EFL Learners' Perceptions of Translanguaging in English classes at an HCM English Centre

Ngo Kieu Trinh[1*]

[1] Faculty of Foreign Languages, Van Lang University, Ho Chi Minh, Viet Nam
[*] Corresponding author's email: trinhngo2330@gmail.com
[*] https://orcid.org/0009-0001-7831-4777
https://doi.org/10.54855/ijli.25414

ABSTRACT

Keywords:
translanguaging, English as a Foreign language (EFL), translanguaging practices

This study examines 28 English as a Foreign Language (EFL) learners' perception of the use of translanguaging in English classes at a language center in Ho Chi Minh City (HCM). The study aims to explore how EFL learners perceive its impacts on their language learning and classroom experiences. The data were collected through surveys and interviews regarding the participants' attitudes toward using their mother tongue in English classes. The results indicate that participants consider translanguaging a useful medium, which increases comprehension, promotes communication opportunities, and creates a supportive learning atmosphere, but could also lead to confusion or dependence on the L1. The findings also suggest that translanguaging may be more appropriate for lower-proficiency classes. This study contributes to the expanding body of literature about translanguaging and offers useful information for teachers interested in successfully applying multilingual strategies in Vietnamese EFL classrooms.

Introduction

Background to the study

With the prevalence of multicultural societies, the need to acquire a second or third language is becoming more pronounced. Following that movement, translanguaging and bilingual methods have seen increasing interest due to their potential to solve some of these issues (Prilutskaya, 2021). Cook (2022) asserts that translanguaging constitutes multi-competence. It offers a complete integrated linguistic repertoire of many languages within a student's cognition, offering further benefits in learning contexts.

Translanguaging in education promotes inclusivity and equitable communication by recognizing and valuing students' whole linguistic repertoire (Garcia & Wei, 2014). This first enables learners to make sense of and relate to complex content and texts Bensalem & Thompson, 2021. A different linguistic repertoire helps students find the meaning in real content

instead of just the superficial meaning. For example, students' language backgrounds are productive tools for first-year English major students while developing speaking skills through digital storytelling (Du et al., 2024). Phan et al. (2024) added that such activity also fosters the creativity of Vietnamese EFL students and makes them exploit linguistic resources constructively, which is on track with translanguaging practices. These studies demonstrate the benefits of translanguaging in digital storytelling, allowing students to use their entire linguistic repertoire for effective communication and creativity. This mixed use of the mother tongue and English among Vietnamese EFL learners leads to culturally relevant stories in English, fostering the requisite confidence in one's ability to acquire a foreign language. Second, a language and culture exchange enhances learners' cognitive development and problem-solving abilities since it requires them to actively switch between different languages and cultures in order to overcome language barriers (Purkarthofer & Mossakowski, 2011). For instance, bilinguals' use of translanguaging presents two grammatical structures at once which promotes cognitive flexibility and linguistic creativity among learners (MacSwan, 2022). Third, this strategy also encourages students' motivation and active participation in the tasks given inside the classroom. Unlike the English-only approach, translanguaging strategies in SLA offer advantages that cause English learners in bilingual contexts to experience greater satisfaction with their teaching method (Slavin & Cheung, 2005). This technique enables students to be creative as they can use and enjoy their mother tongue at school while still getting into the target language(Menken & Sanchez, 2019). It creates conditions under which students can become bilingual or multilingual by allowing much more contact with other languages and cultures than ordinary classrooms permit. Moreover, translanguaging is compatible with bilingual grammar frameworks because it allows for simultaneous access to two grammatical systems while upholding cognitive flexibility along with linguistic creativity among learners (MacSwan, 2022).

However, there has been some controversy on this topic. While many suggest that translanguaging should be used strategically in foreign language classrooms (Canagarajah, 2013), (Garcia, 2009), (Creese &Blackledge, 2010), others claim that this system is still in its early phases of development and overlooks other elements, such as reading, writing, and grammar. Despite its potential benefits, translanguaging or multilingual education has been controversial. It can create confusion when the boundaries of languages become porous and students cannot understand each other's structures and lexicon (Schulze et al., 2024). Language policies are institutional constraints that also limit the application of the system (Cenoz & Gorter, 2020). Teachers who lack proficiency in their students' native languages may fail to use those languages (Prilutskaya, 2021) effectively. In addition to these factors, participatory conditions may be unequal among students due to less exposure to the target language; all these factors add complications to its use (Turnbull, 2019; García & Wei, 2014).

Vietnamese foreign language classrooms have initially followed the monolingual teaching method. Nevertheless, as instructors have become aware of the advantages of translanguaging, they have begun using it in classrooms (Pham & Vu, 2023). The shift from monolingual classroom to multilingual classroom environments provides an interesting context for examining translanguaging practices. One of the critical purposes of applying translanguaging in Vietnamese EFL classrooms is that most Vietnamese students, especially university students,

come from different cultural and linguistic backgrounds. Their distinct dialects and linguistic diversity aren't always appreciated in EFL classrooms as they could be a problem for them (Nguyen, 2018). However, these students may draw from their various linguistic resources to create meaningful utterances through translanguaging.

Purpose of the study

In today's education system, many teachers have been experimenting with different approaches to find the most suitable method for their unique student population. This exploratory research aims to examine EFL learners' perceptions of the impacts of using translanguaging as a teaching method at an English language center. This study aims to understand university students' attitudes about translanguaging practices, recognize the effectiveness or demerits of translanguaging practices while teaching, and identify the difficulties that hinder the use of translanguaging practices.

Literature review

Definition of translanguaging

The origin of translanguaging dates back to Welsh bilingual education in the 1980s (Conteh, 2018). It was first recognized using its Welsh term '*Trawsieithu*,' which was later intentionally translated into English by Colin Baker for further research. Translanguaging is a language practice that emphasizes using more than one language in discourse by communicating with all your language resources. Multilingual speakers engage in this dynamic process, strategically utilizing many languages to navigate complex social and cognitive challenges. Factors to consider while translanguaging are language production, efficient communication, and the thought processes that underlie language use (Cenoz & Gorter, 2011).

Translanguaging versus code-switching

The rationale for mentioning these two terms is that their differences are ambiguous for some, potentially causing confusion (Pham & Nguyen, 2024). There is a great deal of difference between the two notions regarding their theoretical and analytical foundations.
Code-switching involves changing two languages, whereas translanguaging focuses on creating a complete language repertoire. In other words, the term "code-switching" describes the process of moving from one language to another during a single communication event, and "translanguaging" centralizes the process of meaning and sense-making (Wei, 2017). Code-switching occurs in most cases to make communication spontaneous and smooth, which is why interlocutors sometimes do not recognize this phenomenon (Le, 2022). Unlike code-switching, translanguaging is much more an intentional practice of bilinguals to use units of multiple languages as parts of an integrated whole language system to communicate (Lewis et al., 2012). On the other hand, code-switching involves alternating between two languages for certain functions, such as addressing gaps in vocabulary, signaling cultural identity, or adapting to what a listener can understand. For example, a speaker that uses English for technical terminology but uses their native language for social phrases in a conversation. Unlike code-switching which treats two or more languages as separate entities, translanguaging proposes a fluid and purpose-

driven use of language, seeing the mix of all linguistic resources as integral for effective communication and learning (García & Leiva, 2014). Though code-switching was perceived as a lack of mastery, research acknowledges its pragmatic functions in real communication (Cahyani et al., 2018). Code-switching limits cognitive engagement to the switching point, preserves the value of all languages, and fosters creativity by encouraging the "ease" of expression through the capability of all language resources a speaker has.

Translanguaging strategies

Both the learners and instructors can demonstrate translanguaging strategies. It helps students achieve a higher proficiency level in both languages and for teachers to facilitate student learning. For teachers, it is feasible to design a lesson plan that incorporates English as the medium of instruction and another language as the medium for discussion. Each language may be used in diverse contexts in the classroom, making it easier for students to learn them. There are 3 main purposes for translanguaging, namely cognitive (to explain complicated concepts), pedagogical (work as a teaching strategy, like to support students' learning and engagement), and affective (for emotional and social aspects use) (Forman, 2010). According to Rosemary Cromarty (2019), two types of translanguaging may emerge in the classroom. The first type appears only when learners don't understand. Then, they are permitted and encouraged to utilize their native language (Hornberger & Link, 2012). Unlike the first type, which might occur at any time, the second type is more planned. In this approach, translanguaging is considered an extension language, which has been incorporated into the curriculum to help with language development. Instructors will have to determine when native language interference is beneficial while planning their lessons, and that is probably decided by addressing the question, 'Will this content be inaccessible or misleading to any of my students due to their language proficiency?'

Previous research studies

Translanguaging may significantly impact the future of education, so many studies aim to clarify the influence of this approach on academics. Research has shown that instructors' attitudes regarding translanguaging seem to be rather contradictory. According to Zein's (2018) research, many teachers preferred the monolingual approach and hesitated to use the native language with the concern that L1 interference might negatively impact the acquisition of the target language. Another study has even shown that teachers have feelings of "guilt" and fear of being evaluated while using translanguaging (Wang, 2019). On the other hand, many studies are skewed towards positivity as most of them have unfolded the benefits of this approach (Gunnarsson, 2019).

Vu and Pham's 2023 study is one of the latest to address the topic of translanguaging in Vietnamese EFL classrooms. This study examined the viewpoints of secondary teachers. Key findings include (1) teachers in public schools tend to use translanguaging more than private school teachers; (2) using translanguaging for emotional support was considered less important than its cognitive benefits. Overall, this study favors the implementation of translanguaging in Vietnamese EFL classrooms.

A study was conducted at a Vietnamese university concerning the teacher's perspectives on translanguaging employment in English-medium Instruction (EMI) (Nguyen et al., 2022). Teachers primarily use this strategy to facilitate material instruction, manage the classroom, and address emotional purposes. Additionally, the research indicates that providing instructions

only in English is inappropriate in an English as a Foreign Language (EFL) setting. In a similar setting to the EMI program, Phuong (2021) examines the students' perspectives and performances while using their linguistic repertoires in oral presentations. Data was gathered throughout a semester from university students who had studied English for a minimum of 8 years. Findings suggest that students' active use of languages plays a role in creating classroom-level policies, which may or may not align with the overarching policies.

Luong Thi Bich Hue (2019) also contributed to a study at a high school in the rural province of Ha Nam, investigating the impacts of translanguaging practices among high school students from grades 10 to 12. Her research shows that translanguaging seems more appropriate for students with limited English ability at the primary and intermediate levels. Furthermore, she stressed the need to avoid excessive use of translanguaging during English classroom activities.

Despite favorable responses and impacts, translanguaging cannot and should not be imposed as a language policy or a set of social practices (Fang et al., 2022). This is because we need to explore the social, psychological, and emotional aspects of how translanguaging might enhance learning further. In addition to being a theoretical, methodological, and pedagogical framework, translanguaging should be considered a political and decolonizing position (Li, 2021).

Research Gaps

Despite the increasing interest in translanguaging in multilingual education, there is a lack of research on its impact in Vietnamese EFL classrooms. Most of the existing research on translanguaging was conducted where English is a dominant language or second language (García & Wei, 2014; Canagarajah, 2012). Studies on how translanguaging works within non-English-dominant contexts like Vietnam are underexploited. Research from other EFL contexts, such as China and Turkey, has indicated that translanguaging has the potential to unsettle the traditionally monolingual English-only policy. However, this practice remains understudied in Vietnamese classrooms, especially from the perspective of students, as most previous research focuses on teachers' views (Turnbull, 2017). Also, we are uncertain about whether teachers' and students' willingness to use L1 alongside L2 is influenced by cultural beliefs and institutional policies (Cenoz & Gorter, 2017).

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are the attitudes of EFL students toward translanguaging practices in EFL classrooms?
2. What are the positive impacts of translanguaging practices in EFL classrooms?
3. What are the negative impacts of translanguaging practices in EFL classrooms?

Methods

Pedagogical Setting & Participants

The study was conducted at an English Centre, a prestigious language school in Vietnam that provides English education for a wide range of learners. The participants were 28 students (15-20 years old) from three classes at the center. They are IELTS learners who aim for an IELTS score of 6.0. They were selected through convenience sampling due to accessibility and alignment with the study's scope. The EFL program offered at this center is based on a designed curriculum focusing on the improvement of students' overall English and IELTS four skills:

listening, reading, writing, and speaking. Translanguaging is exploited to examine its effects on comprehension, proficiency, motivation, and specific linguistic problems faced by Vietnamese EFL learners when acquiring communicative competence.

Design of the Study

This research will use a mixed-methods approach. Quantitative and qualitative data were used to examine the attitudes of EFL learners toward translanguaging. The data is expected to include surveys from 28 students and interviews from 3 students. The sampling procedure would be convenient due to the time constraints of this study. All responses and personal information will remain private from the general public in order to encourage voluntary participation. The survey is divided into three main sections: personal information, a Likert-scale survey, and open-ended questions. The first part collects demographic data, which is subsequently encrypted to maintain participant anonymity. The second part comprises 15 Likert-scale questions that delve into participants' past experiences and perceptions of translanguaging practices. The third part includes 5 open-ended questions. Each interview is estimated to last 10 to 25 minutes, with the first 2 minutes identical to the survey.

Data collection & analysis

SPSS software was used to analyze the quantitative data collected from Likert-scale questions in the Google Forms surveys. First, a "cleaning procedure" was done to ensure accuracy and consistency. Descriptive statistics mean, standard deviation, and frequencies were computed, which summarize participants' perceptions of translanguaging practices. Furthermore, trends or differences that may arise from demographic factors such as language proficiency levels or classroom experiences were examined. Findings are presented in tables and charts to effectively showcase salient patterns and insights.

A thematic analysis was conducted on qualitative data obtained from open-ended survey responses and transcripts of semi-structured interviews. The researcher transcribed the interview recordings and subsequently coded all qualitative responses to gain a thorough understanding of the data. This familiarization phase helps identify preliminary observations or patterns. Data were systematically coded by highlighting significant phrases, sentences, or ideas with relevant keywords or tags. These initial codes captured the essence of concepts such as "clarifying statement," "building confidence," and "creating uncertainty."

After the coding phase, the researcher identified higher-order themes by aggregating similar codes that embodied a pattern or a shared meaning. For instance, the codes "L1 use to ease tasks" and "peer explanations" fell under a broader theme titled "Cognitive Benefits of Translanguaging." The second-order themes were categorized to reveal some relationship or distinction among participant responses, for example, how high-proficiency and low-proficiency learners differ in their views.

In the final stage, results obtained and integrated were analyzed to obtain meaningful information. Themes were refined and compared across the dataset to ensure consistency and depth. Direct quotes or excerpts from open-ended responses and interviews supported each identified theme. Additionally, relationships between qualitative findings and quantitative survey results were drawn to provide a comprehensive and well-rounded understanding of the data.

Validity and Reliability

Several measures were taken to ensure the reliability and validity of this study. Surveys combined with semi-structured interviews enabled triangulation and cross-verification of data for an exhaustive understanding of learners' perceptions. A small sample of questions from the survey and interview was piloted with 5 learners to fine-tune vague items and enhance content validity.

For the quantitative data, Cronbach's alpha was calculated using SPSS, resulting in a reliability score of 0.81, which indicates strong internal consistency. Descriptive statistics were systematically applied to identify trends and patterns.

Ethical considerations

Confidentiality of the participants was maintained during the data analysis. All questionnaire responses and interview transcripts were anonymized, and identifying information was removed and substituted with participant codes. The data were kept in a secure manner on a password-protected computer, accessible only by the researcher. Backup copies were also encrypted to prevent any unauthorized access. Moreover, all these measures were communicated to the participants beforehand so that they would feel safe while sharing their views.

Transparency was maintained through an open and detailed account of the research process, which included data collection, analysis, and coding procedures. All these measures guarantee that the study is replicable and ethically conducted and that its findings are valid and reliable, which contribute significantly to the comprehension of translanguaging within EFL classrooms.

Results/Findings

Surveys

Table 1

Learners 'perception of the impact of translanguaging in English classes

Questions	n	M	S.D.
Q1) I feel comfortable using my native language or other languages I know in the EFL classroom.	28	3.36	0.85
Q2) Translanguaging makes me feel more confident expressing my ideas in English.	28	3.11	0.86
Q3) My instructor encourages translanguaging in the classroom.	28	3.11	0.90
Q4) Translanguaging creates a more inclusive and welcoming classroom environment.	28	3.54	0.68
Q5) Translanguaging improves my overall English language proficiency.	28	3.82	0.80
Q6) Translanguaging disrupts the flow of the class lesson	28	2.90	0.85
Q7) Translanguaging cause confusion in class lesson	28	3.02	0.82
Q8) Translanguaging is disturbing your English acquisition by incorporating another language.	28	2.85	0.80
Q9) Translanguaging is time-consuming	28	2.88	0.83
Q10) Translanguaging is demotivating students to use English	28	2.70	0.75

The results from the table reveal that students' perceptions of translanguaging in EFL classrooms are not straightforward. Overall, the mean values for most of the positive questions do not reach a level of agreement (between 3.0 and 3.5), suggesting that participants recognize some potential affordances of translanguaging while not being fully supportive of its effects. For instance, Q5 has the highest mean value (M = 3.82), which indicates that many students think they can benefit from using their L1 to learn English in this course. Q4 also obtains a relatively high mean (M = 3.54), showing a high tendency towards favoring social outcomes.

However, there are concerns, especially with the possible negative implications of translanguaging. For instance, Q6 ('translanguaging disrupts the flow of the class lesson') has a mean of 2.90, indicating that students seem to be neutral but slightly agree that translanguaging can be disruptive. The same is true for Q7 ('translanguaging causes confusion in class lessons'), which is 3.02, as students were not sure if translanguaging confuses them.

The standard deviations, generally around 0.80, indicate moderate variability in responses, meaning that not only do some students strongly agree or disagree with these statements but also that the truth lies somewhere in between for many students. This variability speaks to the not-so-black-and-white nature of translanguaging in the classroom and how its implications might be more a matter of personal perspective, language proficiency level, and classroom context.

Interviews

EFL learners' perceptions towards translanguaging in EFL classrooms are multifaceted and reveal a strategic approach to language use. Regarding the types of translanguaging that emerged in class, the majority were instigated by teachers (the 1st type according to Rosemary, 2019). They have reported that they mainly employ translanguaging freely and casually in group discussions and peer interactions (the 2nd type, according to Rosemary, 2019), as not all teachers enable the use of translanguaging in their EFL classrooms. Students often use their mother tongue with each other to translate task requirements or share ideas among group members. Some participants stated that translanguaging is only permitted when their teachers notice a challenging question or when pupils are unable to articulate their ideas.

The primary purpose of translanguaging is functionality, clarifying complex concepts, or adding clues to an implication. One student shared: "*when my teacher uses Vietnamese to explain grammar, he understood it much faster… The past perfect tense made sense only when the teacher compared it to our 'đã' structure.*" Another student shared, "*Idioms like 'as fit as a fiddle' are hard to understand, but when the teacher connects them to our idioms, like 'khỏe như vâm,' I remember them better.*"

According to the interviewed students, teachers may use translanguaging to teach various aspects of the English language. For vocabulary lessons, the teacher may use translanguaging to identify the synonyms or equivalent terms in Vietnamese. For example, when teaching the term "serendipity," a teacher may explain that it is akin to the Vietnamese idea of "duyên" (fate or chance encounter), but with a positive meaning of unexpected good fortune. Teachers may compare or contrast similar grammatical structures or pronunciation sounds to teach grammar

and pronunciation. One student shared, *"My teacher mentioned the structural similarities between "have/has with the past participle" and "đã với động từ" to explain the present perfect tense.*" Another student also stated that he had difficulties memorizing word stresses, but once his teacher contrasted Vietnamese and English last syllables, he grasped the lesson more. Not only does this help students to remember the lesson better, but it builds upon what they already know.

Data from the semi-structured interviews has demonstrated that students' attitudes toward translanguaging may vary according to their level of English proficiency. A student with better English competence frequently prefers an all-English classroom learning environment, saying, *"I prefer speaking English the whole time. Translanguaging sometimes distracts me because my friends use too much Vietnamese during group work.".* Furthermore, they exhibit no fear of committing English-speaking errors, acknowledging that such errors are commonplace in EFL schools and that they have improved their learning through their blunders. Three out of five participants noted that when they cannot articulate their ideas in English, they choose to remain mute instead of using the second form of translanguaging, which the students initiate. They also expressed concerns about their peers overusing translanguaging, potentially hindering their language development.

On the other hand, students with lower proficiency seemed to appreciate translanguaging more for connecting the dots in their understanding. One student said, *"Sometimes I can't find a word in English. Vietnamese helps me not feel lost or shy.*" There were hardly any drawbacks associated with translanguaging practices for students with lower English proficiency. They were more willing to draw on their native language when unable to locate a particular word or equivalent terms without much fuss. More importantly, they openly stated that translanguaging prepares them better for authentic interactions. This occurrence has made them much more versatile and flexible as communicators because of this occurrence. While participants have recognized that the primary role of translanguaging is cognitive and pedagogical, its affective functions are less pronounced.

The interviews revealed interesting perceptions regarding translanguaging as a peer collaboration facilitator in EFL contexts, which aligned with the conclusions made by Pham and Nguyen (2024). Three participants stated that translanguaging was more than an instructional tool; it was an essential resource for group tasks and discussions. For example, they often used their first language to negotiate meaning, pin down task procedures, and brainstorm ideas collectively before they had to present in English. This peer-mediated translanguaging often bridges understanding gaps among group members with different proficiency levels, facilitating cooperative learning. A student said," *When working in groups, we use Vietnamese to organize our ideas first, then translate them into English. It saves time and makes our presentation better.*" Another stated," *We explain tasks to each other in Vietnamese because not everyone can follow instructions in English.*" Students also pointed out that translanguaging enabled them to co-create knowledge by drawing on cultural references and linguistic metaphors peculiar to the Vietnamese, which made their discussions lively and further engaged them with the text.

However, the interviews also showed one probable challenge: weaker students relied heavily

on translanguaging during collaborative tasks, while their higher-proficiency peers sometimes found this practice unproductive or distracting. The resulting dichotomy calls for a balanced methodology while applying translanguaging strategies so that the collective advantages are maximized without alienating those advanced learners who might prefer communication in English over other languages.

Discussion

The results and findings indicate that while most students have positive attitudes toward translanguaging in Vietnamese EFL, less competent students tend to be more receptive to this employment. These results align with Jiang's (2022) findings that show non-majored English students are more welcome to use translanguaging than English-majored students. Implementing translanguaging in EFL classrooms may create a less intimidating atmosphere for students, which could be the main reason why less competent learners embrace translanguaging (Krashen, 1982). Removing the policy of solely English, the EFL classroom will resemble any other Vietnamese classroom, which many students are more accustomed to. Conversely, more competent English learners may exhibit reservations towards translanguaging. They may perceive translanguaging as a time-consuming and unnecessary approach in classrooms. During the interviews, they stated that their primary goal in class is to attain fluency and accuracy and that translanguaging has disrupted some of their practice. Consequently, some of them view translanguaging as counterproductive to this objective. Generally, this study suggests a favorable attitude toward translanguaging but a preference for focusing on target language development in the classroom.

Students' attitudes toward translanguaging are different as it depends on many factors, including linguistic backgrounds, proficiency levels, and cultural perceptions. For instance, students with high proficiency often prefer to be immersed in the target language and consider translanguaging a hindrance to achieving fluency (Revera & Mazak, 2017). On the other hand, lower-proficiency students may find translanguaging useful for grasping ideas and building confidence as they can use their mother tongue to understand difficult concepts (Lucas et al., 2023). Besides that, cultural factors play an important role; students coming from monolingual backgrounds may reject translanguaging because they think it undermines language learning, whereas those from multilingual settings may view it as an accepted norm of communication (Leonet et al., 2024). Such varied views only reinforce the fact that teachers need to take into account different student profiles and cultural contexts when applying translanguage practices in class.

To effectively implement translanguaging in EFL classrooms, instructors should adopt a structured approach, balancing the use of students' native languages with the target language. Teachers can strategically incorporate translanguaging to clarify complex concepts, explain cultural nuances, or promote inclusivity during discussions (Cenoz & Gorter, 2020). To enhance comprehension and engagement, lesson plans should integrate multilingual resources, such as bilingual glossaries or culturally relevant examples (MacSwan, 2022). It is also crucial to provide professional development opportunities for teachers to improve their multilingual

teaching practices (Khote, 2023). Finally, regular feedback from students can help refine the application of translanguaging and address any challenges, ensuring that it complements language acquisition goals (Nguyen et al., 2022).

Conclusion

This investigation seeks to clarify the role of translanguaging by looking into students' attitudes and experiences with it. The findings revealed that personal experiences, linguistic proficiency, and even cultural factors might influence how pupils perceive and use translanguaging. The study also found that cognitive and pedagogical aims are more prevalent in EFL classrooms. Translanguaging may facilitate the teacher's teaching and the student's learning process but also slow down the English acquisition process. In this particular research situation, the advantages of translanguaging exceeded the disadvantages. However, teachers must establish teaching strategies that capitalize on the benefits of translanguaging while limiting its drawbacks. A proposed strategy entails normalizing translanguaging in educational contexts while preserving a balance between the two languages. Finally, by acknowledging the benefits and difficulties of translanguaging, linguistics can provide the groundwork for refining educational tactics or sparking innovations that will change this approach from a mere distraction to a significant component of language performance.

Longitudinal studies are needed in the future to explore the impact of prolonged translanguaging on learners' English proficiency and confidence in Vietnamese EFL classrooms. In addition, the generalizability of findings would benefit from larger and more diverse sample sizes from multiple institutions. It is imperative to have professional development programs for teachers to equip them with skills for instilling translanguaging while maintaining an equilibrium between the English language and their mother tongues. Structured translanguaging strategies — such as bilingual glossaries - can be used to maximize benefits for more difficult concepts. Last but not least, future studies should seek to investigate the cultural and institutional determinants of the willingness of both teachers and students to use translanguaging practices.

Acknowledgments

References

Bensalem, E., & Thompson, A. (2021). Multilingual effects on EFL learning: a comparison of foreign language anxiety and self-confidence experienced by bilingual and multilingual tertiary students. *International Journal of Bilingual Education and Bilingualism*, *25*(7), 2653-2667. https://doi.org/10.1080/13670050.2021.1943306

Cahyani, H., de Courcy, M., & Barnett, J. (2016). Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of*

Bilingual Education and Bilingualism, *21*(4), 465-479.
https://doi.org/10.1080/13670050.2016.1189509

Canagarajah, S. (2012). *Translingual Practice: Global Englishes and Cosmopolitan Relations (1st ed.)*. Routledge. https://doi.org/10.4324/9780203073889

Cenoz, J., & Gorter, D. (2011). A Holistic Approach to Multilingual Education: Introduction. *The Modern Language Journal*, *95*(3), 339-343. https://doi.org/10.1111/j.1540-4781.2011.01204.x

Cenoz, J., & Gorter, D. (2017). Translanguaging as a pedagogical tool in multilingual education. The Modern Language Journal, *101*(3), 590-603. https://doi.org/10.1007/978-3-319-02240-6_20

Conteh, J. (2018). Translanguaging. *ELT Journal*, *72*(4), 445-447. https://doi.org/10.1093/elt/ccy034

Cook, V. (2022). Multi-competence and translanguaging. In J. MacSwan (Ed.), *Multilingual perspectives on translanguaging*, 25–39. Bristol, UK: Multilingual Matters. https://doi.org/10.21832/9781800415690-004

Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching. *Modern Language Journal, 94*(1), 103–115. https://doi.org/10.1111/j.1540-4781.2009.00986.x

Cromarty, W. R. (2019). Building a knowledge base for language teaching through translanguaging. *Journal for Language Teaching*, *52*(2), 100. https://doi.org/10.4314/jlt.v52i2.

Cummins, J. (2005). A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. *Modern Language Journal, 89*, 585–592.

Du, T. M., Nguyen, T. N., & Le, N. A. (2024). Improving First-Year English-Majored Students' Speaking Skills through Using Digital Storytelling. *International Journal of Language Instruction*, *3*(2), 29–44. https://doi.org/10.54855/ijli.24323

Fang, F., Zhang, L. J., & Sah, P. K. (2022). Translanguaging in Language Teaching and Learning: Current Practices and Future Directions. *RELC Journal*, *53*(2), 305-312. https://doi.org/10.1177/00336882221114478

Forman, R. (2010). Ten principles of bilingual pedagogy. In A. Mahboob (Ed.), *The NNEST lens: Non-native English speakers in TESOL* (54-86). Newcastle, UK: Cambridge Scholar Publishing

García, O., & Wei, L. (2014). Translanguaging and education. *In Translanguaging: Language, bilingualism, and education,* 63-77. Palgrave Macmillan, London. https://doi.org/10.1057/9781137385765.0011

Gunnarsson, T. (2019). Multilingual students' use of their linguistic repertoires while writing in L2 English. *Lingua*, *224*, 34-50. https://doi.org/10.1016/j.lingua.2019.03.007

Hornberger, N., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, *15*(3), 261–278. https://doi.org/10.1080/13670050.2012.658016

Jiang, Z. W., Zhang, L. J., & Mohamed, N. (2022). Researching Translanguaging as a Feasible Pedagogical Practice: Evidence from Chinese English-as-a-Foreign-Language Students' Perceptions. *RELC Journal, 53*(2), 371-390. https://doi.org/10.1177/00336882221113653

Khote, N. (2023). A teacher's perspective of translanguaging corrientes: Contextualizing power and control in the translanguaging stance. In R. V. Singh & D. M. Schwarzer (Eds.), *Developing translanguaging repertoires in critical teacher education* (117–135). Berlin, Germany: De Gruyter. https://doi.org/10.1515/9783110735604-008

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Le, T. N. H. (2022). A Study on Code-Switching in Oral and Texting Interaction and Communication of University Lecturer and Students. *International Journal of TESOL & Education*, *2*(3), 149-166. https://doi.org/10.54855/ijte.222310

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualization and contextualization. *Educational Research and Evaluation*, *18*(7), 655-670. https://doi.org/10.1080/13803611.2012.718490

Leonet, O., Saragueta, E., & Arocena, Eli. (2024). Shifting the perception of languages and their status through the use of pedagogical translanguaging as a tool to increase language awareness. *Language, Culture and Curriculum, 37*(3), 363–384. https://doi.org/10.1080/07908318.2024.2344562

Lucas, R.I.G., Alieto, E.O., Eijansantos, A.M. (2023). Assessing language attitudes towards translanguaging of young adult multilingual learners. In *Translanguaging in Multilingual Contexts*, 45-62. Springer, Singapore. https://doi.org/10.1007/978-981-99-8589-0_3

MacSwan, J. (2022). Codeswitching, translanguaging and bilingual grammar. In J. MacSwan (Ed.), *Multilingual perspectives on translanguaging*, 83–125. Bristol, UK: Multilingual Matters. https://doi.org/10.21832/9781800415690-006

Menken, K. & Sánchez, M. (2019). Translanguaging in English-Only Schools: From Pedagogy to Stance in the Disruption of Monolingual Policies and Practices. *TESOL Quarterly. 53*(3). https://doi.org/10.1002/tesq.513

Nguyen, H. A. T., Chik, A., & Woodcock, S. (2022). Translanguaging in English-medium instruction: teacher practices at a Vietnamese university. In *English Medium Instruction Practices in Vietnamese Universities: Institutional, Practitioner and Student Perspectives*, 137-151. Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-19-2169-8_9

Nguyen, H. (2019). Exploring the Usefulness of Translanguaging in Ha Nam High School: An

Exploratory Action Research Project. 123doc. https://123docz.net/document/6652717-exploring-the-usefulness-of-translanguaging-in-a-ha-nam-high-school-an-exploratory-action-reseach-project.htm

Pham, K. & Vu, V. (2023). Vietnamese EFL secondary teachers' translanguaging use and their perceptions. *Ho Chi Minh City Open University Journal of Science-Social Sciences, 13*(2), 37-54. https://doi.org/10.46223/hcmcoujs.soci.en.13.2.2608.2023

Pham, H. N. U., & Nguyen, T. D. (2024). Translanguaging in EFL Classrooms: Practice and Implications for Lecturers from Students' Lens. *International Journal of TESOL & Education*, *4*(4), 54-68. https://doi.org/10.54855/ijte.24443

Phan, T. A. N., Le, H. H., & Phan, G. A. V. (2024). From Words to Wonders: EFL Students' Perceptions of Digital Storytelling for Language Learning. *International Journal of Language Instruction*, *3*(4), 59–92. https://doi.org/10.54855/ijli.24344

Phuong, N. (2021). Translanguaging practices in EMI settings from the perspective of student agency: An example from Vietnamese higher education. *English-medium instruction translanguaging practices in Asia: Theories, frameworks, and implementation in higher education*, 121-141. https://doi.org/10.1007/978-981-16-3001-9_7

Prilutskaya, M. (2021). Examining Pedagogical Translanguaging: A Systematic Review of the Literature. *Languages*, *6*(4), 180. https://doi.org/10.3390/languages6040180

Purkarthofer, J., & Mossakowski, J. (2011). Bilingual teaching for multilingual students? Innovative dual-medium models in Slovene-German schools in Austria. *International Review of Education*, *57*(5-6), 551-565. https://doi.org/10.1007/s11159-011-9255-3

Rivera, A. J., & Mazak, C. M. (2017). Analyzing student perceptions on translanguaging: A case study of a Puerto Rican ESL classroom. *HOW*, 24(1), 122-138. https://doi.org/10.19183/how.24.1.312

Slavin, R.E. & Cheung, A. (2005). A synthesis of research on the language of reading instruction for English language learners. *Review of Educational Research, 75*(2), 247-284. https://doi.org/10.3102%2F00346543075002247

Schulze, J., Ittner, A., & Marquez, E. (2024). Translanguaging in the Multilingual Classroom: From Theory to Practice. *WAESOL Educator*, *44*(2), 38–40. Retrieved from https://educator.waesol.org/index.php/WE/article/view/246

Turnbull, B. (2017). The translanguaging classroom: leveraging student bilingualism for learning. *International Journal of Bilingual Education and Bilingualism*, *22*(5), 639-640. https://doi.org/10.1080/13670050.2016.1275289

Wang, D. (2016). Translanguaging in Chinese foreign language classrooms: students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, *22*(2), 138–149. https://doi.org/10.1080/13670050.2016.1231773

Wei, L. (2017). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, *39*(2), 261-261. https://doi.org/10.1093/applin/amx044

Zein, S. (2018). Translanguaging as a metadiscursive practice in the EYL classroom: Preparing prospective teachers. In S. Zein & R. Stroupe (Eds.), *English language teacher preparation in Asia: Policy, research, and practice (1st ed),* 47-62. New York, NY: Routledge. https://doi.org/10.4324/9781315105680-3

Biodata

Ngo Kieu Trinh is currently working as a part-time teacher at an English center and a full-time worker at a design company in Phu My Hung. She earned her BA in English Language in 2022. Her research interests include cognitive linguistics and cross-cultural communication.