

PROMOTING MULTILINGUALISM IN THE EFL CLASSROOM: BENEFITS AND CHALLENGES

THESIS

Submitted in Partial Fulfilment of the Requirements
for Gaining the Bachelor Degree in English Language Education



By:

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ABSTRACT

Title : Promoting Multilingualism in the EFL
Classroom: Benefits and Challenges

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The implementation of multilingual strategies in an English as a Foreign Language (EFL) classroom can serve as a bridge between students' linguistic backgrounds and target language acquisition. This study explores the application of translanguaging and code-switching in an EFL setting, focusing on their benefits and the challenges they present in classroom implementation. The findings show that translanguaging was implemented through activities such as understanding students' language backgrounds, discussions in multiple languages, presentations in English, reflection and feedback, as well as contrastive analysis and the use of multilingual glossaries. Meanwhile, code-switching was selectively applied through the use of the mother tongue to explain difficult concepts, mixed language use in small tasks, and spoken assessments. These strategies were adapted to students' language backgrounds and English proficiency. The results indicate that translanguaging improved comprehension, intercultural sensitivity, and peer learning and support. Code-switching, on the other hand, helped clarify cultural concepts, increased speaking confidence, and facilitated smoother transitions into English. Despite these benefits, several challenges emerged. In translanguaging, students tended to overuse Bahasa Indonesia as a default lingua franca, which led to unequal participation and difficulty transitioning to academic English. Challenges in code-switching included inconsistent classroom practices, delayed fluency development, and reduced English input. The study concludes that while multilingual approaches can enhance inclusivity and support EFL learning, their effectiveness depends on structured implementation, clear language policies, and sensitivity to students' diverse linguistic profiles.

Keywords: *multilingual Strategies, translanguaging, code-switching, EFL teaching, language learning.*

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THESIS STATEMENT

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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

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Semarang, 25 March 2025

The Researcher

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a series of loops and a final horizontal stroke.

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DEDICATION

To Allah SWT, the place where I seek strength and guidance. Every step I take is only possible because of Your mercy. May this work be a small form of gratitude for all the blessings You have given me.

To my dear parents, who always support me with endless love and prayers. Thank you for every sacrifice, patience, and encouragement throughout this journey. Your words, even the simplest ones, have given me strength when things got hard. I know that without your support, I wouldn't have made it this far. This thesis is for you, as a small way to show how much I'm grateful and how deeply I appreciate everything you've done for me.

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CHAPTER I

INTRODUCTION

This chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, research question, research objective, research significance, and research scope.

A. Background of the Research

The ability of students to master multiple languages is highly essential. As globalization advances, multilingual competence has become a crucial skill for individuals to effectively interact in diverse social, academic, and professional settings. According to (Madkur, 2020), the world is becoming more diverse, with people demonstrating a broader range of linguistic abilities than ever before. Similarly, (Sutrisno, 2023) emphasizes that the ability to communicate in several languages is increasingly necessary as global integration continues to expand. These studies highlight the growing importance of multilingualism in modern society, reinforcing the need for students to develop linguistic proficiency to thrive in an interconnected world.

Unfortunately, many English as a Foreign Language (EFL) classes still adhere to a monolingual approach, focusing solely on the target language (English) while

disregarding students' mother tongues and other languages they have mastered. This approach is often based on the assumption that exposure to only English will enhance language acquisition. This problem supported by previous studies, the first previous study by (Alsaawi, 2020) found that EFL instruction primarily supports English as the dominant language while neglecting students' native languages, potentially limiting their learning process. Furthermore, (Annury, 2017) argues that monolingual individuals are still in the process of language development and should acquire additional languages to facilitate more effective communication. He asserts that embracing multilingualism in education not only accelerates language learning but also removes communicative barriers, allowing for greater flexibility in interactions.

However, previous research on the use of multilingualism in EFL classrooms has been conducted with English teachers and students at SMKN 5 Jeneponto, Sulawesi Selatan (Idris et al., 2020). This study explains that incorporating multilingual interaction strategies significantly enhances teacher-student and student-student engagement, reduces students' anxiety, and promotes active participation in classroom activities. The key strategies employed include code-switching, translanguaging, and the strategic use of the first language

(L1). These methods allow teachers to clarify complex concepts by integrating students' native languages alongside English, fostering a supportive and inclusive learning environment. The study underscores the importance of a balanced and deliberate multilingual approach to optimize learning outcomes in EFL classrooms.

To further understand the significance of multilingualism in EFL education, it is essential to explore its theoretical foundations and key strategies. According to (Wei, 2008) Multilingualism refers to the ability to use multiple languages in communication, and its application in language learning has been widely studied. In classroom settings, several approaches support multilingual interaction, including code-switching, translanguaging, and the strategic use of L1. Code-switching allows learners to shift between languages for better comprehension, while translanguaging enables the dynamic use of linguistic resources to facilitate meaning-making (Cenoz, 2017). These strategies not only aid language acquisition but also create an inclusive and supportive learning environment, especially in diverse educational contexts like Indonesia, where students often speak multiple languages.

While the previous study examined general multilingual interactions between teachers and students in a high school

setting, the present research takes a more focused approach by exploring multilingualism from the perspective of a single EFL lecturer at UIN Walisongo Semarang, specifically in the English Intercultural Communication class. This study aims to deeply investigate the lecturer's experiences in promoting multilingualism, including how it is implemented, its benefits, and the challenges faced. By shifting the focus from classroom-wide interactions to the pedagogical strategies of an individual lecturer, this research provides a more detailed and nuanced understanding of multilingualism in higher education, offering insights into how university instructors integrate multilingual practices to enhance language learning.

The research titled *Promoting Multilingualism in the EFL Classroom: Benefits and Challenges* explore how multilingual strategies are applied in higher education. By examining the lecturer's approach, this study highlights effective methods for fostering multilingualism in EFL instruction while identifying potential obstacles. The findings will contribute to the discussion on multilingual pedagogy and provide practical insights for language educators seeking to enhance student engagement and learning outcomes.

B. Research Question

This study aims to address the following questions:

1. How does the lecturer implement multilingual strategies in EFL classroom?
2. What are the benefits and challenges faced by the lecturer in implementing multilingualism in teaching?

C. Research Objective

Aligned with the research question, the purpose of the study is:

1. To investigate the implementation of multilingual strategies in EFL classroom.
2. To explore the benefits and challenges faced by the lecturer in implementing multilingualism in EFL classroom.

D. Research Significance

The findings of this research are expected to contribute positively both in theory and practice:

1. Theoretical Significance

Theoretically, this study has significant theoretical significance in contributing to the understanding of multilingual approaches to language teaching, particularly in the context of English as a Foreign Language (EFL). This aims to expand knowledge about the benefits and challenges of implementing multilingualism in EFL

classes in the Indonesian context which has not been explored much before.

2. Practical Significance

Practically, the result of this study is beneficial: In addition to its theoretical importance, this issue has practical value for a range of education stakeholders, particularly when it comes to teaching English as a foreign language (EFL). This study's findings can give EFL teachers with practical recommendations on effective strategies and procedures for applying multilingual approaches in the classroom, resulting in a more inclusive learning environment and support for linguistic variety. For educational institutions such as schools and universities, these findings can provide insight into designing EFL curriculum and learning materials that are more multilingually oriented. Finally, this research can be a reference source for other researchers who want to further explore the topic of multilingualism and language teaching, especially in different contexts or with a more specific focus.

E. Research Scope

This research has several limitations that should be considered when interpreting the findings. First, the study

focuses on a single lecturer as the sole participant. While this approach allows for an in-depth exploration of multilingual teaching practices, it limits the generalizability of the findings. The experiences of one lecturer may not fully represent the diverse strategies, challenges, and benefits experienced by other EFL educators. Future studies could include multiple lecturers or compare different institutional settings to provide a broader understanding.

Second, the study is limited to one academic setting, specifically UIN Walisongo Semarang, and focuses on the course English Intercultural Communication. As a result, the findings may not fully capture multilingual teaching practices in other university, different courses, or various levels of education. Expanding the research to multiple institutions and educational levels would provide more comprehensive insights into multilingualism in EFL classrooms.

Lastly, time constraints also impact the depth of the study. Since data collection occurs within a specific semester, long-term effects of multilingual teaching strategies on students' proficiency and confidence cannot be fully assessed. A longitudinal study could offer a more detailed understanding of how multilingualism influences learning outcomes over time.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains previous research, theoretical review, and conceptual framework to make this research more understandable.

A. Previous Research

The implementation of a multilingual approach in the EFL classroom presents some challenges. These challenges may include: Teacher training and development: Educators may need additional training and support to effectively integrate multilingualism into their teaching practices (Burner & Carlsen, 2023), Assessment and evaluation: Designing assessments that accurately reflect the learning of students with diverse linguistic backgrounds can be complicated (Galante, 2020), balancing language development: Ensuring students acquire skills in the target language (English) while appreciating and using the language they have requires careful planning and management (Hopp et al., 2020).

The first source comes from TELL-US Journal, by Maruf, N. et al. entitled "Code Switching in EFL Classroom: A Narrative Inquiry into Teachers' Experiences and Perceptions". Maruf et al. (2023) investigated code-switching

in EFL classrooms using Narrative Inquiry to understand teachers' perspectives on its role in language instruction. The study involved semi-structured interviews with ten EFL teachers, exploring how they employ code-switching as a pedagogical tool. Findings indicated that teachers use code-switching to enhance student comprehension, facilitate communication, and create a more inclusive learning environment. However, some participants expressed concerns that excessive code-switching could hinder students' English proficiency. The study also revealed that the frequency of code-switching varies depending on students' language proficiency, classroom dynamics, and institutional policies. The authors emphasized the need for strategic code-switching to balance accessibility and immersion in EFL learning. Their research contributes to the broader discussion on multilingualism in education, providing insights into how teachers navigate linguistic diversity to optimize learning outcomes. This study reinforces the importance of reflective teaching practices and supports the integration of multilingual strategies in EFL pedagogy (Maruf et al., 2023).

The second source comes from *Journal of Multilingual and Multicultural Development*, entitled "School students' beliefs about the benefits of multilingualism" (2022) by Åsta

Haukås, André Storto & Irina Tiurikova. The aim of this research is to gain a better understanding of students' beliefs regarding the benefits of multilingualism (the ability to speak more than one language). Although students' beliefs about language learning in general have been explored in a number of studies, our knowledge of students' beliefs about the specific benefits of multilingualism remains limited. This research provides initial insight into Norwegian secondary school students' beliefs about the potential benefits of multilingualism. The results indicate the need for further qualitative research and intervention studies to complement the findings of this study. Individual qualitative interviews or focus groups can help better understand students' reflections regarding the items in the questionnaire, especially to understand students' tendencies to disagree with some items. Additionally, 'trust' interventions in language classes could explore the extent to which such initiatives can foster greater motivation to learn languages and become multilingual. Furthermore, classroom interventions that better reflect multilingual and intercultural interactions outside the classroom may provide insight into how successful multilingual pedagogical approaches can be developed (Haukås et al., 2022).

The third source comes from *Vision: Journal for Language and Foreign Language Learning*, entitled "Promoting Multilingualism in the Classroom: A Case Study of ELT Program" (2017) by Annury, M. N. Exploring the potential and complexity of promoting multilingualism in the EFL classroom is crucial. By understanding the benefits and challenges perceived from the point of view of educators and students, we can strive to develop effective and inclusive teaching practices that leverage the diverse linguistic resources available in today's classrooms. One of the important findings of this study was a recognition of the difficulties students often encounter when speaking and writing in English. Despite these challenges, the study underlines the importance of promoting multilingualism as a means of improving cross-cultural communication skills among students. By incorporating various languages into the educational framework, students can develop a deeper understanding of different cultures and improve their ability to interact effectively in diverse environments. Moreover, the benefits of multilingualism in education extend beyond mere language proficiency. Practicing multilingualism has been shown to enhance communication skills, foster intellectual flexibility and creativity, and provide access to a wealth of knowledge (Abney & Krulatz, 2015; Annury, 2017).

The fourth source comes from Cambridge Journal of Education, entitled "The impact of multilingualism and learning patterns on student achievement in English and other subjects in higher education" (2024) by Raees Calafato & Kevin Simmonds. This research examines previous research that has explored students' learning patterns and achievement in English and non-language subjects. It was found that a growth mindset towards learning English, the belief that personality is shaped by the environment, teacher-focused self-regulation strategies, and the level of multilingualism were positively correlated with achievement in English. Meanwhile, learning styles that integrate concrete experience are also associated with more successful language learning outcomes. On the other hand, variables such as mindset, learning styles, self-regulation strategies, as well as socio-biographical factors such as age and multilingualism were not found to predict achievement in non-language subjects. This may be influenced by the technical nature of the study program taken, which places more emphasis on mastering knowledge through memorization than other learning strategies. Additionally, the benefits of multilingualism are more documented in language learning than in non-language subjects (Calafato & Simmonds, 2023; Hirosh & Degani, 2018).

The fifth source comes from *System Journal*, by Barkhuizen & Wette (2008) entitled "Narrative Frames for Investigating the Experiences of Language Teachers". Barkhuizen and Wette introduced Narrative Frames as a methodological tool to explore language teachers' experiences. Their study highlighted how structured narrative prompts enable educators to reflect on their pedagogical practices, challenges, and professional development. The research emphasized that Narrative Frames provide a balance between structured and open-ended responses, allowing for both consistency and depth in qualitative research. By examining the narratives of language teachers, the study uncovered recurring themes related to classroom management, multilingual strategies, and teacher identity. One key finding was that teachers often navigate tensions between institutional expectations and their own beliefs about effective teaching. The authors argued that Narrative Frames serve as an efficient and reliable means of collecting experiential data while maintaining the richness of personal storytelling. This research has influenced numerous studies in applied linguistics and teacher education, demonstrating the potential of Narrative Inquiry in exploring language teaching practices (Barkhuizen & Wette, 2008).

Based on the analysis of the five previous studies, there are several gaps and criticisms that need to be considered. Although the research of Maruf et al. (2023) provided valuable insights into code-switching and Haukås et al. (2022) explored students' beliefs about multilingualism, both studies have not comprehensively addressed the practical implementation of multilingualism in the EFL classroom. While Annury's (2017) study conducted in the Indonesian context has direct relevance to this research, it is still limited to aspects of cross-cultural communication without providing detailed practical strategies for the implementation of multilingualism. Recent research from Calafato & Simmonds (2024) provides a broader perspective on the impact of multilingualism on academic achievement, but its focus on higher education requires adaptation for different contexts. The Narrative Inquiry methodology used in Barkhuizen & Wette's (2008) study is highly relevant to the design of this study, although it should be noted that the language learning context has changed significantly since the study was conducted. The most significant gap of the five studies is the lack of in-depth exploration of how lecturers specifically integrate multilingual approaches in EFL classroom learning, especially in the contemporary Indonesian context.

B. Literature Review

1. The Concept of Multilingualism

a. Definition of multilingualism

Multilingualism is defined in "The Handbook of Sociolinguistics" by Florian Coulmas as a situation where individuals possess knowledge of multiple languages, which can be used in various contexts, including communication, education, and social interactions. This definition encompasses the various forms of multilingualism, including individual multilingualism, where individuals possess multiple languages, and societal multilingualism, where a society as a whole uses multiple languages (Clyne, 2007).

In general, multilingualism refers to the ability of an individual or a group to use more than two languages in daily life, whether for interpersonal communication or professional settings. According to Aronin and Singleton (2012), multilingualism is not only about the number of languages a person knows but also about how these languages are used, managed, and valued in various social and cultural contexts.

From a pedagogical perspective, multilingualism emphasizes the incorporation of students' full linguistic repertoires as valuable resources in the learning process. (Ofelia & Wei, 2014) propose the concept of translanguaging to describe pedagogical practices that leverage learners' home languages to support understanding and meaning-making in the target language. This approach highlights that multilingual students should not be viewed as deficient in the target language, but rather as resourceful users of multiple languages with unique cognitive and cultural advantages.

b. The development of multilingualism in a global context

The development of multilingualism in a global context is discussed in book, highlighting the increasing importance of multilingualism in modern societies. The authors emphasize the multilingualism is no longer limited to specific regions or communities but has become a global phenomenon, driven by factors such as globalization, migration, and technological advancements. This shift has led to the emergence of new forms of multilingualism, including the use of multiple languages in digital

communication and the development of language contact and convergence (Alisoy, 2025; Clyne, 2007). It is influenced by globalization processes that enhance intercultural interaction and social mobility. In this context, multilingualism does not only mean having the ability to speak in several languages, but also means the capacity to adapt to a variety of different situations and culture (Blommaert et al., 2005).

2. Multilingual Approach in EFL Classroom

a. Principles of multilingualism approach

Principles of multilingual approach (Blommaert et al., 2005) Focus on situations and practices: This approach understands that language knowledge is not only limited to the individual, but also depends on the situation and practice carried out. In synthesis, this approach understood that linguistic knowledge is the result of interaction between the individual and the situation. Distribution of linguistic knowledge: This method highlights the fact that language is not only possessed by individuals but is also shared via activities and interactions.

- i.* Distribution of linguistic knowledge: This method highlights the fact that language is not

only possessed by individuals but is also shared via activities and interactions.

- ii.* Scale and context: This method recognizes that linguistic expertise can differ in various contexts and scales. In summary, this method recognized that language proficiency can vary depending on the context.
- iii.* Negotiation and improvement: This approach emphasizes the importance of negotiations and improvements in multilingual communication.
- iv.* Using mother tongue/other language in the target language class: This approach understands that the use of mother tongues/other languages in the goal language class can help in improving the student's language skills. In synthesis, this approach understood that using mother/other tongue may help in raising cultural awareness and improving students' language abilities.

In synthesis, such multilingual teaching approaches and strategies understand that language knowledge is the result of interaction between individuals and situations, and that the use of situations and practices, scale and situation, negotiations and improvements, as well as use of

mother tongue/other language in the target language class can help in improving student language skills.

b. Multilingual teaching models and strategies

In the book "Handbook of Sociolinguistics" written by Florian Coulmas in 2007 (Clyne, 2007), In the context of a multilingual language teaching approach or multilingual teaching models and strategies, teachers try to accommodate the diversity of language backgrounds that students have in English as a Second Language (ESL) classes. This approach recognizes the variety of languages used in the classroom and seeks to utilize this diversity to enhance the learning experience.

Strategies used in multilingual teaching include switching languages (code-switching) to facilitate understanding and translanguaging that translating complex topics into students' mother tongue, forming groups based on proficiency level, and encouraging students to use their mother tongue in class discussions.

1. Switching languages (Pedagogical code-switching)

Pedagogical code-switching refers to the use of two or more languages interchangeably in

teaching with the aim of helping students understand the material better and master the concepts taught (Ferguson, 2003; Lin, 2013). This approach is supported by Focus on Multilingualism (FM), which emphasizes the importance of students' metalinguistic awareness by involving translanguaging in classroom activities and reducing rigid boundaries between languages (Cenoz & Gorter, 2011). One of the strategies developed in translanguaging is pedagogically based code-switching (PBCS), which specifically leads to the use of students' first language in foreign language learning (López & González-Davies, 2016).

For example when the teacher explains "high-context culture", in his explanation, the teacher inserts his mother tongue and Indonesian to ensure that students understand complex terms. so, teachers use code-switching to emphasize important points, reinforce requests, and check students' understanding, especially when students have difficulty expressing ideas in the target language.(Galegane, 2020; Harmilawati, 2018)

2. Translanguaging

Pedagogical translanguaging emphasizes the flexible use of all linguistic resources that teachers and students have in the teaching-learning process (Cenoz & Gorter, 2016; Ofelia & Wei, 2014). In contrast to code-switching which starts from the assumption that each language has a separate grammatical system, translanguaging instead sees language practices as a unity used in bilingual communication (Ofelia & Wei, 2014). In practice, translanguaging can occur spontaneously-as a natural phenomenon in bilingual life-or pedagogically, when teachers intentionally design lessons that utilize translanguaging to aid students' comprehension (Cenoz, 2017). A study conducted in China showed how a teacher strategically used English, Mandarin and Uyghur to explain the meaning of the word “magazine” in an EFL class, reflecting how translanguaging can develop students' academic and linguistic skills more comprehensively (Balam & Carroll, 2024). In addition, translanguaging can also include translation for other learning contexts

(TOLC), which is translation in a broader learning context to support students' understanding of the material (López & González-Davies, 2016).

An example is a situation where students are asked to discuss their home culture in English, where students explain it using English for general explanations, then insert local words for concepts that are difficult to translate or have specific cultural meanings. After that, students or teachers can provide further explanations in English.

These strategies are designed to create a more inclusive and supportive learning environment, where students feel comfortable using their native language and can build understanding from the linguistic knowledge they already have. By integrating language diversity into the teaching process, teachers can promote a more comprehensive and effective learning experience for their students (Koonj, 2020; Mokala et al., 2022).

c. Use of mother tongue/other languages in target language classes

In multilingual settings when students are not yet proficient in the target language, using the mother tongue or another language in target language lessons is a typical approach in language instruction (Richter et al., 2019). This strategy may offer the following advantages:

1. Accessibility: Learning discussions can be carried out more easily by using the student's mother tongue, especially if the student is less proficient in the target language.
2. Creating a Foundation: By leveraging students' existing linguistic knowledge and cognitive capacities, incorporating the mother tongue or another language can help establish a solid foundation for language learning.
3. Improves Comprehension: Using one's mother tongue or another language can help students understand complicated linguistic structures and terminology in the target language by allowing them to draw on their existing linguistic knowledge.
4. Cultural Relevance: Including or using the mother tongue in class can be culturally relevant

and can further attract students to learn the target language.

5. Flexibility: Using one's home tongue or another language allows teachers to tailor their lessons to the demands of a diverse group of students.

3. Benefit and Challenges Multilingual Strategies in EFL Classroom

a. Definition of Benefit

The term *benefit* generally refers to an advantage or positive outcome that contributes to improvement or success in a particular context (Cambridge Dictionary, 2024). In education, benefits often relate to gains in cognitive development, emotional well-being, and academic achievement (Alisoy, 2025; Mokala et al., 2022). Specifically, in the context of multilingual education, one major benefit is that it allows students to build on their existing linguistic resources, thus enhancing comprehension and learning outcomes (Cummins, 2001). Multilingual strategies, such as translanguaging and strategic code-switching, have been found to foster deeper engagement, increase students' confidence in using English, and support the transfer of knowledge between languages (Bonifacio et al., 2021; Ofelia &

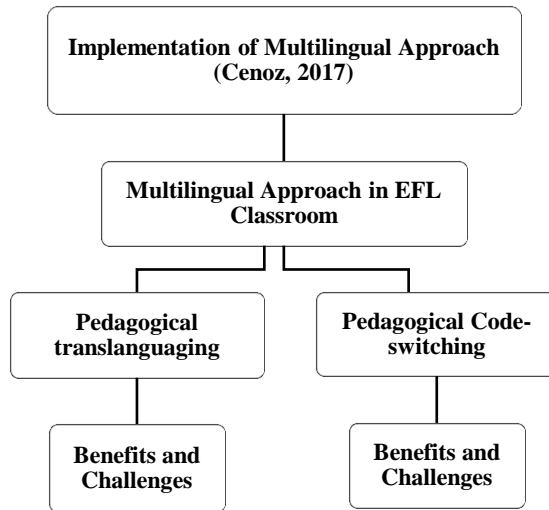
Wei, 2014). Furthermore, such approaches help validate students' linguistic identities, creating a more inclusive and motivating classroom environment (Entigar, 2016). These benefits not only improve classroom dynamics but also prepare students for real-world multilingual communication.

b. Definition of Challenge

The word *challenge* refers to a difficulty or obstacle that requires effort and problem-solving to overcome (Oxford English Dictionary, 2024). In educational contexts, challenges may involve instructional difficulties, student engagement issues, or limitations in resources (Bwowe & Masha, 2024; Ticheloven et al., 2021). When applied to multilingual teaching strategies, challenges often arise from the complexities of managing multiple languages in a single classroom setting. For instance, there may be a risk of miscommunication if students rely too heavily on their L1, leading to reduced practice in the target language (Palmer et al., 2014). Teachers may also face difficulties in balancing multilingual practices with curriculum demands, especially if they are not trained in multilingual pedagogy. Additionally, institutional policies and monolingual ideologies may

restrict teachers' ability to implement such strategies freely (Menken & GARCIA, 2010). Despite these obstacles, research highlights that with proper support and planning, these challenges can be mitigated to unlock the full potential of multilingual classrooms.

C. Conceptual Framework



This conceptual framework outlines the implementation of a multilingual approach within the English as a Foreign Language (EFL) classroom. Thus, it focuses on the practical application of multilingual strategies, as indicated by (Cenoz, 2017), which encompasses pedagogical translanguaging and pedagogical code-switching. Pedagogical translanguaging

allows students to leverage their full linguistic repertoire in the learning process, while pedagogical code-switching refers to the strategic use of multiple languages within the instructional setting. Ultimately, this framework aims to explore the benefits and challenges associated with these multilingual practices in EFL education.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method, including the research design, setting, participants, data collection techniques, data analysis techniques, and trustworthiness.

A. Research Design

This study employed a qualitative approach with a Narrative Inquiry research design to comprehensively describe and analyze the complex phenomenon of multilingualism integration in an EFL classroom (Barkhuizen & Wette, 2008; Pavlenko, 2007). A Narrative Inquiry approach was chosen as it allowed researchers to explore specific experiences through the personal stories and reflections of respondents, offering deep insights into their lived experiences (Savin-Baden & Van Niekerk, 2007).

This study focused on understanding how one lecturer implemented multilingual strategies in an EFL classroom by utilizing Narrative Frames as structured storytelling prompts, followed by in-depth interviews to further explore the lecturer's teaching perspectives and challenges (Barkhuizen & Wette, 2008). Narrative Inquiry provided a structured yet flexible means for participants to construct and share their

experiences, maintaining both coherence and authenticity in qualitative research.

B. Research Setting and Participant

The research was conducted at UIN Walisongo Semarang during the 2023 academic year in the English Intercultural Communication course, English Language Education Department. Using purposive sampling (Creswell, J. W., & Poth, C. N. , 2018), the study focuses on one EFL lecturer who actively integrated multilingualism into their teaching practices. This selection allowed for an in-depth examination of the lecturer's experiences and strategies in implementing multilingual approaches. The study's design ensured a rich, detailed exploration of multilingual teaching practices from the perspective of an educator navigating diverse linguistic interactions in an EFL setting (Patton, 2015).

C. Research Focus

This study focused on the lecturer's experiences in promoting multilingualism, the strategies used, the benefits and the challenges encountered in an EFL classroom. Specifically, it aimed to explore how multilingualism was applied in instructional practices, the lecturer's perspective of its effectiveness, and the obstacles faced in implementation. Additionally, this research sought to highlight the benefits and challenges of multilingualism in the EFL context,

contributing to a broader discussion on how to encourage and optimize its application in language teaching.

By examining these aspects, the study aimed to provide insights that may help refine pedagogical strategies for a more effective multilingual teaching and learning environment.

D. Sources of Data

The primary data sources for this consisted of narrative frames in-depth interviews with an EFL lecturer who actively integrated multilingualism in their teaching (Ellis, 2013; Ortaçtepe, 2013). Narrative Frames serve as structured storytelling tools that allowed the lecturer to express their teaching experiences (Barkhuizen et al., 2014; Benson, 2014), strategies, and reflections in a guided yet flexible manner. This method provided insight into how multilingual approaches were applied in an EFL classroom while maintaining the lecturer's authentic perspective.

Additionally, in-depth interviews were conducted as a follow-up to the Narrative Frames to further clarify and expand upon the lecturer's responses. These interviews provided rich qualitative data by capturing personal insights, challenges, and the rationale behind the lecturer's multilingual strategies.

E. Data Collection Techniques

This study applied Narrative Inquiry as its data collection method, primarily utilizing Narrative Frames and in-depth interviews to gather rich qualitative data. Data collection followed several structured steps to ensure validity and reliability (Barkhuizen & Wette, 2008).

1. Narrative Frame

The first stage involved distributing Narrative Frames to the lecturer. This tool consists of structured sentence prompts that guided the lecturer in describing their experiences regarding multilingual teaching strategies, the challenges encountered, and their reflections on the effectiveness of these approaches. The responses provided detailed qualitative insights while maintaining a coherent and structured format (Barkhuizen & Wette, 2008).

Benefits

- a. I am a lecturer who teaches in a multilingual EFL Classroom. The best thing about implementing multilingual teaching strategies in my class is that...
(Adapted from Barkhuizen #1)
- b. When I first started using multilingual strategies in my teaching, I found it... *(Adapted from Barkhuizen #2)*
- c. During my lectures, I apply multilingual teaching strategies by... *(Adapted from Barkhuizen #3)*

- d. My students responded to the multilingual approach by...
(Adapted from Barkhuizen #4)
- e. Using multilingual strategies allowed me to make changes to my teaching practices, which... *(Adapted from Barkhuizen #6)*
- f. I believe this happened because... *(Adapted from Barkhuizen #7)*

Implementation of Multilingual Strategies

1) Code-Switching

- a. In my teaching, I use pedagogical code-switching by...
(Adapted from Barkhuizen #16)
- b. The steps I follow when using code-switching in my lectures include... *(Newly structured for clarity)*
- c. I find that code-switching helps my students by...
(Adapted from Barkhuizen #19)

2) Translanguaging

- a. I also apply translanguaging techniques in my classroom, such as... *(Adapted from Barkhuizen #18)*
- b. The process of implementing translanguaging in my lessons involves... *(Newly structured for clarity)*
- c. I think my students benefit from translanguaging because... *(Adapted from Barkhuizen #19)*

Challenges

- a. One major challenge I faced when using multilingual strategies was... *(Adapted from Barkhuizen #9)*
 - b. The main reason for this challenge was... *(Adapted from Barkhuizen #10)*
 - c. There are some aspects of multilingual teaching that I find challenging. For example,... *(Adapted from Barkhuizen #20)*
2. In-Depth Interview

After collecting the completed Narrative Frames, in-depth interviews were conducted. These interviews served as a follow-up to further explore the lecturer's experiences, clarify ambiguous responses, and gain deeper insight into their perceptions of multilingual teaching. The interview questions were designed to facilitate natural conversation while ensuring all relevant themes were covered (Robinson, 2014).

The questions adapted from the Narrative Frame responses for deeper exploration:

Benefits

- a. Could you share a specific example of how multilingual strategies have positively impacted your students' learning outcomes? *(Adapted from Barkhuizen #1)*
- b. You mentioned that multilingual strategies allowed you to make changes to your teaching practices. Could you describe a particular change that significantly improved

your teaching effectiveness? (*Adapted from Barkhuizen #6*)

- c. Have you observed any specific benefits for students who were exposed to multilingual teaching? If so, can you elaborate on those effects? (*Adapted from Barkhuizen #7*)

Challenges

- a. Can you describe a particular situation where a multilingual teaching strategy did not work as expected? What do you think was the main reason? (*Adapted from Barkhuizen #9 & #10*)
 - b. What types of student difficulties have you noticed when using multilingual strategies, and how do you usually address them? (*Adapted from Barkhuizen #11*)
3. Data Recording and Transcription

All interviews were audio-recorded with participant consent and subsequently transcribed verbatim. The transcriptions were reviewed for accuracy and coded using thematic analysis techniques (Braun & Clarke, 2019) to identify key themes related to multilingual strategies, benefits, and challenges.

4. Ethical Considerations

To ensure ethical compliance, participant confidentiality was maintained, and informed consent was obtained before data collection. The study also adhered to research ethics

guidelines to prevent any disruption to teaching activities and ensure the integrity of the data (Patton, 2015).

F. Data Analysis Techniques

Data were analyzed using six-phase thematic analysis (Braun et al., 2019), a flexible qualitative method that allowed for the identification, analysis, and interpretation of patterns within data. The process consists of the following steps:

1. Data familiarization – Reading and reviewing Narrative Frames and interview transcripts multiple times to gain a deep understanding of the content.
2. Initial coding – Generating preliminary codes based on significant features of the data that relate to multilingual teaching strategies, benefits, and challenges.
3. Searching for Theme – Grouping related codes into broader themes that capture recurring patterns in the lecturer's experiences.
4. Refining theme – Reviewing and refining themes to ensure they accurately represent the data and maintain coherence.
5. Defining and Naming Theme – Developing clear definitions and explanations for each theme to ensure clarity in analysis.
6. Reporting – synthesizing findings into a structured narrative that aligns with the research questions and

maintains the depth of qualitative insights.

Through this process, the study ensured a systematic and detailed analysis that accurately represented the lecturer's experiences, providing valuable insights into the complexities of multilingualism in EFL teaching.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter presents the findings of the study based on the data collected through Narrative Frames and in-depth interviews. The purpose of this chapter is to answer the research questions by identifying patterns in the implementation of multilingual strategies in the EFL classroom, as well as their benefits and challenges. The data were gathered from a lecturer who regularly integrates multilingual practices in her teaching, making her an ideal subject for examining the practical application of pedagogical translanguaging and pedagogical code-switching.

In alignment with the conceptual framework of this study, the analysis focuses on how these multilingual strategies are implemented, what benefits they bring to student learning, and what challenges emerge during their application. The findings are categorized into three major themes that directly correspond to the conceptual framework: (1) Implementation of Multilingual Strategies in the EFL Classroom, (2) Benefits of Implementing Multilingual Strategies, and (3) Challenges in Implementing Multilingual Strategies. Each section elaborates on the key aspects derived

from the lecturer's experiences and insights. By presenting the data in this structure, the chapter aims to provide a comprehensive and meaningful narrative that demonstrates the significance and complexity of multilingual pedagogy in an EFL classroom.

1. Implementation of Multilingualism Strategies in the EFL Classroom

The lecturer employs various multilingual strategies to create an engaging and effective learning environment. Among these, code-switching and translanguaging are the primary approaches used to facilitate student comprehension and participation. These strategies allow students to leverage their linguistic resources, fostering a deeper understanding of English while reducing anxiety associated with learning a foreign language.

Each step in the implementation process played a crucial role in scaffolding student learning. The lecturer utilized diagnostic assessments to gauge students' language abilities and comprehension levels, ensuring that instructional strategies were appropriately tailored. Multilingual discussions and selective code-switching were strategically employed to facilitate understanding—allowing students to use their native languages as a bridge to English comprehension while preventing

overdependence on their first language. Code-switching was particularly useful in clarifying difficult concepts and checking comprehension during formative assessments. Meanwhile, English presentations encouraged the development of academic English proficiency. Through these approaches, students were able to leverage their linguistic resources effectively, promoting both language acquisition and classroom interaction.

The lecturer ensures that these two strategies are used in a balanced manner, depending on the students' needs and learning objectives in each class session.

"Both strategies help students in different ways. Code-switching ensures understanding, while translanguaging enhances critical thinking and deeper engagement with the language."

Strategies	Activity
Translanguaging	<ol style="list-style-type: none"> 1. Knowing Students' Language Background 2. Discussion in Multiple Language 3. Presentation in English 4. Reflection and Feedback 5. Contrastive Analysis and Multilingual Glossaries
Code-Switching	<ol style="list-style-type: none"> 1. Using the Mother Tongue to Explain Difficult Concepts 2. Mixed Language Use in Small Tasks 3. Code-Switching in Spoken

	Assessments
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Table 1 Implementation of Multilingual Strategies

a. Implementation of Translanguaging Strategy

Translanguaging was one of the dominant strategies employed in the classroom. The lecturer implemented pedagogical translanguaging by allowing students to use multiple languages within the classroom setting, particularly to facilitate comprehension and engagement. This strategy ensured that students could fully utilize their linguistic resources while gradually developing proficiency in English. Key translanguaging practices included:

1) Knowing Students' Language Background:

The first step in implementing translanguaging was identifying students' language backgrounds. The lecturer used informal surveys and observations at the beginning of the academic year to discover the diverse linguistic profiles of students, which included Javanese, Sundanese, Madurese, and even local dialects from Kalimantan and Sumatra.

This awareness helped the lecturer create more inclusive materials. For example, during

introductory activities, students were asked to introduce themselves in both Bahasa Indonesia and their regional language, followed by English. This activity not only activated their linguistic identity but also allowed the lecturer to assess their fluency levels in both L1 and English.

2) Discussion in Multiple Language:

One key aspect of translanguaging was allowing students to engage in group discussions using their first languages before transitioning to English. During reading comprehension or problem-solving tasks, students were given space to express their initial thoughts in Javanese or Indonesian.

For example, when analyzing a narrative text such as *The Legend of Roro Jonggrang*, students were encouraged to discuss the story in their regional languages to explore the symbolic meaning behind the tale. After that, they presented their interpretations in English.

This technique proved especially helpful for students who were shy or lacked confidence. By discussing in L1 and Bahasa, they could clarify their understanding and formulate responses

more precisely before switching to English. The lecturer noticed that even low-proficiency students became more vocal during these multilingual discussions.

3) **Presentation in English:**

After discussions in L1 and Bahasa, the students were required to present their ideas in English. This ensured that the final output aligned with EFL learning goals while respecting students' cognitive processing styles. Presentations were conducted either individually or in groups, depending on the task.

In one classroom activity, students were assigned to create short presentations comparing Indonesian and Western fairy tales. They began by collecting ideas in Bahasa Indonesia, writing outlines, and then working together to construct their English slides. This sequencing helped them transfer content knowledge into the target language smoothly.

4) **Reflection and Feedback:**

At the end of class sessions, the lecturer provided time for students to reflect on their language use. Students were asked questions like

“Which part was easier using your L1?” or “When did you feel comfortable using English?” This metacognitive activity helped students recognize their language patterns and plan strategies for improvement.

Sometimes, students also filled short reflection journals, where they explained the challenges they faced while shifting from their native language to English. This self-awareness strengthened their ownership of the learning process.

5) Contrastive Analysis and Multilingual Glossaries:

The lecturer guided students in comparing English grammar and vocabulary with their native languages. This activity helped highlight linguistic similarities and differences while reinforcing key concepts. Additionally, students created multilingual glossaries, listing key English terms alongside their native language equivalents, which enhanced retention and comprehension.

For example, the vocabulary word 'tired' or 'exhausted' in Bahasa Indonesia is '*lelah*'. In

Javanese, it can be translated as '*kesel*', and in the Kalimantan region, it is sometimes referred to as '*uyuh/lapah*'.

By allowing students to think in their native language before switching to English, translanguaging became an effective tool for developing deeper cognitive connections with the language and improving students' ability to articulate thoughts in English fluently.

b. Code-Switching

The lecturer employed pedagogical code-switching to scaffold student understanding, particularly when explaining complex concepts. Code-switching was used selectively to maintain the integrity of English learning while ensuring comprehension. Key code-switching practices included:

1) Using the Mother Tongue to Explain Difficult Concepts:

During discussions of complex cultural topics such as politeness norms, communication styles, or social taboos the lecturer occasionally switched to Bahasa Indonesia or Javanese to make abstract ideas more relatable.

One notable example occurred during a session about the concept of “saving face” in East Asian societies.

“Kita di Indonesia juga nggak enak kalau mau nolak orang, kan?” the lecturer began in Bahasa. “Nah, di Jepang atau Korea, menjaga perasaan orang lain itu sangat penting—bahkan lebih penting dari menyampaikan pendapat langsung. Itulah yang mereka sebut dengan ‘saving face’.”

After this, the lecturer restated in English:

“So, in culture like Japan and Korea, people often avoid direct confrontation because maintaining harmony and saving face is more important than being direct or honest. It’s similar to how we might avoid saying ‘no’ too strongly in Indonesia.”

The students nodded in recognition, clearly connecting the idea to their own experience. By using the mother tongue strategically, the lecturer built a cultural bridge that allowed students to better understand unfamiliar norms.

2) **Mixed Language Use in Small Tasks:**

In a class activity about greetings across cultures, the lecturer encouraged students to share practices from their local backgrounds before comparing them to global customs. For example:

“Coba kalian ceritakan, kalau di daerah kalian, bagaimana cara menyapa orang yang lebih tua?” the lecturer asked. Students responded in Bahasa, saying things like sungkem, cium tangan, or menunduk.

The lecturer then facilitated the discussion in mixed language:

“Oke, jadi kalian tahu di Indonesia kita tunjukkan respect dengan cium tangan atau menunduk. Now, how is it in Japan? Yes—people bow. And in Western cultures? They might just say ‘Hi’ or shake hands. So the way we greet others actually reflects how we value age and respect differently in each culture.”

This bilingual flow allowed students to share confidently before transitioning into English, keeping the discussion inclusive and culturally rich.

3) **Code-Switching in Spoken Assessments:**

During a reflective presentation, a student described how Eid al-Fitr is celebrated in their hometown. She hesitated in English, then switched to Bahasa:

“Kalau di rumah saya, setelah salat Ied, kita sungkem ke orang tua. Itu kayak momen yang sakral banget...”

The lecturer gently intervened and supported the student’s idea in English:

“So you mean it’s a sacred moment when you bow and ask for forgiveness from your parents, right? That’s very meaningful. In English, we might describe it as a symbolic act of humility and reconciliation.”

This moment turned a potential breakdown in language into a deeper intercultural learning point. Students were not only reassured linguistically, but also learned how to express cultural values in English with the lecturer’s scaffolding.

Each step in the implementation process played a crucial role in scaffolding student learning. Multilingual discussions served as a bridge to English

comprehension, while English presentations ensured that students developed academic English proficiency. Reflection sessions reinforced metalinguistic awareness, and strategic code-switching ensured that students did not become overly reliant on their first language.

2. Benefits of Implementing Multilingual Strategies

The lecturer's experience highlights that the success of multilingual strategies in the EFL classroom benefits both students and the lecturer as an educator, as it is closely tied to student progress. As an educator dedicated to supporting student learning, the lecturer perceives the effectiveness of these strategies through students' engagement, comprehension, and overall language development. When students become more confident in using English and demonstrate improvements in their skills, the lecturer also experiences a sense of accomplishment.

Strategy	Benefits	Description
Translanguaging	Improved Comprehension	The use of L1 and Bahasa enabled students to construct more coherent and meaningful English responses, particularly in abstract discussions.

	Intercultural Sensitivity	Students demonstrated enhanced cultural reflection when comparing local and foreign customs after initial processing in L1 and Bahasa.
	Peer Learning & Support	Collaborative group work using L1 and Bahasa allowed for clarification and joint construction of English responses, especially among mixed-proficiency learners.
Code-switching	Clarifying Cultural Concepts	Key intercultural terms were first explained in Bahasa, then reinforced in English to ensure full understanding across proficiency levels.
	Confidence in Speaking	Code-switching during oral tasks supported vocabulary development and maintained communicative confidence.
	Smooth Transition to English	The strategic reduction of L1 and Bahasa usage supported gradual language independence and boosted students' fluency by the end of the semester.

Table 2 Benefits of Multilingual Strategies

a) Benefits of Translanguaging

Translanguaging was found to be highly effective in fostering a classroom environment where students were able to express ideas freely and engage more deeply with culturally embedded topics. This strategy

enabled the lecturer to accommodate diverse linguistic backgrounds, allowing students to access and articulate content in English more meaningfully through the use of their first language (L1).

1. Improved Comprehension

Translanguaging allowed students to brainstorm or outline their ideas in their native language before transitioning to English facilitated a stronger grasp of abstract or culturally sensitive material. The initial use of L1 and Bahasa provided students with the cognitive space needed to develop their thoughts more fully.

For instance, during a class discussion on cultural taboos, students first articulated their ideas in Bahasa regarding local norms, such as the avoidance of direct eye contact with elders. After developing their understanding in L1 or Bahasa, students were then able to explain these norms clearly in English, resulting in richer classroom discussion and deeper cultural reflection.

2. Intercultural Sensitivity

Translanguaging allowed students to process and reflect on their own cultural practices before drawing comparisons with global norms. This approach fostered more nuanced intercultural awareness and supported the development of students' reflective thinking.

During a session focused on greeting customs, students began by discussing local practices such as “*cium tangan*”. These discussions in Bahasa helped students understand the rationale behind such practices, which they later compared with bowing in Japan and handshakes in the United States. The use of L1 and Bahasa enhanced students' ability to present cultural logic more thoughtfully in English.

3. Peer Learning and Support

In mixed-level groups, translanguaging enabled more proficient students to assist peers with lower English proficiency. The shared use of L1 or Bahasa promoted collaboration, allowing for clarification of concepts and collective construction of English output.

For instance, a student experienced difficulty understanding the concept of culture shock. A peer used Bahasa to share a relatable example from personal experience, which was then collaboratively reformulated in English for presentation. This process fostered a supportive peer-learning environment.

b) Benefit of Code-Switching

Code-switching was implemented strategically by the lecturer as a temporary scaffold to aid students in comprehending unfamiliar cultural content and expressing their ideas during oral tasks. This strategy contributed to both reduced anxiety and gradual improvement in English fluency.

1. Clarifying Cultural Concepts

For complex intercultural topics, the lecturer utilized Bahasa or Javanese to deliver initial explanations, which were then repeated in English. This technique ensured that students understood key concepts without becoming overwhelmed by language barriers.

In the discussion on saving face, the lecturer explained in Bahasa, “Kita sering nggak enak nolak ajakan supaya nggak menyinggung, itu

mirip seperti 'saving face'." This was followed by the English equivalent: "In East Asia, saving face refers to avoiding embarrassment and maintaining harmony." This method helped all students follow the concept regardless of proficiency level.

2. Confidence in Speaking Tasks

Code-switching was permitted during speaking activities, particularly when students forgot specific English vocabulary. The lecturer restated the student's response in English, thereby reinforcing correct usage while maintaining the communicative flow.

In one classroom activity, a student attempted to describe a cultural trait related to communication style but struggled to find the appropriate vocabulary in English. The student said, "Kalau orangnya ngomong terus dan nggak bisa berhenti, itu termasuk cerewet, ya, Bu?." The lecturer responded by paraphrasing in English, "Yes, someone who talks continuously like that is usually described as 'talkative' in English." This interaction helped reinforce

vocabulary learning while supporting the student's confidence in speaking.

3. Smooth Transition to English

At the beginning of the semester, the use of L1 or Bahasa were more frequent to reduce pressure and support initial learning. Over time, this use was gradually reduced, guiding students toward full English expression in assessments and presentations.

During collaborative tasks, several students began asking their peers questions such as, “Is this the correct way to say it in English?” or “Does this sentence make sense in English?” This shift indicated growing linguistic independence and a stronger internalization of the target language.

3. Challenge in Implementation Multilingual Strategies

While multilingual strategies provided significant benefits, the lecturer noted that there were no major difficulties in their implementation. The following section explores the obstacles that emerged during the application of translanguaging and code-switching, particularly when these strategies were not carefully scaffolded or monitored.

Strategy	Challenges	Description
Translanguaging	Over-Reliance on Bahasa	Students continued using Bahasa excessively, limiting their transition to English and reducing the intended scaffolding effect.
	Unequal Participation	Use of regional dialects excluded students from other linguistic backgrounds in group discussions.
	Difficulty Transitioning to Academic English	Some students struggled to convert informal ideas into structured English due to lack of explicit translation support.
Code-Switching	Inconsistent Classroom Practice	Unclear code-switching expectations led to confusion and uneven engagement in classroom communication.
	Delayed Fluency Development	Overuse of Bahasa by lower-proficiency students slowed their English speaking progress.
	Reduced English Input	Frequent use of Bahasa during discussions and presentations limited exposure to authentic

		English input.
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Table 3 Challenges of Multilingual Strategies

a) Challenges of Translanguaging

1. Over-Reliance on Bahasa

One of the most significant challenges in implementing translanguaging was the tendency of students to rely heavily on Bahasa often not their actual first language (L1). While translanguaging was intended to help students access complex ideas through their strongest linguistic resources, many students defaulted to Bahasa Indonesia and their true L1 (e.g., Javanese, Madurese, Sundanese), potentially limiting the deeper cognitive connections that come from using a more familiar language.

For example, during group discussions on intercultural traditions, students were encouraged to begin in their L1. However, many chose Bahasa Indonesia for convenience, even when another language might have enabled richer expression. This habitual use of Bahasa as a “safe middle ground” sometimes weakened the intended depth of reflection and reduced English-speaking practice.

This highlighted a need for clearer guidance distinguishing between actual L1 use and the use of Bahasa Indonesia as a regional lingua franca, especially in linguistically diverse classrooms.

2. Unequal Language Participation

Translanguaging encouraged inclusivity, but in some instances, it led to the exclusion of students who did not share the same regional language as their peers. In groups formed based on regional or ethnic commonality, students sometimes reverted to shared dialects (e.g., Javanese, Madurese), unintentionally isolating members from other regions.

In one case, a group composed mostly of students from Central Java conducted their discussion entirely in Javanese. A student from Sumatra in the same group appeared disengaged and later shared in reflection that they struggled to contribute due to unfamiliarity with the language being used.

This challenge highlighted the need for intentional group structuring and language-use agreements to ensure equitable participation in multilingual settings.

2. Difficulty Transitioning to Academic English

Although translanguaging was effective in supporting idea generation and reducing anxiety, some students faced difficulty in transitioning their thoughts into academic English. The leap from informal Bahasa or dialect-based brainstorming to structured English writing required additional scaffolding and explicit instruction.

During one reflective essay assignment, students were allowed to draft their outline in Bahasa Indonesia or other local languages. While many benefited from this approach, several submissions revealed informal phrasing and direct translations that lacked coherence in academic English. This issue emphasized the need for follow-up activities such as paraphrasing workshops, vocabulary bridging, and modeling of academic discourse.

b) Challenge of Code-Switching

1. Inconsistent Classroom Practice

The strategic use of code-switching was designed to provide temporary linguistic support. However, a lack of consistency in when and how

code-switching was applied by both students and the lecturer led to confusion about expectations.

For instance, during classroom debates, some students code-switched spontaneously, while others avoided L1 completely, unsure whether it was permitted. This lack of clarity occasionally disrupted classroom dynamics and caused anxiety among students.

To prevent such ambiguity, it became necessary to establish clear code-switching guidelines for each activity, specifying when L1 and Bahasa were encouraged and when full English use was expected.

3. Delayed English Fluency Development

Although code-switching was beneficial in reducing language anxiety, prolonged reliance on Bahasa Indonesia by lower-proficiency students slowed their fluency development. These students often reverted to Bahasa even when capable of making simple statements in English.

During informal presentations, several students consistently opened in Bahasa Indonesia, only shifting to English when reminded. As a

result, their confidence and spontaneity in using English remained limited over time.

3. Reduced English Input

Excessive code-switching also resulted in reduced exposure to English vocabulary, pronunciation, and discourse patterns. This was especially noticeable during group presentations and peer discussions.

In classroom presentation, students had been instructed to deliver in English, large portions of their talk remained in Bahasa Indonesia. This reduced not only speaking practice but also the listening comprehension opportunities for other students. To address this, stricter English-use policies were implemented in final assessments, supported with transitional activities such as peer feedback and language modeling.

B. Discussion

The findings of this study highlight the implementation of multilingual strategies in an EFL classroom, focusing on translanguaging and code-switching. These strategies align with previous research emphasizing the benefits of integrating multiple languages in language instruction (Cenoz, 2017;

Wei, 2018). The lecturer's approach demonstrates that multilingualism in an EFL classroom is not only a tool for comprehension but also an avenue for fostering student engagement and confidence. The implementation of these strategies is consistent with the multilingual approach framework, which emphasizes the importance of linguistic flexibility in education (Blommaert et al., 2005).

1. Implementation of Multilingualism Strategies in the EFL Classroom

The implementation of multilingual strategies in the EFL classroom reflects a growing pedagogical shift towards more inclusive and effective language instruction. This study identifies two primary strategies used by the lecturer: translanguaging and code-switching. Both strategies aim to optimize student engagement, comprehension, and linguistic development while mitigating the challenges of learning a foreign language. These findings align with prior research that underscores the value of multilingual approaches in fostering both language acquisition and cognitive flexibility (Cenoz & Gorter, 2016; Haukås et al., 2022)

a. Translanguaging Strategy

Translanguaging is employed as a pedagogical tool to help students utilize their full linguistic repertoire. The lecturer begins by assessing students' linguistic backgrounds to determine how best to integrate their native languages into the learning process. Studies have shown that recognizing students' linguistic resources enhances instructional effectiveness (Galante, 2020; Maruf et al., 2023)

During lessons, students are encouraged to discuss concepts in their native language before presenting their ideas in English. This process, known as contrastive analysis, helps students draw connections between linguistic structures (Haukås et al., 2022). Activities such as multilingual discussions and bilingual glossaries assist in strengthening students' comprehension and retention of new vocabulary (Cenoz, 2017). Furthermore, by allowing students to express initial ideas in their native language before transitioning to English, the lecturer fosters confidence and reduces language anxiety (Balam & Carroll, 2024).

Finally, reflective activities are integrated into the learning process. Students evaluate their multilingual

experiences and identify effective strategies for language development. Research suggests that metalinguistic awareness, gained through structured reflection, improves overall language proficiency (Cenoz & Gorter, 2016; Hirosh & Degani, 2018).

b. Code-Switching Strategy

Code-switching is strategically used as a scaffold to facilitate comprehension. The lecturer applies this approach selectively, allowing students to switch between languages when encountering complex concepts. This aligns with research by (Hopp et al., 2020), who found that pedagogical code-switching enhances cognitive processing and learning retention.

In formative assessments, students may briefly use their native language before restating responses in English. This technique ensures that students understand content fully while gradually increasing their exposure to English (Galante, 2020). Additionally, limited code-switching in group discussions allows students with varying proficiency levels to participate actively without feeling excluded (Hopp et al., 2020).

A key component of the lecturer's approach is the gradual reduction of code-switching over time. As

students develop confidence, they are encouraged to rely more on English, reinforcing long-term language development (Richter et al., 2019). Furthermore, code-switching is integrated into oral assessments, where students may initially use their first language for clarification before restating answers in English. This method, as highlighted by (López & González-Davies, 2016), improves fluency and reduces hesitation in spoken interactions.

2. Benefits of Multilingualism in EFL Classroom

The use of translanguaging and code-switching offered a variety of pedagogical advantages in the classroom. These findings reinforce prior research while adding new dimensions of cultural learning specific to the Indonesian context. These findings align with prior research that emphasizes the role of multilingualism in facilitating effective learning outcomes (Haukås et al., 2022; Hirosh & Degani, 2018).

The first notable benefit of translanguaging was improved comprehension. When students were allowed to use their first languages during initial brainstorming or small group discussions, they were better able to understand complex intercultural themes. This aligns with Cenoz (2017), who states that multilingual resources

reduce cognitive load, enabling learners to develop nuanced understanding.

The use of translanguaging allows students to process information in their native language before transitioning to English, reducing cognitive overload (Burner & Carlsen, 2023; Galante, 2020; Lin, 2013). Research supports the idea that multilingual scaffolding aids in deeper understanding, as students can compare linguistic structures and reinforce new vocabulary through contrastive analysis (Calafato, 2024; Haukås et al., 2022). As a result, students who engage in multilingual discussions demonstrate better retention and conceptual clarity.

Studies have shown that students who are permitted to use their first language alongside English demonstrate higher levels of classroom interaction and motivation (Calafato & Simmonds, 2023). The lecturer observed that multilingual strategies encouraged even hesitant students to engage actively in group discussions and collaborative activities, fostering a more inclusive learning environment.

The EIC classroom revealed that intercultural sensitivity was also enhanced through translanguaging. By discussing local cultural practices in Bahasa or

regional languages before comparing them to global customs, students were able to reflect more critically on their own values and cultural assumptions. This aligns with findings by (Hirosh & Degani, 2018)), who assert that language serves as a cognitive tool for developing cross-cultural insight.

In addition, engaging in multilingual activities such as peer learning and support encouraged students to collaborate more actively and inclusively, especially in mixed-proficiency groups. In these settings, students used Bahasa or a shared regional language to clarify ideas and co-construct meaning before transitioning into English. This dynamic fostered a sense of mutual assistance and allowed all group members to participate more equitably.

The ability to compare and contrast linguistic structures enhances problem-solving abilities and cognitive flexibility (Hirosh & Degani, 2018). The lecturer reported that students who participated in multilingual discussions demonstrated higher levels of analytical reasoning, particularly in grammar and vocabulary exercises. This finding aligns with research suggesting that multilingual students exhibit stronger metacognitive awareness and adaptability in language learning (Cenoz, 2017).

Furthermore, code-switching also provided several benefits. One primary contribution of code-switching was concept clarification, particularly in lessons involving abstract intercultural norms such as politeness, saving face, or symbolic traditions. The lecturer often used Bahasa to explain cultural nuances before restating them in English. This practice is supported by (Annury, 2017), who found that bilingual explanation improves schema activation for unfamiliar content.

Another benefit was boosted student confidence in speaking. When students hesitated to find the right English word during oral presentations, the lecturer permitted short instances of code-switching. These instances were then paraphrased back into English, helping learners acquire new vocabulary without interrupting fluency. According (López & González-Davies, 2016), this strategy supports learner autonomy and reduces performance anxiety.

Finally, a smooth transition to English was a notable outcome. Code-switching was intentionally decreased as the semester progressed. By the final weeks, many students initiated discussions in English and used Bahasa only occasionally for clarification. This outcome supports the gradual immersion model described by Richter et al.

(2019), which promotes long-term language proficiency through phased exposure. Through multilingual discussions, students gain a deeper appreciation for language diversity and develop better cross-cultural communication skills (Annury, 2017). The lecturer observed that students became more open-minded and confident in interacting with peers from different linguistic backgrounds. This aligns with studies indicating that multilingual education fosters global awareness and prepares students for real-world multilingual interactions (Calafato & Simmonds, 2023).

3. Challenges in Implementing Multilingual Strategies

Despite these benefits, the findings highlight several challenges associated with the implementation of multilingual strategies, particularly when instructional scaffolds were not clearly defined.

One major challenge faced in the classroom was students' over-reliance on their first language and Bahasa. While translanguaging was intended to facilitate comprehension, some students became overly dependent on L1 and Bahasa, using both even when they were capable of expressing ideas in English. This behavior limited their exposure to English and slowed their overall language development.

The lecturer noticed that during discussions and assignments, students frequently reverted to L1 and Bahasa instead of making an effort to construct sentences in English. This aligns with findings from (Richter et al., 2019), who argue that while multilingual strategies enhance comprehension, over-reliance on L1 can hinder second language acquisition. To mitigate this issue, the lecturer implemented structured activities where students were encouraged to gradually increase their use of English. For instance, students were allowed to draft initial responses in L1 but were required to present their final answers in English. This scaffolding approach helped students transition towards greater English usage while still benefiting from the support of their native language.

Unequal participation was another concern. Students who shared the same regional language sometimes dominated discussions, excluding peers from other linguistic backgrounds. This outcome suggests that translanguaging must be balanced with intentional group structuring, as noted by Annury (2017), who advocates for equitable multilingual planning.

The third challenge involved transition to academic English. While some students adapt easily to the use of

multiple languages, others struggle with transitioning between their first language (L1) and English. The lecturer observed that students with prior exposure to translanguaging, either from their previous schooling or social environments, were more comfortable switching between languages. However, those unfamiliar with this practice found it difficult to balance both languages effectively.

This discrepancy in student experience can lead to an uneven classroom dynamic, where some students dominate discussions while others hesitate to participate. Research by (Hopp et al., 2020) supports this observation, highlighting that students with more exposure to multilingual environments tend to engage more actively in code-switching, whereas those with limited exposure may feel disengaged. To address this, the lecturer adopted differentiated instruction, providing additional support to students who were less familiar with code-switching. Pairing experienced students with those who struggled helped bridge the gap, fostering a more inclusive classroom environment.

The findings also revealed that the use of multilingual strategies sometimes resulted in reduced English practice during class discussions. Since students felt more

comfortable expressing themselves in L1, they often engaged in lengthy discussions in their native language before attempting to articulate their thoughts in English. This limited their real-time English speaking practice and, in some cases, led to an imbalance in language exposure.

Research by (Galante, 2020) indicates that while multilingual strategies aid comprehension, they must be carefully managed to ensure that students do not neglect the target language. The lecturer addressed this issue by setting clear guidelines for language use during discussions. For example, students were initially allowed to brainstorm in L1 but were required to switch to English for the main discussion and presentations. Additionally, the lecturer actively facilitated discussions by encouraging students to restate key points in English after using L1, ensuring a balance between comprehension and English practice.

Another challenge that emerged from the findings was delayed development of English fluency among lower-proficiency learners. Students who regularly used Bahasa to express even basic ideas were less likely to take communicative risks in English. Although code-switching reduced anxiety, excessive reliance limited their productive practice. This supports Maruf et al.,

(2023), who emphasize the importance of gradual withdrawal from L1 and Bahasa use.

Finally, there was a clear issue with reduced English input in some class activities. In group presentations or informal discussions, extended use of Bahasa minimized opportunities for listening and speaking practice in English. While not uncommon in multilingual classrooms, this challenge highlights the need for well-balanced input, a recommendation supported by Calafato (2024) and Burner & Carlsen (2023).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the study based on the findings and discussion in the previous chapter.

A. Conclusion

This study concludes that the implementation of multilingual strategies particularly translanguaging and code-switching plays a supportive role in facilitating English language learning in the EFL classroom. These strategies offer alternative ways for instruction that acknowledge students' linguistic diversity and aim to enhance participation and understanding during the learning process. The conclusions of this study are summarized in the following key points:

1. Implementation of multilingual strategies in the EFL classroom

The findings reveal that the lecturer employed structured and responsive multilingual strategies based on students' linguistic profiles. Translanguaging was implemented through multilingual discussions, English presentations, reflection activities, contrastive analysis, and glossaries, while code-switching was used to clarify complex ideas, support small tasks, and scaffold oral

assessments. These approaches created a more inclusive and cognitively supportive learning environment.

2. Benefits in implementing multilingual strategies in EFL Classroom

Translanguaging contributed to improved comprehension, intercultural awareness, and peer support by allowing students to process and express ideas in their first language before transitioning to English. Code-switching helped clarify complex or culturally embedded concepts, supported students' speaking confidence, and gradually facilitated language shift toward greater use of English. These outcomes were most effective when supported by structured guidance and clear instructional goals.

3. Challenges in implementing multilingual strategies in EFL Classroom

Challenges in applying translanguaging included over-reliance on Bahasa Indonesia, unequal participation due to regional dialects, and difficulty transitioning to academic English. In terms of code-switching, issues such as inconsistent classroom use, delayed fluency development, and reduced English exposure were noted. These challenges emphasize the need for clear guidelines,

structured scaffolding, and responsive classroom management.

B. Suggestions

Educators should apply structured multilingual strategies that gradually transition students toward greater English proficiency. Translanguaging and code-switching should be utilized as scaffolding tools while maintaining English as the primary language of instruction. It is important to encourage interactive activities that integrate students' linguistic backgrounds to enhance engagement and comprehension. Additionally, educators need to provide explicit guidance on language use to prevent students from becoming overly dependent on their first language. By implementing these practices, teachers can create an inclusive and supportive learning environment that fosters language development while maintaining a strong focus on English proficiency.

Policymakers should consider incorporating multilingual approaches into EFL curricula to support diverse linguistic backgrounds and improve learning outcomes. They should also develop professional training programs for educators, equipping them with the necessary skills to implement multilingual strategies effectively. Furthermore, investing in multilingual teaching materials that align with EFL learners'

needs is essential. These measures will help establish a balanced and structured approach to language learning that maximizes student success.

Future researchers should investigate the long-term effects of multilingual strategies on students' English proficiency and academic performance. Comparative studies between different multilingual pedagogical models should be conducted to determine the most effective approaches. Additionally, exploring multilingual strategies in various educational contexts will provide a more comprehensive understanding of their impact on language learning. Further research in this area will contribute to the development of more effective multilingual teaching methodologies and their broader application in EFL education.

By implementing these suggestions, educators, policymakers, and researchers can enhance the effectiveness of multilingual strategies in EFL classrooms, ultimately fostering a more inclusive and dynamic language learning environment.

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APPENDICES

Appendix 1: Narrative Frame Template and Answers adapted from Barkuizen (2008)

NARRATIVE FRAME STRUCTURED STORYTELLING TEMPLATE

Instruction

- Read the entire template before beginning to write.
- Complete each sentence with your personal experience in a coherent narrative form.
- Try to provide as much detail as possible while maintaining a natural flow in your story.
- You may expand your responses if needed.

I am a lecturer who teaches in a multilingual EFL Classroom. The best thing about implementing multilingual teaching strategies in my class is that it is challenging, meaningful and effective.

When I first started using multilingual strategies in my teaching, I found it is challenging as the first time, I do not know the level of comprehensions they have in my class. Giving some diagnostic assessments through brainstorming made me easy to get their level correctly.

During my lectures, I apply multilingual teaching strategies by combining some teaching methods such as Problem based learning, Project based Learning, games, individual-group work, collaborative approach etc. They can discuss in any languages but when they present in front of the class and how to respond the questions they use English all the time. Sometimes in certain time all the discussion were in English especially when the lecturer gave them time to do the assignment and submit it digitally.

My students responded to the multilingual approach by Discussing, presenting individually and in groups. Started from pair, three up to big group of 6-7 students. They also use multi languages in the class. When they participate in questioning or presenting their idea they use English. Some students find difficulties in expressing their ideas and teacher gave them some paraphrase in Bahasa or in English, depended on their level of comprehension on the topics.

Using multilingual strategies allowed me to make changes to my teaching practices, which Enrich the method to be more and more adaptable for students. Some of the strategy I used was about The Differentiated Learning Instruction and multimodality in submitting the assignments.

I believe this happened because they enjoy my class very much and they aware that they need to master all the material I gave in the class. Giving a lecture happily and make it connected to their real life makes them comprehensible in understanding the concept of EIC and how to make practicable in classroom. At last they can also record the real practice of teaching through observing the experiences from their friends and real teachers. Sometimes I apply some games to detect whether they understood my material or not. The games such as “

Blind Dating “ or “ Telling the “ Word Box “ would be enjoyable activities .Students stepped anywhere and when he found the word or sentence we would define it freely but in the correct concept.

In my teaching, I use pedagogical code-switching by preparing first the lesson plan for the certain class but if it did not work i replace to the one that I had prepared some time I found some students found difficulties in the concept through lecturing and then I change it but let them knew first by offering it to the class. Code- Switching also could happen in words or sentences I use for them and for some excellent students code switching often happen in word or sentences when they talked about something in the form of spoken assessment individually.

The steps I follow when using code-switching in my lectures include presenting first the material in English fully and then when I gave question to check understanding in formative test I use code switching for some students, not all, depend on their comprehension to my questions.

I find that code-switching helps my students by making them understand more to my teaching material and also how they express their opinion or comprehension in doing assessment or in daily mastery.

I also apply translanguaging strategy in my classroom, such as asked a student to state about a sentence in their ethnic language such as in Central Javanese Language (as we know we have kinds of language identity such as Javanese Language from Kudus, Jepara, Rembang and other cities have uniqueness. The other students would change into their own Javanese Language. Of course it produced some different utterances and sentences.

The process of implementing translanguaging in my lessons involves the origin of Javanese Language- from which area the student is, the vocabulary mastery, the habit in using the language, the community in campus in using the daily language, the comprehension of the learning material in the class, the chance given by the lecturer.

I think my students benefit from translanguaging because they upgrade their ability in thinking, analyzing, speaking, collaborating and presenting.

One major challenge I faced when using multilingual strategies was finding the unmotivated students to learn but it never happens in my class. I use some coaching strategies for it.

The main reason for this challenge was students were external motivation so the lecturer has to upgrade the motivation by using strategies he has.

There are some aspects of multilingual teaching that I find challenging for example there are some aspects of Multilingualism in classroom such as Cultural Competence, Collaboration, Language Diversity, and Cultural Diversity. I find challenging is for

Professional development, I mean I found some resources mostly from foreign book and articles in journal and I want to create some books to be one of the references in my class. Although I have written 24 Books with ISBN but it challenges me to write it especially using the Deep Learning Approach.

Appendix 2: Interview transcript

Interview 1: March 4 2020, at lobby Dekanat FITK UIN Walisongo

No.	Categories	Questions	Answers
1	Benefits	Could you share a specific example of how multilingual strategies have positively impacted your students' learning outcomes?	<ol style="list-style-type: none"> 1. Code-Switching & Translanguaging I ask my students to switch between their native language and English when discussing complex ideas. I encourage them to think in their native language first, then translate their thoughts into English when performing in class. I usually apply this strategy in the early weeks, and it gets better over time as I give them more chances to speak in English. This is especially helpful because my students come from mixed programs (Regular and ICP). 2. Contrastive Analysis I compare and contrast English grammar, vocabulary, and pronunciation with their first languages to highlight both similarities and differences. For me, the most important thing is not only how well they master English, but also how they understand the culture of other countries. That's why I give them assignments to introduce Indonesian culture, or explore Malaysian, Philippine, or other cultures they encounter—usually by asking foreign students at UIN.

			<p>3. Multilingual Glossaries</p> <p>I create glossaries of key terms in English with translations in their native languages to reinforce understanding. Sometimes, I let them speak in their own languages, since most of them come from different regions of Indonesia. They might speak Javanese with Brebes, Jepara, Kudus, or Demak accents, or even use languages from Sumatra or Sulawesi. Then, others compare the structures and cultures in general. Of course, after brainstorming in their native languages, they present the results in English. I think most students can present better this way, and they really enjoy doing it.</p> <p>4. 1 pair or group students with different linguistic backgrounds to encourage peer learning and cultural exchange. Asking students to interview foreign students in UIN. They asked about the background, culture, hobbies and the students make a summary to be present in group of 6.</p> <p>5. I Incorporate texts, videos, and news articles in different languages alongside English materials to build comprehension skills. I often ask them to use many AIs to work in group or individual such as the usage of Canva, Lucidchart etc. If in manual I ask them to make it by adding some doodles to promote kinds of arts in their own passion.</p> <p>6. I allow students to take notes, brainstorm, or outline in their native language before producing work in</p>
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			<p>English. It helps them to understand the course and how to work with their friends to do the assignments.</p> <p>7. I encourage students to share aspects of their language and culture in discussions, presentations, and written assignments. It often happens in daily activities in the class and in assignments.</p> <p>8. I use translation apps, multilingual dictionaries, and AI tools to support learning while emphasizing the importance of direct English practice. Some AI about language and presentations I used such as Canva, Duolingo, Lucidchart, etc.</p>
2		<p>You mentioned that multilingual strategies allowed you to make changes to your teaching practices. Could you describe a particular change that significantly improved your teaching effectiveness?</p>	<p>How It Improved My Teaching Effectiveness:</p> <p>1. Enhanced Comprehension & Engagement Instead of having my students struggle with English-only explanations, I let them first process the content in their native language and then transition to English. I noticed that they could understand complex concepts better when they were allowed to discuss them in both languages before presenting in English.</p> <p>2. Reduced Anxiety & Increased Participation I saw that students felt more comfortable expressing their ideas in English when I gave them space to think and discuss in their first language first. Their participation in discussions and group work increased, especially among those</p>

			<p>with lower English proficiency.</p> <p>3. Improved Writing & Speaking Skills When I allowed my students to outline their thoughts in their native language before writing in English, their final work turned out to be more structured and coherent. Speaking tasks also became more dynamic because they had the chance to rehearse or brainstorm in their own language before producing responses in English.Stronger Intercultural</p> <p>4. Communication Skills By encouraging students to bring in their multilingual perspectives, I found that they were able to develop a more global mindset—which is actually one of the main goals in EIC courses. They also became more capable of navigating multilingual interactions, which is essential for effective international communication.</p>
3		Have you observed any specific benefits for students who were exposed to multilingual teaching? If so, could you elaborate on those effects?	<p>Students who were exposed to multilingual teaching in my class English and Intercultural Communication (EIC) course experienced several significant benefits, including:</p> <p>1. Improved Comprehension & Language Development Exposure to multilingual teaching in class allowed my students to better understand English concepts by drawing connections with their native languages. It enhanced vocabulary acquisition and retention, as students could compare meanings across languages.</p> <p>2. Increased Confidence in</p>

			<p>Communication</p> <p>My students felt less anxious when allowed to think, discuss, or draft ideas in their first language (L1) before expressing them in English. Through code-switching and translanguaging, they felt more comfortable in multilingual conversations and reducing their fear of mistakes.</p> <p>3. Enhanced Speaking & Writing Skills</p> <p>Encouraging my students to use their linguistic background helped them develop more structured writing and coherent speaking skills. Exposure to different languages helped them recognize formal vs. informal English, improving their ability to adapt communication styles.</p> <p>4. Greater Intercultural Awareness & Sensitivity</p> <p>I saw my students become more open-minded and culturally aware, as they learned how different languages shape perspectives. It happened when they interviewed the students from Malaysia, Philippine and other country that are studying at UIN in some departments. Multilingual teaching provided insight into cross-cultural communication strategies, helping students navigate global workplaces. I think they understand more after having the course and how they practice with them. It happened in my two classes of EIC.</p> <p>5. Strengthened Problem-Solving & Critical Thinking</p> <p>Engaging with multiple languages encouraged cognitive flexibility,</p>
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			<p>allowing students to approach challenges from different viewpoints. They then knew kinds of food, drink, utterances, sensitivity in responding the language, foreign students' habits, hobbies and other characteristics.</p> <p>Exposure to multilingual contexts fostered analytical skills, as students had to decode meaning across languages. The difference culture created the new awareness in understanding people more than just acknowledge the language itself. It creates senses of loving other people in spite of the differences. Foreign students felt happy when they met my students from class of EIC. Students felt free to express what they had in their mind about the assessment of observing L2 Students from many countries.</p> <p>6. Real-World Readiness for International Communication</p> <p>Students gained practical skills for multilingual work environments, where communication often involves switching between languages. That is right, They found some new dictions about food and beverages and the culture too. When I interviewed our students in group, they often showed some code switching in new words they found when talked to the foreign students</p> <p>They learned to use translation tools, adapt to different English accents, and negotiate meaning effectively in international settings. Some ICP students and regular ones showed the</p>
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			best performance in telling about the assessment in group or individual.
4	Challenges	Could you describe a particular situation where a multilingual teaching strategy did not work as expected?	<p>A particular situation where a multilingual teaching strategy didn't work as I expected happened during one of my English and Intercultural Communication (EIC) classes. I used translanguaging in a group discussion activity, but it didn't go as planned.</p> <p>Let me explain the situation first before going into the challenges.</p> <p>The situation was when I designed an activity where students from diverse linguistic backgrounds were encouraged to use both their native languages and English to discuss an intercultural case study. After that, they were supposed to present their findings in English. My goals were to: Enhance understanding by allowing students to process information in their strongest language, encourage collaboration among students from different linguistic backgrounds. And promote multilingual awareness by allowing students to share cultural perspectives in multiple languages.</p> <ol style="list-style-type: none"> 1. But here's what went wrong Instead of strategically mixing languages, some groups ended up using only their native language, which excluded other members who didn't speak it. This caused some miscommunication and made certain students feel disengaged. When I observed this happening, I encouraged them to work more intensively and reminded

			<p>the group to involve everyone. Eventually, the miscommunication was resolved, but it took extra effort to keep the activity inclusive.)</p> <p>2. Reduced English Practice (Some students relied too much on their native language and struggled to re-express their ideas in English when it was time to present. The intended gradual transition to English did not happen smoothly, making it difficult for them to participate in discussions later. Sometimes I retold what they have presented in the class in English to make the class comprehend more to the topics. They loved to have it. Sometimes I also rearranged the members in the group in order to avoid the same one all the time but sometime I asked them free to choose any.)</p> <p>3. Over-Reliance on L1 (some lower-proficiency students became too dependent on their L1, avoiding the challenge of thinking directly in English. Instead of using multilingualism as a bridge, it became a crutch that hindered language development. To avoid it I asked them to use the Bahasa for about 30 % in the presentation and I think it solved the problem about it. Even when the time got closer to the final assignment like 3-4 weeks before the last session, I had them use English all the time in presenting or in group discussion.)</p>
5		What do you think was the main reason?	There are some reasons for it, according to me:

			<ol style="list-style-type: none"> 1. Setting clear guidelines I modified the activity by setting clearer expectations to ensure a balance between English and the use of students' native languages. I required the students to brainstorm using both their first language and English, but to summarize their key points only in English. I also encouraged them to have mixed-language discussions in pairs first, and then share their ideas in English with the whole class. 2. Assigning language roles In each group, I assigned an "English facilitator" to help keep the conversation accessible to all members. This really helped students stay on track and ensured that English remained part of the discussion. 3. Gradual integration approach Rather than starting immediately with a full multilingual discussion, I guided them to first identify key terms in English, then briefly discuss them in their native language, and finally switch back to English. This gradual process helped students transition more smoothly and maintain focus on the learning objectives.
6		What types of student difficulties have you noticed when using multilingual strategies, and how do you usually address	<p>I think I have explained much in the previous paragraphs but let me give some gistes.</p> <p>Multilingual teaching in an EIC course must be structured carefully to avoid there are excluding students who don't share a language and over-reliance on L1 at the</p>

		them?	cost of English practice. Loss of intercultural exchange due to language barriers.
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Interview 2: March 18 2025, at SMA 3's Masjid

(The interview was conducted in Indonesian and has been translated)

No.	Categories	Questions	Answers
1.	Benefits	In using translanguaging and code-switching strategies, do you feel that it is beneficial for your teaching or perhaps you feel helped by this strategy?	<p>very useful, so initially we understand someone's culture, it doesn't always have to be by just reading. So when I asked them to interview a truly native source like the Philippines, among them they got a lot of things about it, how to communicate well with English native speakers, including when they interviewed the Philippines, there were also Malaysia, Turkey, and Singapore. So there was a group assignment with students from other countries, the results of the interview were discussed. There are two versions, the first is they have to make it in writing and they have to present it orally, one by one.</p> <p>The benefit is that those from abroad know how Indonesia is and from our side, namely students, they are helped by translanguaging, yes, and code-switching definitely occurs in their communication, they know each other's culture, Ternate makes them more aware that we are not alone, we are colorful and there is also moderation of culture, language,</p>

			<p>background, not just moderation of religion.</p> <p>I saw their mindset was open, especially when interviewing foreign speakers, they presented many things they got. One thing that made them interested was personal experience, whether personal experience in the context of the difficulty of foreign speakers adapting to the culture in Semarang, some were very difficult, some were moderate, and some were easy. Among them there is taste, yes, in the taste of food, Semarang then its culture, the way of speaking which I apologize for being rude. Although in Semarang is actually a combination of various regions, those who come here are Semarang, Brebes, Kudus, Demak, etc. This combination is not a matter of being rude or not, but because it is a mix. The second is when I asked them to mention their original culture, what is Brebes like, the culture, the food, what is Kudus like, what is Demak like, and so on, from various perspectives they increasingly have a sense of belonging to each student.</p> <p>So, those who initially had bad thoughts, it turns out that after being told that the culture is like that, they can understand and what is clear is that they know their native foods. Sometimes I bring them typical foods to taste for themselves and share with each other, that's another side of learning there.</p>
4	Challenges	While you are teaching using translanguaging and code-switching	<p>Actually, there are no such difficult challenges, there are only a few children who are used to code-switching, either in the context of talking about culture or when choosing diction, or in the context</p>

		<p>strategies, what challenges do you feel or face?</p>	<p>of the concept they are conveying.</p> <p>Those who are fluent in code-switching in conveying opinions or conveying arguments are generally those who have experience interacting with native speakers/like, whether formal or informal, that's the first. The second is those whose understanding of these words or diction they have used in everyday life, but for them, students who have no experience, their code-switching only appears occasionally.</p> <p>Then, this translanguaging is very helpful for students, both up and down levels, those who are up can of course provide input to those who don't understand, to be like peer teaching to share understanding with their friends, then for those at the lower level it becomes a means for them to get the idea more easily with the peer teaching method, but on the other hand I still recommend that those at the lower level learn more. So translanguaging here is not the end goal, but as a means of understanding, because the ending is the presentation will be full in English even in a speaking or written, when written to make a report. There are also one or two students who have difficulty when delivering in the spoken test, the mother still allows one, two, three, or four times, it's okay, because the important thing is to get it across.</p> <p>But some students who are well prepared, speaking or presenting in full English without them realizing it is not an obstacle for them.</p>
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			So that means translanguaging is beneficial for those with up or lower proficiency.
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Appendix 3: Data Analysis (Six Phase of Reflexive Thematic Analysis)

1. Familiarization with Data

The first step is to read all the data to understand the context as a whole which makes several points based on the research question, which is, implementation, code-switching, translanguaging, benefits, and challenges.

2. Generating Initial Codes

The initial codes reflect key elements of the data.

1) Implementation:

- a. Code-switching during discussions.
- b. Translanguaging for brainstorming
- c. Integration of contrastive analysis and multilingual glossaries as learning tools.

2) Benefits:

- a. Increased student confidence and participation.
- b. Improved comprehension and retention.
- c. Enhanced language proficiency and critical thinking.
- d. Strengthened intercultural awareness through multilingual exposure.

3) **Challenges:**

- a. Over-reliance on L1 for lower-proficiency students.
- b. Limited English practice in group discussions.
- c. Fragmented communication in multilingual settings.
- d. Difficulty in structuring discussions to balance multilingualism and English proficiency.

3. Searching for Themes

These initial codes were grouped into predetermined themes:

- 1) **Implementation of Multilingual Strategies in EFL Classroom:**
- 2) **Benefits of Implementing Multilingual Strategies:**
- 3) **Challenges of Implementing Multilingual Strategies:**

4. Reviewing Themes

Verifying that each theme was sufficiently backed by examples and lecturer statements.

5. Defining and Naming Themes

- 1. Implementation of Multilingual Strategies: Describes how the lecturer strategically integrated multilingual practices to enhance student learning.
- 2. Benefits of Multilingual Strategies: Highlights the positive impacts on student engagement, comprehension, and cultural awareness.

3. Challenges in Multilingual Strategies: Addresses minor obstacles faced in the implementation process and the adjustments made to overcome them.

6. Producing the Report

The final report includes an in-depth analysis of each theme.

Appendix 4: Photos and Activities Documentation



Interview

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