to the needs and comfort level of the students. From the various translanguaging practices above, it can be understood that translanguaging in English learning practices in multilingual classrooms functions as a reflective pedagogical strategy that is able to bridge the three languages, English as a learning target, Indonesian as the national language, and the local language of Manado as part of student identity. This practice supports material understanding, builds inclusive social interactions, and increases students' motivation and confidence, align with (Bonacina-Pugh et al., 2021; Goodman & Tastanbek, 2020; Margana & Rasman, 2021). The translanguaging approach applied by the teachers in this study reflects a deep understanding of the complexity of local linguistics and optimizes the potential of multilingualism as cultural and cognitive capital in language learning.

Discussion

The Function and Role of Translanguaging as Mediation

The discussion of findings in this study corroborates that translanguaging functions as a very effective mediation strategy in English language learning in

Manado multilingual classrooms. The practice of translanguaging allows teachers to utilize the entire linguistic repertoire of students of the local Manado language, Indonesian, and English as resources to facilitate the understanding of complex concepts while building inclusive social interactions. In accordance with the findings of Susanto et al., (2024), the use of translanguaging does not only function as a communication tool, but as a medium that integrates cultural context and local identity into the process of learning foreign languages. In the multilingual context of Manado, teachers consciously use the regional language or Indonesian to explain difficult or abstract material that is less understandable if only using English. This practice makes learning English more meaningful and contextual for students, which ultimately not only strengthens linguistic understanding but also supports the development of students' cultural identity, supported by (Triastuti et al., 2023; Xin et al., 2024; Yasar Yuzlu & Dikilitas, 2022).

According to Wei, (2022), competence in the first language is positively correlated with second language ability, which means that the use of mother tongue in the learning process will accelerate and deepen the mastery of the target language. In this case, translanguaging becomes an important cultural and cognitive bridge in the dynamics of learning in a multilingual environment such as Manado. Teachers are able to activate students' understanding by combining the languages they are fluent in, thus facilitating the effective transfer of knowledge from the mother tongue to English. In addition, align with the findings, (Mitchell et al., 2022; Ossa Parra & Proctor, 2021) support that translanguaging also functions as a medium to build close social relationships in the classroom, where students feel supported and appreciated for the plurality of their language. This condition increases students' motivation to learn and active participation, which is in line with the results of observations that show students are more confident when given the opportunity to use local languages in the learning process.

Translanguaging also serves as an adaptive pedagogical tool in balancing the linguistic and cognitive needs of students in heterogeneous classrooms. In the context of English language learning in Manado, where students have varying levels of language proficiency, translanguaging allows teachers to adjust the difficulty level of material and instruction according to the needs of each individual. (García & Wei, 2014; Wei & García, 2022) assert that translanguaging creates a "fluid" pedagogical space where students can navigate among the languages they are proficient in order to build a deeper understanding of academic concepts. This strategy not only helps students understand the literal meaning of a text, but also facilitates higher-level thinking processes such as analysis, synthesis, and evaluation in the context of a second language. In learning speaking and writing skills, for example, teachers can use translanguaging to help students express complex ideas first in the local language or Indonesian before translating them into English. This approach has been shown to improve the fluency and complexity of students' language production (Nursanti,

2021; Umam et al., 2023). Thus, translanguaging serves as a linguistic mediation that not only overcomes barriers to comprehension, but also expands students' thinking and expression capacities in two or more languages simultaneously.

In addition to its linguistic and cognitive functions, translanguaging also plays a significant social-affective role in creating an inclusive and empowering learning environment. In a multilingual context like Manado, language is not just a means of communication, but a representation of local identity and pride. When teachers provide space for students to use the local language or Indonesian in English class, it fosters a sense of belonging (*sense of belonging*) and value linguistic diversity among learners. In line with the view of (Agustin & Wahyudi, 2024; Emilia & Hamied, 2022; Rubinstein, 2024), translanguaging encourages the creation of *Translanguaging space*, which is a social space where students' identities, languages, and cultural experiences can be negotiated and recognized equally. Research by Sugiharto, (2024) also shows that the practice of translanguaging in multilingual classrooms is able to remove the hierarchy between "major" and "minor" languages, so that students who are usually linguistically marginalized can participate more actively in academic discussions and collaborations. In this study, a similar phenomenon was seen when students felt more confident in their opinions and discussions using a combination of local language and English, which significantly improved the dynamics of class interaction. Therefore, translanguaging serves not only as a linguistic mediation strategy, but also as a medium of social empowerment that strengthens interpersonal relationships and mutual respect among members of the learning community.

Challenges and Barriers in Implementation

Although translanguaging has been recognized as a pedagogical strategy that supports more inclusive and meaningful language learning, its implementation in English as a foreign language (EFL) classrooms still faces a variety of conceptual and practical challenges. One of the main obstacles lies in the negative perception of translanguaging that is still strong among teachers and educational institutions (Rahayu et al., 2023; Rajendram, 2023). Many teachers still adhere to the ideology of "English-only classroom" which assumes that the use of languages other than English will interfere with the acquisition of the target language and reduce students' exposure to authentic input. This kind of belief was shown by one of the teachers in this study who limited the use of Indonesian and local languages because it was considered to reduce students' focus on English. These findings are in line with the results of the research of (Rubinstein, 2020), who assert that teachers' resistance to translanguaging is often rooted in traditional understandings of monolingualism as an indicator of language fluency. In the context of EFL, teachers who are oriented towards test results and linguistic achievement tend to consider translanguaging as a form of "regression" from the idealization of pure English competence (Raja et al., 2022). This view raises a pedagogical dilemma, in which teachers on the one hand

want to build maximum student engagement, but on the other hand are trapped in institutional ideological pressures that reject linguistic flexibility.

In addition to ideological factors, education policies that have not explicitly accommodated translanguaging are also a significant challenge. Most schools and educational institutions in Indonesia still implement a rigid and top-down language policy, without considering the multilingual dynamics in the classroom (Cenoz & Gorter, 2022; Wangdi & Shimray, 2022). In many cases, translanguaging has not been recognized as a formal pedagogical strategy, so teachers do not have a clear curriculum guide in implementing it. Liando et al., (2023) highlight that the absence of translanguaging policies at the systemic level makes teachers operate "in the grey zone," i.e. pedagogical areas that are not officially supported but are still practiced because they have proven to be effective in the field. Chicherina & Strelkova, (2023) also revealed that monolingual education policies tend to suppress teachers' creativity and limit their space for pedagogical reflection. In the Indonesian context, where language diversity is the main characteristic of the classroom, the absence of policies that support translanguaging actually strengthens the inequality between students' linguistic realities and educational structures that are still centered on foreign languages as a symbol of modernity (Susanto et al., 2024). As a result, many teachers feel institutionally powerless even though they understand the potential of translanguaging as a bridge between language, identity, and student knowledge.

Another limitation that is no less important is the lack of professional training and pedagogical support for teachers in implementing translanguaging effectively. Many EFL teachers do not yet have sufficient methodological competence to design learning activities that strategically integrate multiple languages (Wei, 2022; Xin et al., 2024; Yasar Yuzlu & Dikilitas, 2022). Most teacher training in Indonesia is still oriented towards conventional methods such as the Grammar Translation Method (GTM) or Communicative Language Teaching (CLT) which places English as the main and sole medium (Liando et al., 2022; Liando & Tatipang, 2022). In fact, translanguaging requires high reflective and improvisational skills so that teachers can balance the functions of the first language and the target language in each learning context. Setya Ningrum & Sahiruddin, (2023) emphasize that translanguaging is not just a "code switching" technique, but an epistemological orientation that sees the entire linguistic repertoire of students as a learning resource. Without specialized training focused on these principles, teachers run the risk of translanguaging haphazardly, for example, using only the mother tongue to translate, not to negotiate meaning or develop academic concepts (Liando et al., 2023). Madkur et al., (2022) also assert that limited resources such as multilingual teaching materials, contextual learning media, and lack of support from the teacher's professional community also exacerbate this condition. Thus, the development of training and workshops based on translanguaging practices is an urgent need for educational institutions in Indonesia.

Moreover, obstacles in the implementation of translanguaging are not only structural but also cultural and psychological. In the context of societies that value English language proficiency as a symbol of social status and economic mobility, translanguaging is often considered a "less elite" practice (Liu & Fang, 2022). Students may feel embarrassed to use the local language or Indonesian in class for fear of being considered incompetent in English. This phenomenon is referred to by Jimenez et al., (2025) as "linguistic insecurity," which is a sense of awkwardness and linguistic inferiority that arises due to the dominance of global languages over local languages. On the other hand, teachers also face social pressure to display their professional identity as "speakers of English," which ultimately lowers their courage in openly exploring translanguaging strategies. To overcome this, a paradigm shift is needed towards what Liu & Fang, (2022) calls *translanguaging stance* that is, a pedagogical and ideological position that accepts linguistic diversity as a form of strength, not an obstacle. This paradigm shift needs to be strengthened through school policies, reflective teacher training, and the involvement of local communities in designing a curriculum that respects multilingualism as the nation's cultural identity.

Impact on Learning Processes and Outcomes

The findings of this study confirm that the application of translanguaging has a significant positive impact on the English learning process and outcomes. Teachers report that through translanguaging, students can more easily understand the material thanks to the use of the language they have mastered as the foundation of learning. This increases students' motivation to learn because they feel involved and valued culturally and linguistically. These findings are in line with the results of studies by (Liando et al., 2023; Putrawan et al., 2022; Sutrisno, 2023) who found that translanguaging contributes to improving language skills and student communication activity in the classroom.

Furthermore, translanguaging strengthens aspects of students' linguistic and cultural identity, which is very important in a multilingual context such as in Manado which has strong local wisdom. Giving space to local languages and Indonesian language in English learning not only helps the cognitive aspect, but also strengthens students' sense of social and cultural attachment, so that they do not feel alienated in the educational process. Thus, translanguaging acts as a bridge between languages and identities, preventing students from the risk of losing cultural roots while developing new linguistic abilities. This is an important contribution to the development of inclusive, civilized, and diversity-based language education a paradigm that is increasingly recognized globally as important in language education (Chicherina & Strelkova, 2023; Setyaningrum et al., 2022).

In the end, teachers need to be given adequate training in order to balance the use of English with local and Indonesian languages strategically. A planned translanguaging pattern can maximize learning outcomes while maintaining

students' cultural identity. This concept supports Chaisiri, (2022) thought of linguistic interdependence which states that competence in one language can strengthen the learning of another language. Therefore, the recommendation for educational institutions is to formalize translanguaging as an official learning strategy, accompanied by the development of teaching materials and school policies that support this practice in a sustainable manner.

In addition, although it has proven effective, the study has limitations in its small number of participants and very specific settings, so generalization of findings must be done with caution. In-depth research in various regions with different linguistic diversity is needed to expand the understanding of translanguaging as a pedagogical practice in Indonesia. In addition, complementary quantitative studies to measure the impact of translanguaging on learning achievement and motivation aspects in a more measurable manner can complement this study. In the future, the exploration of the role of policy and teacher training in optimizing translanguaging will be an important focus to bridge theory with practice in the field.

CONCLUSION

Despite its effectiveness, translanguaging faces significant barriers rooted in institutional policies, teacher preparedness, and perceptions regarding the primacy of English language exposure. Some educators remain cautious, worried that excessive use of L1 (Local Language) or L2 (Indonesian) might weaken English language learning an anxiety reflected in the practices of one of the teachers limiting non-English usage to preserve language immersion. This tension between inclusive linguistic practices and traditionally dominant monolingual ideologies reveals the need for systemic support. Professional development, clear institutional guidelines, and resource provision are fundamental to embedding translanguaging as a sustainable pedagogical practice rather than an ad hoc intervention.

Moreover, translanguaging positively influences both the learning process and educational outcomes. Students demonstrate increased motivation, confidence, and willingness to participate when allowed to integrate their familiar languages into their English learning journeys. The approach also strengthens students' linguistic identities by affirming their cultural heritage, a factor critical to their holistic development and long-term engagement. This confirms prior research (Sugiharto, 2024; Susanto et al., 2024; Xin et al., 2024) highlighting that translanguaging promotes not only language proficiency but also social-emotional well-being among multilingual learners. As such, translanguaging represents a holistic educational approach reconciling language acquisition with identity affirmation, vital in the linguistically rich context of Manado.

Based on the findings, it is recommended that educational institutions formally recognize and support translanguaging as a core strategy in multilingual

classrooms. This includes developing policies that legitimize the use of local and national languages alongside English, as well as investing in teacher training programs that enhance educators' skills and confidence in managing multilingual pedagogies. Future research should explore broader applications of translanguaging across diverse Indonesian regions and systematically measure its impacts on long-term language proficiency and learner motivation.

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