
Issues and Perspectives in Business and Social Sciences

Teachers' perceptions in determining the inclusion of translanguaging pedagogy in independent Chinese schools

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Abstract

This qualitative study investigated the role of English teachers in implementing translanguaging pedagogy in independent Chinese schools in Malaysia. Based on interviews with 15 English teachers, this research examines their contributions, the influence of their participation on the inclusion of translanguaging, and their perceptions of students' acceptance. The findings revealed that teachers are instrumental in creating and adapting teaching materials to address the diverse needs of students with varying English proficiency levels, often crafting resources from scratch when existing materials are unsuitable. Despite institutional prohibitions against translanguaging in some schools, teachers prioritized student comprehension, leveraging this pedagogy to enhance engagement, motivation, and confidence in the classroom. The study highlights the necessity of teacher autonomy in selecting pedagogical approaches tailored to students, emphasizing that prohibiting translanguaging may hinder academic growth. This calls for educational institutions to reconsider their policies and foster meaningful discussions between administrators and teachers to establish effective practices. These findings affirm the feasibility and effectiveness of translanguaging pedagogy in multilingual classrooms, demonstrating its potential for improving learning outcomes and educational experiences for both students and educators.

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1. Introduction

Malaysia, a multicultural country, has a diverse education system comprising national, vernacular, and international schools, each with a different medium of instruction. This results in varying levels of English proficiency among students, particularly in institutions where the native language is dominant (Kashinathan & Abdul Aziz, 2021). Many students rely on their native language for classwork (Lavana & Mohamad, 2021), creating challenges for both students and teachers, and highlighting the need for pedagogical approaches that address linguistic diversity (Magableh & Abdullah, 2020).

Translanguaging, which allows students to use multiple languages fluidly, has emerged as a promising approach in multilingual classrooms (Mbirimi-Hungwe, 2016; Singh, 2014; Yaakop et al., 2020). By leveraging students' full linguistic repertoire, translanguaging enhances

comprehension, participation, and engagement (Guo, 2023). This pedagogy is particularly relevant in independent Chinese schools, where students share a common native language but have varying levels of English proficiency. English teachers play a crucial role in implementing translanguaging, influencing their effectiveness in supporting student learning.

Despite these benefits, translanguaging remains underexplored in independent Chinese schools. These institutions often prioritize Mandarin or other Chinese dialects, limiting students' exposure to English outside the classroom (Kashinathan & Abdul Aziz, 2021). Consequently, students may struggle with English-only instruction, underscoring the need for more flexible pedagogical strategies. Translanguaging aligns with the Malaysia Education Blueprint, which advocates proficiency in Bahasa Malaysia and English while encouraging multilingualism (Ministry of Education Malaysia, 2013).

This study investigates English teachers' perceptions of translanguaging in independent Chinese schools and examines their contributions, participation, and perspectives on students' acceptance. By identifying enablers and barriers to its implementation, the findings can inform professional development and policy decisions. Ultimately, this research contributes to the existing literature on multilingual education by offering insights into enhancing teaching practices and supporting students' academic success.

2. Literature review

The literature review of the research revolved around several concepts such as translanguaging pedagogy, the effectiveness of translanguaging, teachers' perceptions, and students' perceptions of translanguaging pedagogy that draws on Garcia's theoretical framework. Translanguaging was initially referred to as the pedagogical practice of alternating between two languages in a lesson by Welsh language theorist Cen Williams in the 1980s (Charamba, 2023). Over time, the concept has evolved from a focus on language separation to a more dynamic and inclusive approach that embraces the full linguistic repertoire of multilingual speakers (Charamba, 2023; García et al., 2017; Seals et al., 2020). Present-day scholars recognise translanguaging as a natural and empowering communicative practice that enhances meaning-making, identity expression, and social negotiation, shaping translanguaging pedagogy to foster inclusive and effective learning environments (Cenoz, 2017; Charamba, 2023; García et al., 2017).

2.1 Translanguaging pedagogy in multilingual classrooms

Translanguaging pedagogy allows students to use their full linguistic repertoire, challenges English-only instruction, enhances engagement, and supports academic language development (García et al., 2017). It also validates students' linguistic and cultural identities, fostering inclusivity in multilingual classrooms (García et al., 2017; Seals et al., 2020). Research highlights its effectiveness in linguistically diverse settings, as seen in an Indian ESL classroom where translanguaging strategies, such as contrastive elaboration and first-language integration, improved concept clarification and communication among students from low socioeconomic backgrounds (Cenoz, 2017; Prada & Nikula, 2018; Mukhopadhyay, 2020).

2.2 Effectiveness of translanguaging pedagogy

Research on translanguaging pedagogy highlights its effectiveness in enhancing student learning, engagement, and academic achievement in various educational contexts. In a South African science classroom, strategic language switching improves students' comprehension and participation (Charamba, 2023). Similarly, in Malaysian universities, lecturers who integrated translanguaging fostered stronger student rapport and facilitated deeper learning, enabling

students to use their linguistic resources for knowledge construction, ultimately improving academic performance and inclusivity (Norliza & Jamaluddin, 2021).

2.3 Teacher's perception of translanguaging pedagogy

Teachers' perceptions and attitudes significantly influenced the implementation of translanguaging pedagogy. Those who view language as a resource and value multilingualism are more likely to adopt inclusive teaching practices, while those adhering to monolingual ideologies may resist translanguaging despite its benefits (Charamba, 2023; Mukhopadhyay, 2020; Ngubane et al., 2020; Seals et al., 2020). For instance, some teachers continue to insist on English-only instruction, believing that limiting first language use is essential for target language acquisition (Chicherina & Strelkova, 2023). Research underscores the need for professional development, including training in translanguaging strategies and collaborative reflections, to foster more informed and supportive teaching practices.

2.4 Student perspectives on translanguaging pedagogy

Understanding students' perspectives on translanguaging pedagogy is crucial, as they are their primary beneficiaries. Research indicates that students generally respond positively, as translanguaging allows them to engage more actively, express ideas freely, and feel a greater sense of belonging in the classroom (Song et al., 2022). Validating home languages fosters academic motivation, self-confidence, and inclusivity, thus enhancing overall learning outcomes. By leveraging their multilingual abilities, students can better comprehend complex academic concepts, leading to improved performance, particularly those struggling with the dominant language of instruction. Song et al. (2022) showed that allowing home language use in group discussions and writing tasks enhances text comprehension, while multilingual strategies in various classrooms have boosted student confidence, collaboration, and engagement with both content and peers. However, translanguaging must be implemented strategically as excessive or uncontrolled language use may create confusion, particularly for students with limited proficiency in the target language.

3. Research framework

The adapted conceptual framework for this research integrates Garcia's framework of translanguaging (Garcia, 2009). Teachers' contributions, participation, and perceptions were analyzed to determine the inclusion of translanguaging pedagogy in independent Chinese schools. This qualitative study investigated the role of English teachers in implementing translanguaging pedagogy in independent Chinese schools in Malaysia.

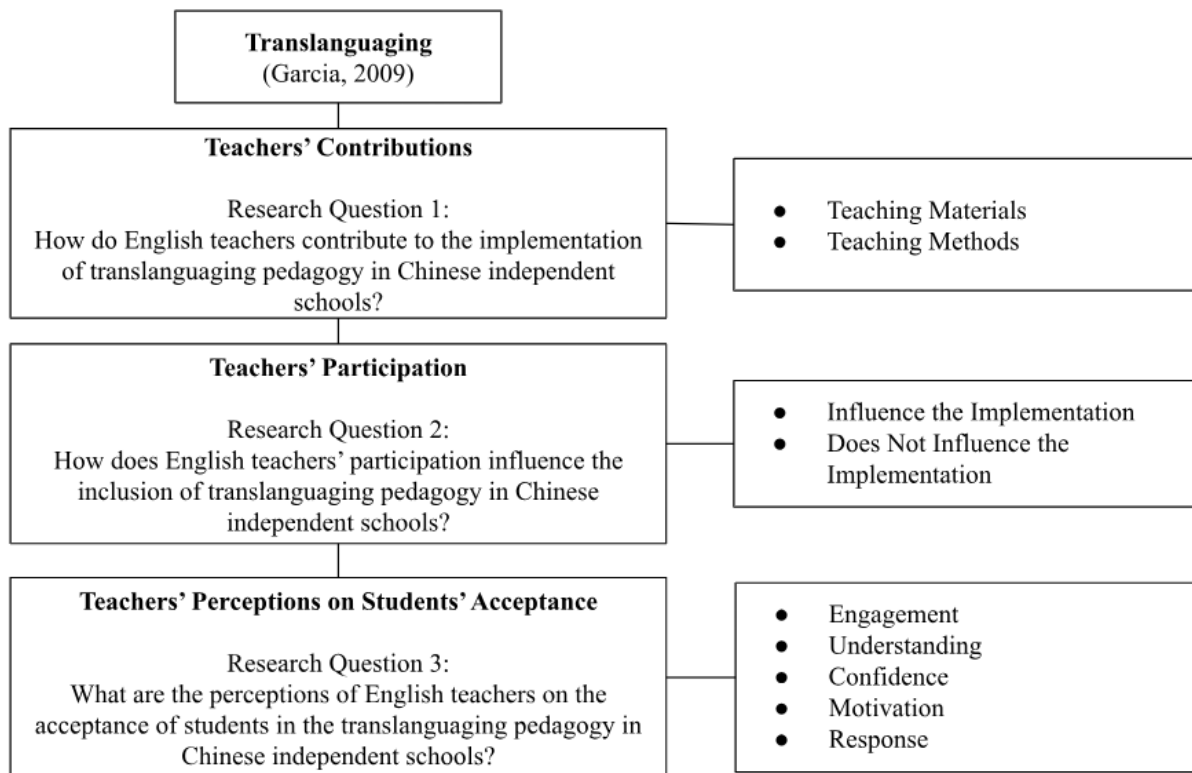


Figure 1: Graphic representation of conceptual diagram

4. Methods

This study adopted a qualitative approach, with face-to-face interviews as the main data collection method. Fifteen English language teachers from independent Chinese schools in Malaysia were selected as the participants. The selection process involved identifying participants with a minimum of three years of teaching experience in English at an independent Chinese school. Potential participants were contacted via WhatsApp to inquire about their willingness to participate.

Prior to the interview, the participants were briefed to ensure that they clearly understood translanguaging. A checklist was also run with the participants, designed to assess whether teachers demonstrate key indicators of translanguaging in their teaching practices. It focuses on four critical areas: the intentional use of multiple languages to support learning, the use of one language to scaffold understanding in another, encouragement of students' use of their full linguistic repertoire, and promotion of language equity in the classroom. This checklist was also reviewed by the participants to ensure that they met a minimum of three criteria for inclusion in the interview, specifically to determine whether translanguaging was actively used in their lessons. Each interview session, conducted via Google Meet, lasted approximately 20–30 minutes per participant. Fifteen interview questions were developed to assess three key aspects: teachers' contribution, influence, and perceptions regarding translanguaging pedagogy. These questions were guided by the objective of identifying how teachers, as key agents, shape and sustain translanguaging pedagogy in independent Chinese schools through their practices, involvement, and insights. The questions were segregated into four sections.

The first section, *Contribution to Translanguaging Pedagogy Implementation*, investigates how teachers actively incorporate translanguaging into their teaching practices. This includes strategies, decision-making processes, material adaptations, and classroom implementation. The purpose is to understand the specific ways in which teachers contribute to the operationalization of translanguaging pedagogy at the classroom level.

The second section, *Influence of Teachers' Participation on Pedagogy Inclusion*, explores how teachers' engagement in professional activities related to translanguaging, such as training, discussions, and collaborative efforts, affects the broader adoption of pedagogy within their institutions. It examines the extent to which individual teacher participation contributes to institutional acceptance and peer support for translanguaging practices.

The third section, *Teachers' Perceptions of Students' Acceptance*, seeks to capture their viewpoints on how students respond to translanguaging strategies. This included observations of student engagement, comfort levels, language development, and overall academic performance. Understanding these perceptions is essential to evaluate the perceived effectiveness and impact of translanguaging on learners.

Findings from the interviews were then compared with secondary sources and existing literature on translanguaging pedagogy. This cross-referencing provided a deeper understanding of the data, confirming the accuracy of the identified themes, and aligning them with broader trends in multilingual education. Thematic analysis was conducted on the interview transcripts, and similar themes were determined; the themes determined were not predetermined to avoid biases. The help of a working colleague was also sought to review the themes identified in the study to ensure there was no bias and to promote a more objective and reliable interpretation of the data. The research method is illustrated in Figure 2.

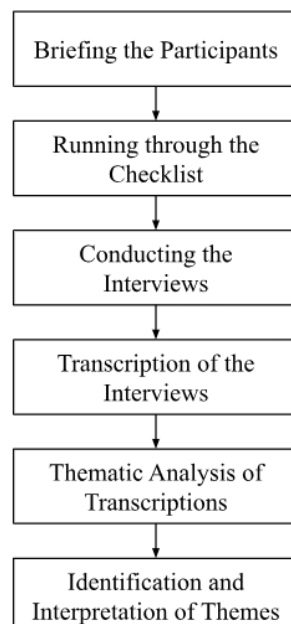


Figure 2: Data analysis procedures

5. Results

The findings reveal that English teachers in Chinese independent schools implemented translanguaging pedagogy through various strategies, including direct translation, peer collaboration, personalized teaching materials, and technology, to enhance students' comprehension and engagement. While some teachers face institutional constraints, their efforts to prioritize student learning contribute to a more inclusive language learning environment. Overall, translanguaging is positively received by students, improving their confidence, motivation, and academic achievement while fostering effective teacher-student interactions.

5.1 English teachers' contribution to translanguaging pedagogy implementation

In independent Chinese schools, all English teachers in this study employed translanguaging pedagogy by explaining words or lesson content in the students' native language or the national language when comprehension difficulties arose. According to participant 2,

"I usually explain something in BM when my students have trouble understanding what is being taught as I don't share their native language."

Participant 13 also shared,

"Normally I will give instruction in English first, then Mandarin. Some students came from rural areas and understood Malay well. I will translate into both Mandarin and Malay when they have trouble understanding and spelling in English."

Some teachers used Bahasa Malaysia as they did not share the same native language as the students, while others used both Bahasa Malaysia and Mandarin to accommodate students from different geographical backgrounds. The remaining teachers explained this in Mandarin, as it was their shared native language with the students. This practice aligns with Fang and Liu's (2020) findings, which highlight the effectiveness of translanguaging in enhancing student comprehension and fostering class rapport at Chinese universities.

Beyond explaining the content themselves, a small number of participants sought assistance from students or staff who shared the students' native language, particularly when their own translations were not contextually accurate. This approach was necessary, as some teachers lacked proficiency in Mandarin, demonstrating an alternative translanguaging strategy in which linguistic resources within the classroom were leveraged to aid communication. According to participant 5,

"I explain in Bahasa Melayu first. If students did not understand, I used Google Translate. Sometimes they say the meaning is different, so I consult my supervisor to ensure that the word's meaning is accurate."

Additionally, several participants allowed the students to clarify their doubts in Mandarin because of their limited proficiency in English. Students often struggled to articulate their questions or comprehend instructions in English, which hindered their learning. The participants recognized that a strict English-only approach could restrict students' understanding, aligning with the findings of Sultana and Fang (2024), which emphasizes the importance of translanguaging in facilitating student engagement and comprehension. This situation is observed in the responses received from Participant 7.

"I allow students to use Chinese to ask questions if it is necessary, especially when they struggle to express their thoughts in English. This helps them clarify their understanding and feel more comfortable participating in lessons."

A small number of teachers also encouraged collaborative learning, enabling students to assist their peers by explaining concepts in their native language when they lacked proficiency in

Mandarin. This approach allowed lower-proficiency students to benefit from peer support, reinforcing the findings of Mbirimi-Hungwe and McCabe (2020), which highlight the role of translanguaging in enhancing conceptual understanding through peer collaboration. However, Participant 1 expressed concerns about potential errors in student explanations and chose not to participate in group discussions in the native language. This reluctance may stem from the inability to understand discussions because of linguistic differences.

The majority of the participants created their own teaching materials, such as slides, worksheets, and glossaries, to support students' comprehension by incorporating their native language. This aligns with Dinh's (2023) study, which underscores the need for translanguaging-based materials that leverage students' linguistic knowledge to enhance academic development. Most participants also integrated technology to facilitate translation and comprehension using tools such as Google Translate, DeepL Translate, and online dictionaries such as the Cambridge and Collins dictionaries. Nearly half of the participants relied on machine translation to support students with lower English proficiency, reflecting findings similar to Kelly and Hou (2022). However, a minority of participants did not use technological aids, instead relying on their linguistic knowledge for verbal explanations.

5.2 Influence of teachers' participation on pedagogy inclusion

The inclusion of translanguaging pedagogy in independent Chinese schools is influenced by English teachers' participation, particularly in how they navigate school policies and collaborate with colleagues. Two-thirds of the participants indicated that their schools discouraged translanguaging, as English lessons were expected to be conducted entirely in English. This policy stems from the broader language structure of independent Chinese schools, where Mandarin serves as the primary medium of instruction for most subjects, except for language courses such as Bahasa Malaysia and English. Despite this restriction, these teachers do not strictly adhere to the rule, believing that full English immersion is ineffective if students fail to understand the content. They viewed the inclusion of other languages as essential for improving their comprehension. Additionally, these teachers engaged in discussions with colleagues to share strategies for implementing translanguaging, benefiting both new and experienced educators. The relevant exceptions are as follows:

“Though the school prefers English-only teaching, my colleagues and I use translanguaging when needed. We minimize Chinese but still use it to ensure students understand the lesson, as we believe comprehension matters more than strict language use’ (Participant 7).

“The school prefers English-only teaching since most subjects are in Mandarin and students lack English exposure. Still, some close colleagues and I share strategies—often using translanguaging—to help students understand lessons better,” participant 15.

Conversely, one-third of the participants reported that their schools did not restrict the use of translanguaging in English lessons, emphasizing student comprehension as the main priority. These teachers noted that translanguaging is particularly relevant in Malaysia's multicultural context, in which leveraging students' linguistic resources enhances their understanding. The flexibility provided by their schools allows them to integrate multiple languages into their teaching, thus reinforcing the pedagogical benefits of translanguaging.

5.3 Teachers' perceptions of students' acceptance

These findings indicate that translanguaging is widely accepted by students in independent Chinese schools. All participants observed increased student engagement when translanguaging

was implemented in the class. Students became more interactive with their peers, demonstrated a deeper understanding of the learning materials, and were less likely to be distracted. Some teachers also noted that shy and quiet students were more likely to participate as translanguaging created a more motivating and comfortable learning environment. These observations align with those of Hidayati et al. (2024), who found that translanguaging fosters an engaging and effective classroom atmosphere. According to participant 4,

“Yes, I have noticed the increase in students’ engagement and a deeper understanding when using the translanguaging approaches where students feel more confident and connected to the material.”

A small minority of participants highlighted that students were more responsive when translanguaging was used. They noted that students were more likely to answer questions posed by the teacher, leading to increased participation in class discussion. This finding is supported by Ratminingsih et al. (2024), who found that translanguaging significantly improved student participation.

More than two-thirds of participants reported that they became more confident when translanguaging was implemented. Some students gradually began to speak as they felt more comfortable when their native language was incorporated into the lessons. One teacher observed that, before using translanguaging, only a few students responded to questions, whereas after implementing it, students actively competed to answer. This reflects Neault’s (2021) finding that students gain confidence when they feel assured of their ability to respond accurately.

A dominant group of participants shared that translanguaging enhanced their understanding of the subject matter, particularly for those with lower English proficiency. The inclusion of students’ mother tongues allowed them to grasp vocabulary and concepts better, which facilitated comprehension. This finding aligns with Neault (2021), who demonstrated that students have a stronger understanding of subject content when translanguaging is incorporated into their teaching. The following interviews supported this notion.

“I noticed that using translanguaging makes students more engaged and helps them understand better. Explaining complex topics in both English and Chinese improves their grasp of the material and keeps them more involved in the lesson,” participant 7.

“Students can understand better the reading materials such as instruction, texts, and paragraphs. It helps to increase their vocabulary because I tend to directly provide the Chinese translation,” participant 13.

All participants agreed that translanguaging helped students feel more comfortable in their lessons, as they could clarify doubts or express themselves in their native language when necessary. If a student struggled to articulate a word in English, they could use their native or national language as long as the teacher understood. This practice boosted the students’ confidence and encouraged their classroom participation. Adams (2020) similarly found that translanguaging allows teachers to create a welcoming and inclusive classroom environment in which students feel comfortable using linguistic resources.

A small minority of participants observed that students were more willing to ask questions when translanguaging was permitted. In a more familiar linguistic environment, students felt less anxious about speaking up and engaging in the lesson, reinforcing their willingness to learn. Some participants also noted that students were more attentive in class and had improved ability to follow lessons when translanguaging was used. This approach allows students to stay engaged and retain information more effectively.

A few participants mentioned that translanguaging increases student motivation. They observed that students were more eager to participate in and learn when their linguistic resources were acknowledged in the classroom. For example, Participant 13 commented:

“Students feel motivated when Mandarin translations help them understand the lesson. For example, once they grasp a short text in reading comprehension, they are more willing to try the worksheet, even if they sometimes choose the wrong answers.”

This finding is consistent with Efendi and Syafryadin (2024), who found that translanguaging enhances student motivation and promotes active learning.

Additionally, a small number of participants stated that translanguaging helped break the communication barriers between teachers and students. Students with low English proficiency felt more at ease when they could communicate with their teachers in their native languages. This increased comfort allowed students to ask questions and clarify doubts more readily, fostering a stronger teacher-student relationship.

6. Discussion

The English teachers’ contribution highlights the significant role English teachers play in implementing translanguaging pedagogy in independent Chinese schools, demonstrating their dedication to addressing students’ diverse linguistic needs. Teachers adapt their instructional approaches by developing personalized teaching materials utilizing the inclusion of other language(s), with some even creating resources from scratch to accommodate students with lower English proficiency, particularly when standard textbooks are inadequate. Their efforts underscore the adaptability and effectiveness of translanguaging in multilingual classrooms where language proficiency varies widely. Despite the restrictions on translanguaging in certain schools, the findings suggest that prohibiting its use may hinder students’ academic development. Therefore, educational institutions should reconsider their stance on translanguaging because its strategic implementation can foster a more inclusive and supportive learning environment that benefits both students and teachers.

English teachers’ participation emphasizes the influential role of English teachers in shaping the inclusion of translanguaging pedagogy in Chinese independent schools, both through their own classroom practices and their interactions with colleagues. By sharing strategies and discussing ways to support students, teachers inspire one another to adopt translanguaging, particularly for those who are new to the profession. Despite institutional restrictions in some schools, many teachers continue to use translanguaging to prioritize students’ comprehension of rigid language policies. This commitment reflects their understanding that effective teaching goes beyond simply delivering lessons in English. It requires ensuring that students grasp the material, especially within the constraints of a fixed academic syllabus. Given the diverse methods employed by teachers, it is evident that educators should have the autonomy to determine the most suitable pedagogical approach for their students. The fact that translanguaging is practiced even when it is discouraged suggests the need for meaningful discussions between school administrators and teachers to develop inclusive policies that genuinely support student learning.

Moreover, it was indicated that English teachers perceive a high level of student acceptance of translanguaging pedagogy in Chinese independent schools. Teachers observed that students exhibited greater engagement, motivation, comfort, responsiveness, confidence, and attentiveness when translanguaging was incorporated into the lessons. These positive behavioral and attitudinal changes suggest that translanguaging not only facilitates comprehension, but also fosters a more inclusive and supportive learning environment. Widespread acceptance among students highlights the potential of translanguaging pedagogy to enhance their overall educational experience, reinforcing its effectiveness as a valuable instructional approach in multilingual classrooms.

However, although the benefits of translanguaging are evident, some potential drawbacks must also be considered. One concern is the risk of overreliance on the first language (L1), which could inadvertently limit students' opportunities to develop fluency in English. If not balanced carefully, excessive use of L1 may reduce students' exposure to English input and hinder their ability to use the target language in more advanced academic or real-world contexts. This is particularly relevant in English language learning environments, where building proficiency and confidence in English are primary goals. Furthermore, teachers may face challenges in maintaining this balance, especially when students naturally gravitate toward using their stronger language during classroom interactions. Without clear guidelines or structured strategies, translanguaging practices may unintentionally lead to fragmented language development or inconsistencies in learning outcomes.

Therefore, while translanguaging has strong potential to enhance learning in multilingual settings, it is essential for educators and policymakers to consider both its strengths and limitations. By providing professional development and establishing clear pedagogical frameworks, schools can help teachers strike an effective balance between supporting students' linguistic diversity and promoting sustained English-language development. In doing so, translanguaging can serve not only as a bridge to comprehension but also as a means of equitable, high-quality language education.

7. Conclusion

This study highlights the effectiveness of translanguaging pedagogy in multilingual classrooms and demonstrates its potential to enhance student engagement, comprehension, and overall academic development. Despite institutional restrictions in some independent Chinese schools, teachers continue to implement translanguaging strategies to support their students' learning needs, emphasizing the importance of pedagogical flexibility. However, the study's limitations, including its small sample size and geographical scope, suggest that the findings may not be fully generalizable to all independent Chinese schools in Malaysia. Future research could explore strategies for integrating translanguaging into institutional policies, ensuring a balanced approach that supports both language learning and academic achievement. Additionally, further studies could examine optimal methods and technological tools to enhance the effectiveness of translanguaging pedagogy, while maintaining a strong focus on English language acquisition.

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Appendix

Appendix A: What is Translanguaging?

What is Translanguaging?

Translanguaging is an educational approach in which students are encouraged to use all languages they know as part of their learning process. Rather than separating languages into distinct categories (such as using only English in an English lesson), translanguaging allows students to switch between languages or to combine them to better understand and express ideas.

For example, a teacher might let students discuss a topic in their native language first to build understanding, and then present their ideas in English. Alternatively, students might use their first language to clarify instructions or take notes, but answer questions in another language.

This approach recognizes that multilingual students have a single interconnected language system. By tapping into all their linguistic resources, translanguaging helps them grasp complex concepts more effectively, boosts confidence, and bridges the gap between their home and school languages.

Appendix B: Checklist

Checklist: Key Indicators of Translanguaging Use

1. Purposeful Use of Multiple Languages

Does the teacher intentionally integrate multiple languages to support students' understanding and learning outcomes?

Yes No

2. Multilingual Scaffolding

Does the teacher use one language to scaffold understanding in another (e.g., explaining in the students' home language and reinforcing in the target language)?

Yes No

3. Encouragement of Student Multilingualism

Are students encouraged to use their entire linguistic repertoire (home language(s) and target language) to express ideas, participate in discussions, or complete tasks?

Yes No

4. Language Equity

Does the teacher value all languages equally, promoting a sense of respect and inclusivity in students' linguistic backgrounds?

Yes No

Eligibility Decision

The teacher must demonstrate these four critical practices to be suitable for the interview:

- Intentional integration of multiple languages.
- Use of one language to scaffold another.
- Encouragement of student multilingualism.
- Promotion of language equity.

Overall Assessment:

The teacher:

Demonstrates translanguaging and is suitable for interviews.

Does not meet the criteria for translanguaging and is not suitable for interviews.

Appendix C: Interview Questions

Teachers' Perceptions in Determining the Inclusion of Translanguaging Pedagogy in Chinese Independent Schools

Interview Questions

Section 1: Contribution to Translanguaging Pedagogy Implementation

- 1) What strategies or practices do you currently use that align with translanguaging pedagogy?
- 2) Could you describe the specific ways in which you integrate students' native languages with English in your lessons?
- 3) How do you decide when and how to use multiple languages during instruction?
- 4) What types of materials or activities do you create or modify in your lessons to support translanguaging?

- 5) What strategies or resources do you find most effective for supporting translanguaging, and how do you incorporate these into your teaching?

Section 2: Influence of Teachers' Participation on Pedagogy Inclusion

- 1) How frequently do you engage in activities, discussions, or professional development related to translanguaging pedagogy?
- 2) Can you describe how your participation in such activities influenced your approach to translanguaging?
- 3) In what ways do you feel your role and participation influence your acceptance of translanguaging practices at your school?
- 4) Have you noticed any changes in students' engagement or understanding when you participated in class activities using translanguaging approaches?
- 5) How do your colleagues or the school administration support or hinder translanguaging practices?

Section 3: Teachers' Perceptions of Students' Acceptance

- 1) How do students respond to lessons that incorporate both their native language and English?
- 2) In your view, what impact does translanguaging have on students' language skills or academic performance?
- 3) Do you think that students feel more comfortable participating when both languages are used in the classroom? Why or why not?
- 4) Do you believe that students are more engaged when translanguaging is included in lessons? Could you provide some examples?
- 5) How do you assess whether translanguaging helps or hinders students' learning experiences?