

Translanguaging Pedagogies in an Indonesian Vocational College Classroom: How Does It Affect Students' Confidence to Speak in English?

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Abstract

Translanguaging contributes to students' progress of learning a second language. However, many teachers often still see it as a problem, instead of a resource for learning. This case study is aimed at investigating how translanguaging pedagogies affect Indonesian vocational college students' confidence to speak in English. Students' interactions in an ESP course were observed and four students from the class were interviewed. The data were then analyzed using thematic analysis. The finding showed the positive impact of translanguaging in education. Students reported that translanguaging aids in knowledge construction, boosts vocabulary comprehension, strengthens interactions between teachers and students, and fosters a comfortable and engaging learning environment. This finding suggests that translanguaging pedagogies should be legitimized and adopted in EFL college classrooms. It also provides an understanding that translanguaging not only facilitates English language learning but also acknowledges and leverages the linguistic diversity in Indonesian classrooms.

Keywords: ESP, multilingualism, translanguaging, pedagogies, vocational college classroom

INTRODUCTION

The concept of translanguaging has been extensively researched in various contexts: translanguaging was first studied as a pedagogical strategy to reinforce the learning of Welsh and English in Welsh schools, where teachers and students shared a heritage language (Welsh) (Lewis, Jones, & Baker, 2012). Translanguaging involves the use of multiple languages in a fluid and dynamic manner to enhance learning and communication (García & Wei, 2014). It is not merely code-switching but rather a holistic approach that leverages the full linguistic repertoire of bilingual or multilingual individuals (Hornberger & Link, 2012). Research has shown that translanguaging can promote deeper understanding and engagement in the classroom by allowing students to draw on their linguistic strengths (García-Mateus & Palmer, 2017). Additionally, translanguaging practices have been found to support the development of positive identities among multilingual students (García-Mateus & Palmer, 2017). In the context of bilingual education, translanguaging has been used to bridge the gap between home and school languages, fostering a more inclusive and equitable learning environment (García & Kleyn, 2016). Studies have also highlighted the role of translanguaging in promoting critical thinking and metalinguistic awareness (Li, 2018). Furthermore, translanguaging has been recognized as a valuable strategy for addressing language ideologies and social justice issues in education (Jakobsson, Larsson, & Karlsson, 2022). Overall, the research underscores the importance of translanguaging as a transformative pedagogical approach

that can enhance learning outcomes and support the linguistic and cultural diversity of students (Huang & Chalmers, 2023).

In the Indonesian context, English is a foreign language (EFL) that is not commonly used by students in their social context, including in-school settings where English is taught as a subject (Nayar, 1997). Inside or outside of the classroom, students communicate primarily in Indonesian (their national language) or Javanese (their native language). This condition affects the language employed by the teacher in the classroom to teach English. Teachers of English as a Foreign Language (EFL) may use Indonesian in the classroom to conduct lessons, particularly with beginning students who have limited English proficiency (Brown, 2001).

The use of the native or local language in the English classroom is a controversial topic that elicits two opposing viewpoints. Harmer (2001) believes that students' exposure to the target language may be diminished if they misuse L1. Moreover, in the EFL context, the classroom is the only location where students are exposed to the target language, so L2 usage must be maximized (Littlewood & Yu, 2011). Some experts, however, believe that the use of L1 in English learning can also be advantageous, so long as it is not overused (Brown, 2001; Prodromou, 2002). Therefore, Indonesian teachers have begun to use translanguaging as a pedagogical strategy for teaching English as a foreign language, both inside and outside the classroom. According to Garcia (2014), translanguaging is one of the teacher communication strategies that can be used to aid the English as a foreign language teaching process and can encourage students to learn English through the use of their native language.

Previous studies have examined the role of translanguaging in language development and its impact on learners' language skills. These studies offer valuable insights into the practical implications of implementing translanguaging pedagogies (García & Kleyn, 2016; García & Wei, 2014; Lewis, Jones, & Baker, 2012a; MacSwan, 2017). This research will not only contribute to the development of effective teaching methodologies but also provide a nuanced understanding of how translanguaging affects students' willingness to communicate (WTC) in English language usage. Such insights are crucial in addressing the challenges posed by linguistic diversity in vocational college classrooms and ensuring a more inclusive and effective educational experience.

Based on the discussion of previous studies, some similarities and differences were found. Previous studies about the implementation of translanguaging have been conducted by several researchers. For example, Yuzlu & Dikilitas (2021) examine the impact of translanguaging on the development of four language skills: listening, reading, speaking, and writing. The study applies a quasi-experimental design to examine the impact of translanguaging, using convenience sampling. The study concludes that translanguaging was effective in improving students' four English language skills.

A further study was done by Ticheloven et al. (2019), who examined the practical and pedagogical issues of translanguaging in the classroom. The study applies qualitative measures (classroom observations, semi-structured interviews) to explore the perspective

of different stakeholders who have experienced translanguaging in education. The study concludes that the results of this study may help understand how translanguaging in multilingual contexts can be implemented, thus bridging the gap between theory and practice.

The similarity among those studies is in the implementation of translanguaging in the academic setting. However, not a lot of study has been done on how translanguaging pedagogy works in Indonesian vocational college classrooms, where students may not speak English well enough or want to learn English for different reasons.

The objectives of this study are as follows:

1. To investigate and gain insights into the viewpoints of Indonesian English for Specific Purposes (ESP) students regarding the use of translanguaging pedagogies in their educational settings.
2. To evaluate the translanguaging pedagogies actually used by Indonesian EVP students in their classrooms.

The primary objective of this study is to acquire a deeper understanding of students' perspectives and the actual use of translanguaging pedagogies in English for Vocational Purposes (EVP) classes in Indonesia.

The findings of this study are anticipated to provide a valuable contribution to the field of language teaching as a whole. This study can provide English teachers with a more comprehensive understanding and reason for incorporating translanguaging practices in English as a Foreign Language (EFL) classrooms, thereby enhancing the overall effectiveness of instruction and educational outcomes. The teacher also finds out how much Indonesian EVP students use translanguaging in the classroom. The study aims to provide students with an understanding of the significance of translanguaging in the English as a Foreign Language (EFL) classroom, facilitating effective communication with peers. For other researchers interested in analyzing translanguaging, this study may provide valuable references for conducting more effective research.

Translanguaging Second Language Pedagogies

For many years, educational institutions have segregated the languages used in language classrooms and assigned different teachers, lessons, or even days to each language. This was primarily based on the assumption that combining two or more languages could overwhelm students and impede their success (Beres, 2015). In other words, it continues to adhere to the long-held belief of monolingual pedagogy. Translanguaging (Garcia & Wei, 2014) is a pedagogical approach that has made rapid progress in bilingual and multilingual education (Cenoz & Gorter, 2017).

To address these linguistic inequalities and disparities in the classroom, educational researchers have advocated the promotion of translanguaging at these locations (Dovchin, 2021). Translanguaging recognizes that individuals with a repertoire of numerous named languages naturally switch between these languages. This can be optimized in the classroom to enhance language acquisition and content learning (Van Viegen, 2020). However, when students are encouraged to translanguage in the classroom, many students

are unable to overcome their embedded belief that classrooms are "English-only" environments (Dovchin et al., 2017).

Translanguaging, a pedagogical approach that is relatively new and still evolving, has gained popularity in both bilingual and multilingual education in a short period of time (Cenoz & Gorter, 2017). However, empirical data as evidence on this topic in the Indonesian context are still inadequate and inconclusive. Consequently, the purpose of this paper is to provide a comprehensive perspective on translanguaging practices in EFL classrooms in the Marketing curriculum at the Indonesian Vocational College by witnessing the classroom and conducting interviews with four students who were chosen using purposive sampling.

According to Beres (2015), learners can use translanguaging to enhance their English and first language (L1) proficiency as well as their academic accomplishments. Nagy (2018) says that learners can be more involved in language tasks and feel more confident in their language skills when they use translanguaging. Fan and Yan (2020) defined speaking confidence as "the extent to which test takers believe they can perform well on a speaking test" (1, p. 2). They measured speaking confidence by using a self-report questionnaire that asked test participants to rate their confidence level before and after taking a speaking test. Moreover, Tunnisa (2021) characterized speaking confidence as "the belief that one can speak English well" (2, p. 4). She measured speaking confidence using a Likert-scale questionnaire that asked students to indicate whether they agreed or disagreed with statements regarding their speaking English confidence.

Berger (1923) defined speaking confidence as "the ability to speak with conviction and authority" (5, Para 1). He suggested four strategies to enhance public speaking confidence: rehearsal, simplification, organization, and audience engagement.

Foreign Language Anxieties in EFL Classrooms

Foreign Language Anxiety (FLA) is "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284). Issues such as reluctance to verbalize thoughts in English (Lang, 2019) and fear of being misunderstood by members of the host society can lead to FLA. FLA is a negative affective reaction when learning or using a foreign language, according to Daubney et al. (2017), and is especially prevalent in public settings, such as classrooms, where self-expression occurs frequently (Zhang, 2001). FLA is related to a complex set of linguistic inferiority complexes (Dovchin, 2020; Tankosic & Dovchin, 2021), including feelings of humiliation and self-shame, loss of self-confidence and self-esteem in relation to foreign language learning practices and usages (Horwitz et al., 1986).

While multiple layers of negative emotional reactions play a central role in causing Foreign Language Anxiety (FLA) that affects students' speaking confidence, they can be mitigated by translanguaging environments that enable sharing and participation in lived experiences through fluid language practices. Translanguaging spaces may be an effective form of FLA remediation for migrant EFL learners, as they provide a secure environment

in which these L2 users can manage, negotiate, and overcome their FLA issues (Ladegaard, 2018). Thus, one of the primary goals of this study is to investigate how translanguaging influences students' speaking confidence.

METHOD

This research was conducted at one of Surakarta's universities. We selected the marketing program at the vocational college to acquire the necessary data to answer the research question. The study began on 1 November 2023 and finished on 22 November 2023. The participants in this research were third-semester marketing students at a vocational college. First we will conduct observations in the Marketing class consisting of 30 students. Four participants were recruited for follow up interviews.

This study seeks to investigate (a) students' perceptions of translanguaging pedagogies in their EVP classrooms (b) To what extent do Indonesian EVP students conduct translanguaging pedagogies in their classrooms. This empirical study employs a qualitative research design within a constructivist-interpretive paradigm. According to Denzin and Lincoln (2017), the constructivist-interpretive paradigm holds that reality is constructed via the collaborative efforts of researchers and participants in studies. Constructivist theory is concerned with the narrative description, explanation, and profound comprehension (or *verstehen*) of social phenomena (Lynham, 2002).

The present study employs a case study research design as its chosen research methodology, since it aims to delve into a specific case in a comprehensive manner by gathering diverse sources of information, including observations and interviews. Yin (2018) defines the case study as an empirical investigation in real-world contexts to investigate contemporary phenomena, particularly when there is no obvious evidence of the phenomenon and context. According to Gerring (2004:350), a case study is "an in-depth examination of a single unit designed to elucidate characteristics of a large class of similar phenomena." According to Johnson (1994), a case study can be conducted as an independent study or as a component of a larger study that incorporates other research methods. The research methodology employed in this study involves the utilization of different sources of evidence. It investigates a contemporary within its real-world contexts" (Johnson, 1994). This study employed a case study research design as its research methodology because we wished to investigate a specific case in greater depth by accumulating data from a variety of sources, including interviews and observations.

We utilized observation and interviews to acquire the necessary data for data collection. The study observation was carried out within the context of a vocational college marketing program during the third semester. We observed 30 students in English for Vocational Purposes by joining the class and capturing required information related to the use of translanguaging in the class. Then, we conducted interviews with four students enrolled in the marketing program at a vocational college to investigate their perspectives on English for Specific Purposes learning. This study primarily employed interviews to determine students' knowledge, attitudes, and behaviors regarding the English for Vocational Purposes in Marketing program. We conducted interviews with a semi-

structured format. The data consisted of the interviewee's responses to the interview questions. The data was then transcribed into the table format of the interview transcript.

This study utilized thematic analysis in accordance with the framework proposed by Braun & Clarke (2006) to examine the classroom interactions of four vocational college students enrolled in an Indonesian university's English for Marketing programme. By employing thematic analysis, we sought to identify and comprehend significant themes that arose from the varied English-learning backgrounds of these students. This study illuminated the intricacies of English language acquisition within an educational environment, offering perspectives on the obstacles and advantages encountered by learners who were distinct in terms of linguistic heritage.

We analyzed the data using thematic analysis because we wanted to describe the data and involve interpretation in selecting code and building themes. We began by familiarizing ourselves with the data by reading and re-reading it. We then generated initial codes, identifying which data needed to be coded. We then searched for themes that described important aspects of the data related to the research problem. We reviewed all codes and groups to ensure they had the same meaning. We then defined and named the themes, ensuring they were informative, concise, and interesting. The final stage involved producing reports based on the collected and analyzed data (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

The data collected through semi-structured interviews and classroom observations were analyzed and presented in accordance with the research questions and in addition to the themes identified during the data analysis phase.

A. Investigating Indonesian EVP students' perspective regarding translanguaging pedagogies.

To gain insight into the perspectives of Indonesian EVP students regarding translanguaging pedagogies, we conducted interviews with four of them. The data collected showed that students had a positive attitude toward translanguaging in EVP classrooms. Regarding translanguaging, this study discovered the following:

- (1) exploring students' perspectives on the implementation of multilingual approaches, (2) obtaining the definitions of the terms immediately,
- (3) facilitating students' comprehension of the materials,
- (4) strengthening their interaction with the students,
- (5) creating playful talk to lighten the mood, and
- (6) reducing speaking anxiety.

1.Exploring students' perspectives on the implementation of multilingual approaches

Based on the interviews conducted with four students in an English for Vocational Purposes class, it is widely accepted that translanguaging is a crucial component for the students' education. It enables them to comprehend the teacher's instructions, respond to questions, and be aware of their responsibilities within the classroom.

Yes, I don't understand everything the lecturer says if it's all in English. But if the lecturer uses English and simplifies in Indonesian and Javanese, I know what he means and what I need to do in class. [Sonya, Interview]

Moreover, the students described the positive outcomes of learning through translation. The implementation of translanguaging in the classroom significantly facilitates comprehension for students who have limited English vocabulary. The findings of Carrares's (2006) research validate the notion that students consistently consider translation into L2 to be a highly effective way to acquire a second language.

One of the participants, Hendri also mentioned,

The challenge when communicating in English is the lack of vocabulary and grammar. Using Indonesian or Javanese, when communicating in English, in the midst of difficulties can be very helpful. [Hendri, Interview]

It aligns with the findings of Lewis (2009), which examined how students perceive their experience in a translanguaging classroom and concluded that incorporating the learners' native language (L1) may reduce student apprehension in the English as a Foreign Language (EFL) classroom and improve the learning environment. The learning process in the target language will be slowed if the lecturer uses full English in a classroom since there are some students who still lack vocabulary and speaking confidence in English. However, the implementation of translanguaging will enhance students' motivation to learn and alleviate any sense of pressure they may experience during EVP classes.

1. Obtaining the definitions of the terms immediately

The initial hypothesis derived from the data obtained through semi-structured interviews with the four participants is that by incorporating translanguaging into the classroom environment, teachers are able to assist students in directly grasping the definitions of the terms. One student mentioned that using translanguaging, where the lecturer explains the meaning directly in Indonesian or Javanese, will help students understand terms not commonly used in daily life and unfamiliar in the EVP class. The following are some excerpts in which students highlighted the importance of translanguaging in obtaining the meaning of the words directly.

I felt it was helpful when I was allowed to use Indonesian, Java and English in the EVP class because I could know the meaning of a word in English, could be translated and then we could understand it through Indonesians or Java. [Anna, Interview]

When I can use my first language, which is Indonesian and Javanese, I can understand a word right away. I think it will be hard for us to understand if the lecturer doesn't let students use L1. Plus, we can't follow what the speaker is saying either. [Hendri, Interview]

As one of the goals of translanguaging is to impart meaning to words (Garcia & Wei, 2014; Otheguy et al., 2015), this translanguaging appears to be an unexpected solution to the difficulty that lecturers face when attempting to instruct English for Vocational Purposes vocabulary. It is consistent with the findings of Wang and Curdt-Christiansen (2019), whose research demonstrated that translanguaging enhances the vocabulary comprehension of students. The students asserted in their research that they had acquired a technical English vocabulary by utilizing translanguaging in subject-matter learning. The

results of the present study support this notion, as students consider translanguaging to be beneficial in assisting them to comprehend technical terms in ESP.

Facilitating students' comprehension of the materials

The significance of translanguaging practice in facilitating students' comprehension of EVP learning material was underscored by every participant. EVP is difficult to teach not only because of the specific technical terms involved but also because of the general English material itself, which students learning English as a foreign language may find challenging to accept if presented in its entirety in English. Various factors influence this situation, including the diminished English skills of students resulting from the exclusion of English from primary education. There is a notable deficit in English learning at earlier educational stages. The majority of students assert that the main difficulty in using English lies in inadequate vocabulary and grammar. As a result, educators face the formidable task of assisting students in comprehending EVP, encompassing fundamental English concepts. Translanguaging is being used to solve this problem, which will allow people to speak both Indonesian and Javanese. Highlighting the value of translanguaging as a helpful method, this approach is meant to help students who have trouble understanding explanations.

I think I can understand the material well if the lecturer uses a first language to elaborate the material after explaining it in English. For example in the project we have to create a landing page for Small Medium Enterprises. I wasn't sure what that was at first. Then, the lecturer said that it's similar to UMKM (Usaha Mikro Kecil dan Menengah). [Anna, Interview]

Because there is a lecturer who uses entirely English, the reality is that we don't understand the material well. Some of us may grasp it, but I am among those who only partially understand. In my opinion, learning in both languages simultaneously or alternately would be more effective. [Sonya, Interview].

Students' comprehension of the material is also facilitated by the lecturer's use of the material in this EVP course. The picture below is an example of one of the slides that has been used by the lecturer.



Picture 1. Lecturer's slides

"Strategies for content marketing" are shown in the picture above, which shows a list of steps written in English. The information is given in both English and Indonesian so that the students can understand the material. The picture's steps give students a full picture of the content marketing process, which helps them understand the main ideas. This method works well for students who are learning how to make good landing pages for their products. The lecturer knows how important it is for people to be able to understand and use L1 to elaborate the material. To help students who are starting to learn content marketing, the lecturer uses translanguaging as a teaching tool to close language gaps.

Previous studies also highlight the positive impact of translanguaging pedagogies in supporting students' understanding and expertise in academic content areas. Garcia's (2017) states that one of the purposes of using L1 in ELT is to assist students in knowledge construction. Dougherty (2021) argues that translanguaging enables students to demonstrate their comprehension and proficiency in scholarly subject matters, as opposed to being limited to basic translation tasks.

As an illustration, Fang and Liu (2020) documented in their study that educators were adamant that specific amounts of L1 (Indonesian and Javanese) utilization by lecturers or learners in specific contexts would enhance learning. This study also discovered that educators utilized their students' prior knowledge to enhance their comprehension and utilized L1 to clarify fundamental concepts and grammatical structures.

Enhancing the level of engagement between the lecturer and peers

During the course of the observations, a recurring trend became apparent: every student employed the translanguaging technique, effortlessly translating their discoveries from English to Javanese or Indonesian. Following that, they participated in dialogues with their fellow students in their preferred regional tongues, perceiving this as a more convenient means of interaction. Interestingly, students were encouraged to use English when presenting their plans for developing a landing page, despite this preference. This practice provides a nuanced comprehension of the language dynamics within the learning environment.



Picture 2. Students discuss with their peers

The result of the observation is in line with Sonya's statement during the interview.

By allowing the students to use Indonesian and Javanese in the classroom discussions, that will make the students discuss with their peers freely. [Sonya, Interview]

For group discussions, it is difficult to use 100% English unless supervised by the lecturer. [Tio, Interview]

Yes, during the EVP course, when we have group assignments, teamwork like that, translanguaging helps us understand each other. Reducing misinformation between other friends. [Anin, Interview]

I discussed in the semi-structured interview how the first language usage of both the lecturer and the students, Javanese and Indonesian, affected the interaction pattern in the classroom. Students discussed the knowledge they gained in their EVP classrooms. Tio, for example, was a student who was optimistic and idealistic. He thought that English should be the only language used in EVP classrooms and that other languages should not be allowed because they were thought to slow down language development, as stated below:

I think it is more powerful if it is delivered 100 percent in English. I used to be in an English program, where teachers use English, our brains will try to understand and not be spoiled by other languages. [Tio, Interview]

But other students have different views from Tio about the use of translanguaging in English classes, Sonya and Anna feel that they actively participate in classes that use translanguaging.

When the lecturers use Indonesian or Javanese language while delivering in English, amid difficulties, I feel it is very helpful. While using Indonesian or Javanese in this EVP classroom, I believe it can help the lecturer and students get along better. The learning environment becomes too strict and the learning process gets boring if we use English in a formal way. [Sonya, Interview]

I feel that translanguaging has increased my participation in class with the lecturer. [Anna, Interview]

The result of the current study is in line with previous studies (Kırkgöz et al., 2023; Kwihangana, 2021) that similarly found that translanguaging enhances students' engagement and participation in the learning process. The student recognized that translanguaging could facilitate more effective communication with both instructors and peers, as stated by Kwihangana (2021). As a result of students actively engaging in L1 usage and translanguaging, teacher-student and student-student interactions can be enhanced.

Speaking Anxiety Regarding Foreign Languages

Based on the observation in the EVP class, most of the students ask the lecturer to elaborate the instructions for the project in L1. The chairperson of the class, Yudha said,

Sir, can you please repeat the instructions in Indonesian? I am afraid that we have done the project incorrectly. [Yudha, observation]

Another student, Tasya, expressed concern about potentially misinterpreting the instructions. She mentioned,

I'm afraid that I might miss some of the instructions and get a bad score for the project because I don't really understand English. [Tasya, observation]

Several students mentioned FLA in the EVP classroom during this interview. Due to their limited language proficiency, they expressed communication anxiety. In the interview, Sonya said,

Yes, miss because we actually understand the material. Sometimes we still think we need to translate from Indonesian to English, it still takes time to think. If we are allowed to use another language, Indonesian for example, we don't hesitate to answer questions from other friends or our lecturers. [Sonya, Interview]

Speaking anxiety is concern or apprehension regarding potential failure when talking in the target language (English). Speaking anxiety is frequently accompanied by the fear of making errors and the perception that one is being constantly evaluated. Their fear of not being able to speak in L2 from having trouble learning English, which makes it harder for them to reply (Horwitz & Cope, 1986). An additional facet of FLA, as noted by another

interviewee, was that it demonstrated a sense of self-awareness regarding one's limited competence in foreign languages.

The challenge or obstacle when using English is the lack of vocabulary and grammar. [Hendri, Interview]

The challenge when speaking in English so far, maybe it's just about vocabulary and grammar matters, you know. Sometimes, I feel confused about which grammar I have to use. [Anna, Interview]

Maybe a little anxious if you don't master the topic. If you have a normal conversation, you are more motivated. Usually not so anxious when using other languages. [Sonya, Interview]

Some learners may experience anxiety, frustration, and self-consciousness due to their inadequate proficiency in the L2. The students recognize that their limited command of the second language (L2) hinders them from effectively communicating in the target language, causing the students to experience apprehension.

The anxiety levels of participants seem to increase in tandem with their perceived language proficiency levels in both speaking and listening skills in English, as indicated by FLA and learner evaluations of those skills (Koul et al., 2009; Liu, 2006).

In accordance with previous studies conducted by Cenoz and Gorter (2022), the results of this study indicate that translanguaging offers students a safe setting in which they can utilize their complete linguistic abilities to interact with one another, thus alleviating anxieties typically associated with speaking in a language other than their native tongue (García, Ibarra Johnson, & Seltzer, 2017). It has been demonstrated that this method increases learners' confidence in their speaking capabilities and fosters a more positive language learning experience (Cenoz & Gorter, 2019).

Translanguaging enables individuals to utilize their complete linguistic repertoire, resulting in a more comprehensive and less distressing language practice, according to a study by Blackledge and Creese (2017) (as cited in Wei, 2018). Moreover, Nagy (2018) says that learners can be more involved in language tasks and feel more confident in their language skills when they use translanguaging. To help language learners deal with speaking anxiety, the authors stress how important it is to make learning settings that are welcoming and accept translanguaging practices (Blackledge & Creese, 2017).

As a result, translanguaging may be an effective method for reducing speaking anxiety in language learners. Educators can foster a supportive and inclusive atmosphere that empowers students to utilize their multilingual proficiencies and ultimately reduce speaking anxiety by adopting translanguaging practices.

B. Implementing translanguaging pedagogies by Indonesian EVP lecturers in their classrooms.

In order to investigate the pedagogies of lecturers regarding translanguaging in their classrooms, we observed four 90-minute sessions. The data collected indicates that translanguaging was widely practiced, as evidenced by the following: (1) Translating

materials from English to Indonesian, (2) Using the students' first language for frequent communication, (3) Using translanguaging in the EFL classroom creates a certain feeling

1. Translating materials from English to Indonesian

Observations revealed that the lecturer utilized the translanguaging technique by having the material they had explained in English translated into Javanese or Indonesian. In the EVP course, this method of instruction was utilized to convey essential ideas, present a case study, and direct students through assignments. The lecturer introduced the subject matter that would be covered at the start of the session. The lecturer provided an overview of the material in English before translating into Indonesian.

Extract 1 [Every excerpt is presented in its initial state, with the English text highlighted in italics and the Indonesian and/or Javanese versions in boldface. [The translation is presented directly below the source material.]



Picture 5. Students create landing pages

Lecturer: *Today we are going to create a landing page. Do you know what the landing page is?*

Anna: *What is landing page? Can you give example sir?*

Hendri: **Landing page itu seperti website ya pak?** [A landing page is like a website, right sir?]

Lecturer: *That's right. As you can see on the slide this is an example of landing page.*

Tasya: *What should be included in the landing page?*

Lecturer: **Nanti pada** landing page **harus ada** *home page, company profile, organic content and hard selling.*

[Later on the landing page must have a home page, company profile, organic content and hard selling.]

Yudha: **Pak izin bertanya, nanti home page seperti apa ya?**

[Sir, may I ask, what does the home page look like?]

Lecturer: *This should include a clear and concise headline, a brief description of what the SME offers, and a call-to-action (CTA). Intinya ada judul deskripsi produk UMKM dan ajakan untuk membeli produk. Bagaimana Mas Yudha ada yang ditanyakan?*

[This should include a clear and concise headline, a brief description of what the SME offers, and a call-to-action (CTA). In summary, there is a headline describing the SME's product and a call to purchase the product. Is there anything you want to know about Mas Yudha?]

Yudha: **Sejauh ini belum ada pak.** [So far, no sir.]

In this excerpt, the instructor attempted to introduce the important component that should be included in the landing page that they would read throughout the session. Translanguaging by translating terminology has been extensively documented by previous researchers (Pun & Tai, 2021; Tai & Wei, 2021; Wang & Curdt-Christiansen, 2019). Nevertheless, in order to provide students with simple instructions, the instructor used the method of translating English into Indonesian in practically every learning session, even in the early learning session.

2. Using translanguaging in the EFL classroom creates a certain feeling



Picture 3. Presentation of Group 1's landing page

As a result of observing the Marketing program EVP students in class. Reflecting on their experience implementing translanguaging in the classroom, the participants concluded that it could assist them in experiencing less apprehension during the lesson. This happened because they felt safer if the institution didn't have an "English only" rule. They weren't afraid of getting the instructions or content wrong because their first language (L1) wasn't forbidden. They fully understood what they were supposed to do and could clearly communicate their message. This would prevent them from experiencing anxiety. Group 1 students even presented their landing page for the online music course "Mental Pemusik" with great enthusiasm. Before presenting their landing page, Ridho and Tio inquire whether it would be possible to use Indonesian to define a few terms that they find difficult to express. While encouraging English usage, the lecturer permits them to provide explanations in Indonesian.



Picture 4. Group 6 landing page

On November 29, 2023, the members of Group 6, namely Tasya, Sonya, Vina, Fira, and Chinta, contemplated incorporating "sugeng rawuh" (Javanese) on the initial page of their landing page. Tasya emphasized that using Javanese would authentically reflect their cultural identity. In tandem, the group christened their brand "Lintang Kejora," meaning "shining stars" in Javanese, reinforcing their commitment to cultural representation. As their company specializes in batik souvenirs from Solo and represents a fusion of innovation and tradition, they are delighted when the lecturer allows them to use L1 (Javanese) for the name of their brand.

The result of the observation was also supported by one of the students regarding her perceptions of translanguaging in creating a safe space for students to express their emotions.

I am so glad when the lecturer allows us to use Indonesian and Javanese to express our feelings and ideas. I think I will feel discouraged if the lecturer doesn't allow us to use our first language. [Sonya, Interview]

There's one lecturer that said we should use English in her classroom. At the beginning I feel really careful when I am going to say something. [Anna, Interview]

Maybe it's still mixed language, not full English. Because there might be some vocabulary that we forget too. Sometimes if we use full English, we're not really sure. [Sonya, Interview]

Translanguaging has the potential to enhance student engagement and foster a more positive classroom atmosphere. The advantages of translanguaging in educational settings have been examined in a number of studies and resources, with the possibility to improve students' emotional health and social-emotional development among them (Dougherty, J., 2021; Dovchin, S., 2021). Furthermore, Dovchin (2021) believes that translanguaging can facilitate a more positive learning environment by offering students a secure environment that allows them to express their emotions. Additionally, Baker, C. (2022) claims that translanguaging strategies can assist educators in fostering a more inclusive and engaging classroom environment. In summary, translanguaging has the potential to serve as an important tool in fostering a more engaging and inclusive educational setting. An educator can contribute to the improvement of students' emotional well-being and social-emotional development by supporting the creation of a secure environment by implementing translanguaging pedagogies.

CONCLUSION

Translanguaging is an instructional method that enhances the quality of English for Vocational Purposes class and possesses the capacity to empower both students and the educator who implement it. Regarding the participants' positive perceptions of translanguaging and its implementation in EFL classrooms, the qualitative data provided comprehensive insights. The participants had a good view of translanguaging because it helped them learn English by giving them extra help with lessons, materials, and communication. In addition, translanguaging fostered engaging learning environments that increased the participants' enjoyment of the material. Within educational and social environments, translanguaging occurred naturally. The practice could not be denied, since most of the students spoke two languages and translated without realizing it. Consequently, the prohibition of the L1 in the classroom would impede the students' ability to learn and likely induce feelings of anxiety. Hence, translanguaging additionally facilitates anxiety reduction and promotes a sense of calm among the participants. The consensus among the participants was that translanguaging benefited the bilingual learner in terms of material comprehension, positive classroom environments, and learning process engagement. Nonetheless, the English-learning proficiency of the students had to be taken into account when implementing translanguaging. Therefore, the quantity was not excessive, as that could have rendered translanguaging ineffective. In conclusion, the vocational college students who participated in the study expressed their intention to employ translanguaging as a pedagogical tool.

The study's findings and consequences contribute to a better understanding of the multifaceted connection between learners' L1 use in the EVP classroom and their speaking confidence, as well as practical ideas for making good use of a diverse repertory of languages. However, several cautions should be highlighted. The sample size was limited, but all four participants were intermediate English students who were motivated to speak English. Furthermore, it's possible that the participants' speech and their interactions with the researcher in session one were too brief for the data analysis, which makes it challenging to extrapolate the findings to more extensive EFL contexts. Future research will need more data from a larger sample of in order to improve the rigor of the data with different learning backgrounds, levels of English proficiency, and personalities over long intervention periods. In this study, the stimulated recall interview was conducted to examine participants' thinking processes when using their L1. However, this measure may not have fully revealed their true emotions or thought processes. For example, they often didn't provide detailed reasons for using their L1, simply stating that they did so unconsciously. To overcome the limitations of the stimulated recall interview, other precise and reliable methods should be employed. This research, which investigated L1 use among intermediate L2 speakers in the context of code-switching, translanguaging, and speaking confidence, is both important and unique. Given the limitations mentioned, this study should be considered preliminary. We hope it will pave the way for future research that explores the intricate and dynamic relationships between first language use and speaking confidence in second language speakers.

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