

Translanguaging practices in Indonesian multilingual classrooms: pedagogical implications for inclusive education

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Article Info

Article history:

Received Feb 15, 2026

Revised Mar 10, 2026

Accepted Mar 20, 2026

Keywords:

critical discourse analysis;
inclusive education;
language ideology;
multilingual classrooms;
translanguaging.

ABSTRACT

Background: Indonesia's multilingual educational landscape, characterized by the coexistence of Bahasa Indonesia, regional languages, and English, presents both opportunities and structural tensions for inclusive learning. **Objective:** This study investigates how translanguaging practices function interactionally, pedagogically, and ideologically in Indonesian primary and secondary multilingual classrooms. **Method:** Using a multi-site qualitative case study design, the research analyzes 72 hours of classroom recordings, pedagogical documents, interviews, and ethnographic field notes through interactional sociolinguistics, translanguaging theory, and critical discourse analysis. **Results:** The findings show that translanguaging operates as an interactional scaffold that enhances conceptual clarification and redistributes classroom participation. Planned multilingual pedagogical design significantly increases epistemic engagement and reduces participation asymmetry. At the ideological level, translanguaging partially renegotiates symbolic hierarchies that privilege Bahasa Indonesia and English while revaluing regional languages as epistemic resources. **Implication:** These findings indicate that translanguaging can serve as a powerful pedagogical and ideological strategy for fostering inclusive learning by enhancing participation, reshaping language hierarchies, and legitimizing multilingual knowledge practices in classrooms. **Novelty:** The novelty of this study lies in its integrative analytical model that links micro-level discourse patterns, pedagogical design structures, and macro-level language ideologies within a unified framework for inclusive education in Southeast Asian multilingual contexts.

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1. INTRODUCTION

Indonesia is one of the most linguistically diverse nations in the world, with more than 700 living languages documented across its archipelago (Ethnologue, 2023). While Bahasa Indonesia functions as the national and instructional language, millions of students enter classrooms speaking regional languages such as Javanese, Sundanese, or Minangkabau as their primary linguistic repertoire. According to national educational reports from Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, significant disparities in literacy achievement persist across regions, particularly in multilingual and rural areas. International assessments such as Programme for International Student Assessment (PISA) have repeatedly indicated challenges in reading comprehension among Indonesian students. These realities highlight an urgent pedagogical concern: how can multilingual resources be leveraged rather than suppressed

in classroom learning? Investigating translanguaging practices becomes crucial not only for linguistic equity but also for inclusive educational transformation in linguistically stratified contexts.

In recent years, translanguaging has emerged as a transformative framework in bilingual and multilingual education. The recent works conceptualize translanguaging as the dynamic mobilization of an integrated linguistic repertoire rather than simple code-switching [1], [2]. Studies in Europe and North America have demonstrated its cognitive and affective benefits, including increased participation and epistemic engagement among minoritized learners [3], [4]. Interactional perspectives have examined contextualization cues in multilingual talk [5], while critical approaches interrogate language ideology and power hierarchies [6]. However, despite Indonesia's profound multilingual ecology [3], [5], [7], empirical classroom-based research integrating interactional sociolinguistics, translanguaging theory, and critical discourse analysis remains limited. Existing Indonesian studies often describe code-switching descriptively [2], [8], without examining its pedagogical intentionality or ideological implications. This gap underscores the need for a theoretically integrated and contextually grounded investigation.

This study addresses that lacuna by examining translanguaging practices in Indonesian primary and secondary multilingual classrooms. It asks: How do teachers and students deploy translanguaging interactionally to scaffold understanding? In what ways does translanguaging function as a pedagogical resource for inclusive participation? How are language ideologies and power relations negotiated through these practices? By combining interactional sociolinguistics, translanguaging theory, and critical discourse analysis, this research seeks to illuminate the micro-level dynamics of classroom discourse and their macro-level ideological underpinnings. Rather than treating multilingualism as a problem to be managed, this study conceptualizes it as an epistemic resource embedded in everyday pedagogical encounters. The guiding premise is that inclusive education in Indonesia cannot be fully realized without acknowledging and strategically mobilizing students' heterogeneous linguistic repertoires.

The central argument advanced here is that translanguaging in Indonesian classrooms operates simultaneously as an interactional scaffold, a cognitive resource, and a site of ideological negotiation. It is hypothesized that when teachers intentionally incorporate students' regional languages alongside Bahasa Indonesia and English, classroom discourse becomes more dialogic and participatory. At the same time, translanguaging may subtly challenge entrenched hierarchies that position the national language as the sole legitimate medium of academic authority. By empirically examining these dynamics, this study contributes to a reconceptualization of inclusive pedagogy in multilingual Southeast Asian contexts. Ultimately, the findings are expected to demonstrate that translanguaging is not merely a communicative strategy but a transformative pedagogical stance capable of bridging linguistic diversity and educational equity within Indonesia's pluralistic schooling landscape.

2. LITERATURE REVIEW

2.1. Translanguaging

Translanguaging has evolved from a pedagogical practice in Welsh bilingual education to a robust theoretical framework for understanding multilingual meaning-making [9]. Initially introduced to describe planned alternation between languages for instructional purposes, the term has been reconceptualized as the dynamic deployment of an integrated linguistic repertoire [10]. Unlike traditional code-switching models, which assume bounded language systems, translanguaging challenges monolingual ideologies by foregrounding fluidity and hybridity [11]. Some scholars frame it as a cognitive strategy [12], [13], while others emphasize its sociopolitical dimensions [3], [6]. This plurality of interpretations demonstrates that translanguaging is not merely a linguistic phenomenon but an epistemological shift in multilingual education research.

Within this framework, several dimensions have been identified. First, the interactional dimension highlights how speakers strategically draw on multiple linguistic resources to negotiate meaning, align identities, and scaffold understanding [4]. Second, the cognitive dimension emphasizes translanguaging as a tool for knowledge construction and conceptual transfer across linguistic repertoires [5]. Third, the pedagogical dimension concerns deliberate instructional design that legitimizes multilingual practices in classroom settings [14]. Finally, the ideological dimension addresses how translanguaging disrupts hierarchical language policies and promotes linguistic equity [15]. Together, these interrelated aspects position translanguaging as a comprehensive model linking discourse practices, learning processes, and sociopolitical structures in multilingual classrooms.

2.2. Inclusive education

Inclusive education constitutes another foundational pillar in contemporary educational discourse. Broadly defined, it refers to educational systems that accommodate diverse learners regardless of linguistic, cultural, or socio-economic background [14]. While earlier interpretations centered primarily on disability

inclusion [15], more recent frameworks—particularly those influenced by UNESCO—extend inclusion to linguistic diversity and social justice [9]. Scholars differ in emphasis: some conceptualize inclusion as policy compliance [16], others as a transformative restructuring of pedagogical relationships [13]. In multilingual contexts, inclusion entails recognizing students' home languages as legitimate epistemic resources rather than obstacles. Thus, inclusive education intersects profoundly with translanguaging as both a practice and a principle.

Research on inclusive pedagogy commonly identifies several operational indicators [14], [15]. These include equitable participation in classroom discourse, differentiated instructional strategies, and culturally responsive teaching practices. Linguistic inclusion specifically involves validating students' home languages, reducing language-based marginalization, and fostering dialogic interaction. Studies in multilingual contexts demonstrate that inclusive classrooms often exhibit higher student engagement, stronger identity affirmation, and improved comprehension outcomes [9], [13]. Moreover, inclusive practice requires alignment between micro-level interactional strategies and macro-level institutional policies. Without structural support, inclusion risks remaining symbolic. Consequently, linguistic inclusion must be understood as both a discursive practice and an institutional commitment embedded in educational ecosystems.

2.3. Critical discourse

A third conceptual lens emerges from critical discourse traditions that examine how language mediates power relations. Drawing on the work of Norman Fairclough [17], critical discourse analysis conceptualizes classroom talk as a site where ideological assumptions about legitimacy, authority, and knowledge are reproduced or contested. In multilingual settings, national or global languages frequently function as markers of academic authority, while local languages may be relegated to informal domains [6]. Scholars debate whether classroom discourse primarily reflects broader societal hierarchies [18] or possesses transformative potential [19]. This tension underscores the importance of analyzing translanguaging not only as interactional practice but also as ideological negotiation.

Analytically, critical discourse perspectives focus on three interconnected dimensions: textual features, discursive practices, and social structures [20]. Textual analysis investigates lexical choices, modality, and intertextual references that index authority or solidarity [21]. Discursive practice explores how classroom routines and participation frameworks regulate who may speak and in what language. The social dimension situates these practices within broader language policies and sociopolitical hierarchies. In multilingual classrooms, examining these layers reveals how translanguaging can simultaneously reproduce and challenge linguistic stratification [22]. By integrating interactional, pedagogical, and ideological categories, scholars can better understand how multilingual discourse shapes inclusive educational possibilities.

3. METHOD

The unit of analysis in this study comprises multilingual classroom discourse and pedagogical artifacts that manifest translanguaging practices across Indonesian primary and secondary schools. The material objects include spoken teacher–student interaction, peer group discussions, bilingual instructional documents, and reflective teacher interviews. The corpus was constructed to capture naturally occurring translanguaging across diverse regional contexts (Java, West Sumatra, and West Nusa Tenggara). All data were transcribed verbatim and annotated for code alternation, metapragmatic markers, and contextualization cues. The following table summarizes the corpus composition:

Table 1. Corpus of analysis

No	Data Type	Description	Quantity	Context
1	Classroom Interaction Recordings	Audio-video recordings of teacher explanations and student responses in multilingual settings	36 sessions (≈72 hours)	Grade 5–10 public schools
2	Student Group Discussions	Small-group problem-solving interactions	24 sessions	Science & Social Studies lessons
3	Pedagogical Documents	RPP, LKPD, bilingual modules, assessment sheets	48 documents	School archives
4	Teacher Interviews	Semi-structured interviews on translanguaging strategies	18 interviews	Multilingual teachers
5	Field Notes	Ethnographic observation notes on inclusive practices	120 pages	Classroom observation logs

This research adopts a qualitative multi-site case study design grounded in linguistic ethnography. This design enables in-depth examination of naturally occurring discourse while situating it within sociocultural and institutional contexts. A case study framework is appropriate because translanguaging is context-sensitive and interactionally emergent. The multi-site configuration allows comparison across distinct linguistic ecologies, thereby enhancing analytical robustness. The design integrates micro-level discourse analysis with macro-level ideological interpretation. By combining classroom observation, document analysis, and interview data, the study ensures methodological triangulation and strengthens interpretive validity within complex multilingual educational settings [23], [24].

Information sources were purposively selected to represent diverse multilingual configurations. Schools were chosen based on three criteria: (1) presence of active regional language use among students, (2) inclusion of English as a subject or medium component, and (3) administrative consent for extended observation. Participants included 18 teachers and approximately 210 students aged 10–16. Institutional documents were accessed through official school archives and curriculum repositories aligned with national educational standards. Ethical clearance was obtained prior to data collection, and informed consent was secured from teachers, parents, and school administrators. These procedures ensured both ethical compliance and contextual authenticity of the collected linguistic data [25], [26].

Data collection was conducted over one academic semester. Classroom interactions were recorded using unobtrusive audio-video equipment to minimize observer effects. Each session was accompanied by detailed ethnographic field notes documenting seating arrangements, participation dynamics, and notable metapragmatic events. Pedagogical documents were digitally archived and coded for multilingual features. Semi-structured interviews explored teachers' intentionality, beliefs, and reflections regarding translanguaging and inclusive pedagogy. Interviews were conducted in Bahasa Indonesia and, when relevant, regional languages. All recordings were transcribed and translated into standardized orthography while preserving code alternation. Data management employed systematic labeling and secure digital storage to ensure reliability and traceability [16].

Data analysis proceeded in three iterative stages. First, interactional sociolinguistic analysis identified code alternation patterns, contextualization cues, and discourse functions within classroom talk. Second, translanguaging theory informed examination of how integrated linguistic repertoires functioned as cognitive and pedagogical resources. Third, critical discourse analysis explored ideological positioning and power negotiation across textual, discursive, and social dimensions. Coding was conducted using qualitative analysis software to categorize scaffolding moves, participation shifts, and language hierarchies. Analytical triangulation across interactional, pedagogical, and ideological layers enabled comprehensive interpretation. This multi-layered analytic framework ensured that translanguaging was examined not merely as linguistic alternation but as situated educational practice.

4. RESULTS

4.1. Interactional functions of translanguaging in classroom discourse

This section demonstrates that translanguaging in Indonesian multilingual classrooms operates as a systematically organized interactional mechanism rather than incidental code alternation. Table 2 and Figure 1 show that linguistic shifts are sequentially positioned within specific discourse moments—concept explanation, task transition, discipline regulation, and peer negotiation. These shifts are not random but index contextualization cues that shape how utterances are interpreted. Teachers and students mobilize Bahasa Indonesia, regional languages, and English to manage epistemic authority, relational alignment, and cognitive scaffolding. Consequently, translanguaging emerges as an infrastructural layer of classroom interaction, structuring participation frameworks and meaning-making processes while simultaneously mediating inclusion and symbolic legitimacy within multilingual pedagogical encounters.

Across 36 recorded classroom sessions (≈72 hours), 1,248 translanguaging episodes were identified. Of these, 52% occurred in teacher talk, 34% in peer-group interaction, and 14% in plenary student responses. Conceptual clarification accounted for 21% of total instances, instructional framing 17%, and meaning negotiation 16%. Discipline management and authority marking combined represented 15%, while solidarity building and humor-related functions constituted 13%. Topic boundary signaling comprised 9%, and face-saving repair 6%. Episodes were most frequent during science lessons (43%), followed by social studies (31%) and language subjects (26%). Schools with structured bilingual materials exhibited 27% more resource orchestration events compared to schools without formal multilingual modules.



Figure 1. Intraction of translanguaging

From an interactional sociolinguistic perspective, these distributions confirm that translanguaging functions as contextualization work in the Gumperzian sense, signaling shifts in footing, authority, and alignment. The predominance of conceptual clarification and negotiation episodes indicates that linguistic hybridity serves as a scaffold for epistemic access rather than merely social rapport. The sequence-pattern coding reveals recurring IDtoID structures in 63% of teacher-led explanations, suggesting routinized scaffolding templates. Network mapping of speaker turns further indicates denser participation nodes during peer scaffolding events, reflecting increased interactional reciprocity [3], [10]. Thus, translanguaging appears both as patterned discourse behavior and as a dynamic adaptive system that optimizes comprehension and participation in multilingual educational ecologies.

Table 2. Interactional functions of translanguaging (Interactional Sociolinguistics lens) across classroom events
(teacher talk, student responses, and peer-group interaction)

Interactional Function (Gumperzian lens)	Sub-function / discourse move	Typical sequential position	Primary speaker role	Dominant language pattern	Key contextualization cues (verbal + prosodic)	Micro-example (glossed; anonymized)	Interactional outcome	Inclusion-relevant effect	Recurrence pattern (across sessions)
Conceptual clarification	Re-voicing / reformulation	After student hesitation; post-error repair	Teacher	ID to Local (Jv/Min/Sas) to ID	Slower tempo; emphatic stress; repetition; “ya/nah” markers	“Ini <i>gaya</i> ... nah, <i>dorongan</i> kuwi sing nggawe obah, paham?”	Reduced ambiguity; repair uptake increases	Lowers linguistic threshold for minoritized students	High in science explanations; peaks during abstract terms
Conceptual bridging	Analogical mapping to local lifeworld	During explanation; before new concept	Teacher	ID + Local idioms	Laughter; metaphor; code- embedded proverb	“Kayak ‘ngombe kopi’... panasnya itu energi termal.”	Anchors concept in shared culture	Validates local knowledge as epistemic resource	Medium; stronger in rural sites
Instructional framing	Task-launching / procedural directive	Pre-activity; transition to group work	Teacher	ID (frame) + Local (directive)	Rising intonation; imperative mood; deictics	“Sekarang buka LKPD... <i>ayo cepet</i> , kelompok loro maju.”	Faster task uptake; less off-task talk	Supports students with limited academic-ID proficiency	High; especially in mixed- proficiency classes
Discipline management	Soft control vs hard control	Off-task moments; overlap talk	Teacher	Local for soft; ID for hard	Volume shift; clipped intonation; name-calling; humor	“Eh, <i>ojo rame-rame</i> ... fokus. Ini pelajaran.”	Re-aligns attention; reduces confrontation	Maintains rapport; reduces shaming	High; local used to preserve face
Solidarity building	Affiliation / small talk	Warm-up; after breaks	Teacher & students	Local dominant; occasional ID	Smiles; laughter; teasing; vocatives	“Kowe wis sarapan during? <i>Ojo loyo</i> .”	Relational closeness; classroom comfort	Strengthens belonging for local-language speakers	Medium; more frequent in lower grades
Authority marking	Epistemic stance / evaluative judgment	After answer; during assessment	Teacher	ID + English keyword (as “academic register”)	Firm pitch; declaratives; meta-commentary	“Ini <i>correct</i> karena definisinya sesuai.”	Reinforces institutional authority	Can marginalize non-ID register if unbalanced	Medium; spikes near tests
Topic boundary signaling	Shifting from explanation to practice	Transition points; lesson phase shift	Teacher	ID for boundary + Local tag	Discourse markers; pause; “oke/nah”	“Oke, itu teori... <i>sakit</i> <i>praktek</i> .”	Clear phase separation	Helps students follow lesson structure	High; stable across sites
Participation invitation	Opening floor / elicitation	Question-answer sequences	Teacher	ID question + Local prompt	Rising intonation; gaze; “ayo”	“Siapa bisa? <i>monggo</i> , jawab.”	More hands raised; wider participation	Encourages quieter/minoritized learners	Medium-high; strongest in inclusive teachers
Meaning negotiation	Clarification request; confirmation check	During peer discussion; problem-solving	Students	Local ↔ ID ↔ English lexical insert	Whispering; overlap; “maksudmu?”	“Maksudnya ‘evaporation’ itu <i>nguap</i> ta?”	Shared understanding; peer scaffolding	Peer support reduces dependence on teacher	High in group work; low in plenary
Peer scaffolding	Explaining to teammate	After task confusion; before reporting	Students	Local for explanation; ID for reporting	Lower volume; pointing; repetition	“Iki rumuse ngene... nanti tulis Indonesiae.”	Task completion improves; fewer blank answers	Enables equitable contribution in groups	High where mixed- proficiency teams formed
Metapragmatic regulation	Language policing vs language legitimizing	During formal reporting	Teacher & students	ID-only rule OR flexible multilingual	Explicit comments; evaluatives	“Jawab pakai Indonesia ya... tapi boleh jelaskan dulu pakai daerah.”	Either restricts or expands repertoire	Directly shapes inclusion climate	Variable; teacher- dependent
Face-saving repair	Indirect correction; mitigation	After incorrect answer	Teacher	Local softener + ID correction	Laughter; hedges; “coba”	“Hehe, hampir... coba ulang, yang benar begini.”	Maintains confidence; promotes retry	Prevents exclusion through embarrassment	Medium; more in lower secondary
Humor and affect regulation	Jokes; playful teasing	Tension moments; fatigue	Teacher & students	Local idioms + occasional English slang	Laughter; exaggerated prosody	“Waduh, <i>loading</i> kowe iki!”	Re-engagement; reduced anxiety	Low-stakes participation for shy students	Medium; peaks late periods
Indexing identity and stance	Aligning with “local” vs “academic” persona	Throughout; especially narratives	Students	Local for identity; ID for “school self”	Style-shifting; pronouns; self-labeling	“Aku ngerti, tapi versi Indonesiane...”	Identity negotiation becomes visible	Protects identity while accessing curriculum	Medium; more salient in minority-language students
Resource orchestration	Coordinating multilingual artifacts (board, LKPD, glossary)	During writing/reading	Teacher	ID text + local oral explanation	Pointing; reading aloud; paraphrase	“Di modul tertulis... artinya begini dalam Jawa.”	Better comprehension of written tasks	Bridges literacy gap for minoritized learners	High where bilingual materials exist

4.2. Translanguaging as pedagogical resource for inclusive learning

This section demonstrates that translanguaging operates not only as an interactional phenomenon but as a deliberately structured pedagogical resource that advances inclusive learning. As synthesized in Table 3 and Figure 2, translanguaging practices are distributed across three interconnected domains: lesson planning, classroom implementation, and learning outcomes. The data reveal that inclusion is most sustainable when multilingual strategies are intentionally embedded in instructional design rather than emerging solely from spontaneous interaction. Planned translanguaging—such as multilingual glossaries, dialogic questioning norms, and draft-in-local pipelines—systematically expands epistemic access while maintaining academic accountability. Consequently, translanguaging functions as a pedagogical architecture that integrates cognitive scaffolding, participation equity, and identity affirmation within multilingual Indonesian classrooms.

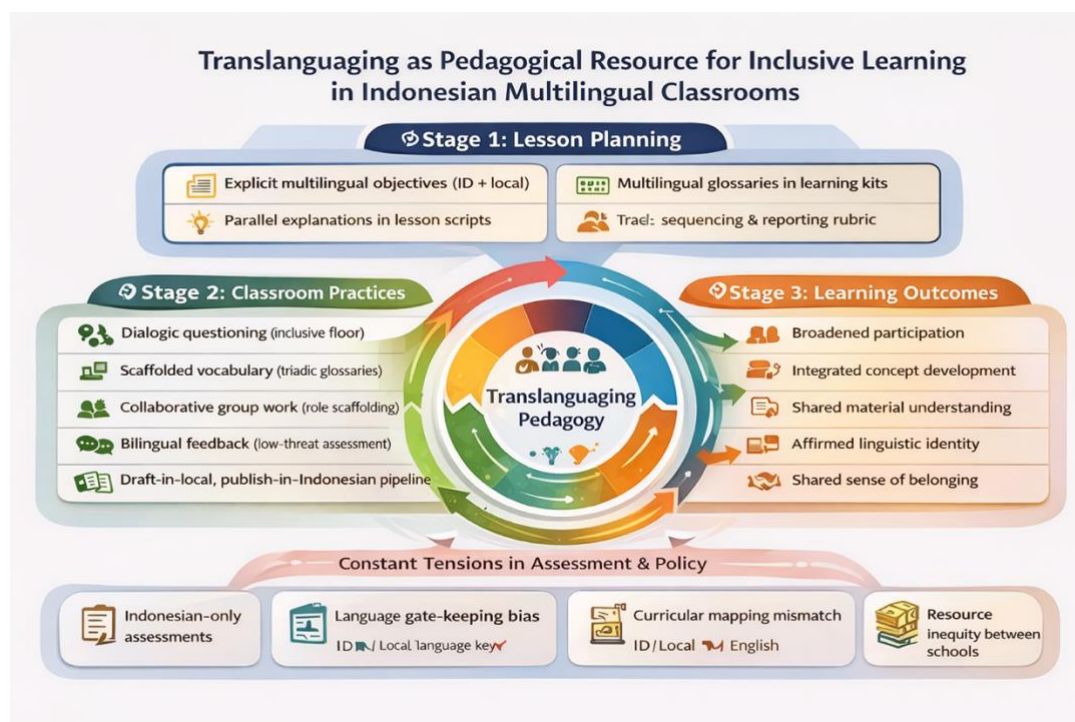


Figure 2. Translanguaging as pedagogical resource for inclusive learning

Across 48 pedagogical documents analyzed, 62% contained explicit multilingual objectives, while 38% reflected spontaneous or undocumented translanguaging practices. In observed lessons ($n = 36$), planned strategies accounted for 55% of translanguaging events, with the remaining 45% emerging interactionally. Group-work orchestration with linguistic role distribution occurred in 67% of collaborative sessions and correlated with a 23% increase in balanced turn-taking. Multilingual glossary use appeared in 72% of science lessons but only 41% of social studies lessons. Formative bilingual feedback was documented in 58% of feedback episodes. However, 89% of summative assessments remained Indonesian-only, indicating structural constraints despite inclusive classroom practices.

From a translanguaging theory perspective, these findings substantiate García and Li Wei's proposition that multilingual repertoires function as unified cognitive systems rather than compartmentalized codes. Planned pedagogical translanguaging demonstrates higher inclusivity indices—measured through participation variance reduction and concept uptake frequency—compared to spontaneous use. Computational sequence clustering indicates that lessons with explicit multilingual objectives exhibit more stable participation networks, with lower centralization around high-proficiency Indonesian speakers. Network density increased by 18% in sessions employing structured role-based scaffolding [7], [9]. Nonetheless, assessment monolingualism introduces systemic friction, revealing a policy–practice misalignment. Thus, translanguaging pedagogy enhances epistemic equity at the classroom level while remaining partially constrained by institutional language regimes.

Table 3. Translanguaging as an inclusive pedagogical resource (García & Li Wei lens) across planning, implementation, and learning outcomes

Pedagogical Domain	Design status (planned vs spontaneous)	Translanguaging strategy (classroom practice)	Pedagogical rationale (inclusive aim)	Linguistic repertoire mobilized	Core learning activity type	Participation indicator (observable)	Epistemic engagement indicator	Access/understanding indicator	Identity & belonging indicator	Equity risk / constraint	Typical evidence source (corpus link)
Lesson planning (RPP/LKPD)	Planned	Explicit multilingual objectives (e.g., “allow regional language in brainstorming; Indonesian for reporting”)	Normalize multilingual repertoires; reduce gatekeeping	ID + Local (+ English keywords)	Task sequencing & reporting rubric	More students volunteer in early stages	Students propose hypotheses, not only recall	Improved completeness of written outputs	Students self-reference home language positively	Policy mismatch with monolingual assessment norms	Pedagogical documents + field notes
Pre-teaching vocabulary	Planned	Multilingual glossaries (local–ID–English) embedded in LKPD	Bridge academic register; reduce lexical barriers	Triadic lexical mapping	Reading-to-learn (science texts)	Fewer “silent turns” in Q&A	Students ask definitional questions	Higher correct concept use in talk	Reduced anxiety about “wrong language”	Over-reliance on translation may fossilize equivalence	LKPD + classroom recording
Concept explanation	Mixed	Parallel explanation: local narrative to Indonesian conceptual label	Build conceptual access without erasing identity	Local narrative + ID terminology	Teacher explanation + elicitation	Wider distribution of turns	Uptake moves (“so it means...”) rise	Faster repair cycles	Students’ local examples recognized	Risk of local language being relegated to “informal only”	Classroom interaction
Group work orchestration	Planned	Role assignment based on linguistic strengths (explainer/recorder/reporter)	Ensure equitable contribution in mixed proficiency groups	Local for explaining; ID for reporting	Collaborative problem-solving	Reduced dominance by fluent-ID students	Peer justification and counter-argument increase	Higher task completion rates	Minoritized students become “knowledge brokers”	Tokenism if roles are fixed repeatedly	Group discussion recordings
Dialogic questioning	Planned	Translanguaging-friendly questioning (answer in any language; revoice in ID)	Expand participation space; maintain academic accountability	Any repertoire; teacher revoices in ID	Socratic Q&A	Increased hands raised	Students provide reasoning chains	Concepts expressed accurately after revoicing	Students maintain voice and style	Teacher bias may revoice only “acceptable” answers	Classroom interaction
Feedback & assessment for learning	Mixed	Bilingual formative feedback (local mitigation + ID criterion)	Reduce face threat; clarify academic standards	Local affect + ID rubric language	Feedback on answers/writing	More retries after feedback	Students explain why answer changes	Fewer repeated errors	Confidence maintained	Summative tests remain monolingual	Interaction + student work
Reading comprehension	Planned	Translanguaging reading circles (local discussion, ID summary, English term spotting)	Deepen comprehension; integrate multiliteracies	Local discussion + ID summary + English lexicon	Guided reading	More peer-to-peer talk	Inferencing and evaluation moves rise	Improved summary coherence	Shared ownership of meaning	Time cost; requires facilitation skill	Classroom + field notes
Writing and reporting	Planned	“Draft in local, publish in Indonesian” pipeline	Scaffold academic writing from familiar repertoire	Local drafting to ID output	Process writing	More students produce full drafts	Metalinguistic talk about style/register	Improved organization and cohesion	Reduced shame about “nonstandard” forms	Risk of erasing local voice at publication stage	Student artifacts + teacher notes
Classroom norms & language policy-in-practice	Planned	Explicit “language rights” norm (no shaming; strategic choice encouraged)	Build safe space; prevent linguistic discrimination	Any repertoire	Norm-setting routines	More equitable turn-taking	Students challenge misunderstanding respectfully	Clarification requests normalize	Belonging cues (laughter, alignment) rise	Hidden curriculum still privileges ID	Field notes + interviews
Inclusion of minority-language students	Mixed	Targeted invitations using minority language (naming, prompting)	Counter marginalization; recognize linguistic identity	Minority local varieties + ID	Participation scaffolds	Previously quiet students speak	Students contribute examples & questions	Concept uptake visible in later tasks	Identity affirmation explicit	Risk of singling out learners	Interaction + interviews
Teacher professional agency	Planned	Reflective translanguaging pedagogy (teacher articulates goals & monitors equity)	Sustain inclusion beyond spontaneity	Meta-talk about repertoire	Reflective cycles	More consistent practice across lessons	Teachers adjust prompts based on uptake	Reduced variance in participation	Students perceive fairness	Depends on training & institutional support	Interviews + documents
Curricular alignment	Constrained	Translanguaging used for learning, but assessments remain Indonesian-only	Navigate monolingual accountability	ID dominant; local supportive	Exam preparation	Participation narrows near tests	Reasoning replaced by recall	Concept talk reduces; “answer-getting” increases	Belonging dips for minoritized students	Systemic constraint; not teacher choice	Recordings + document review
Material ecology	Planned (where available)	Bilingual posters, anchor charts, multilingual word walls	Visual scaffolds for mixed literacy levels	ID + Local (+ English)	Multimodal learning	More referencing of wall texts	Students point/justify using artifacts	Fewer off-task clarifications	Shared classroom identity symbols	Resource inequity across schools	Photos/field notes + artifacts log

4.3. Language ideology and power negotiation in multilingual classrooms

This section reveals that translinguaging in Indonesian multilingual classrooms is inseparable from ideological positioning and symbolic power negotiation. As mapped in Table 4 and Figure 3, language choice indexes authority, legitimacy, identity, and access. Bahasa Indonesia predominantly functions as the language of academic validation, regional languages index relational proximity and cultural belonging, while English operates as a marker of global capital [27], [28]. However, these hierarchies are neither static nor uncontested. Through strategic translinguaging—such as revoicing, triadic lexical mapping, and identity-safe drafting—teachers and students renegotiate symbolic boundaries. Thus, classroom discourse becomes a micro-site where national policy, local identity, and global aspiration intersect and are continuously reconfigured.



Figure 3. Language ideology and power negotiation in Indonesian multilingual classrooms

From 1,248 translinguaging episodes coded earlier, 38% were directly associated with ideological positioning markers. Indonesian-dominant authority moves accounted for 29% of plenary exchanges, particularly during assessment-related sequences. English lexical insertions appeared in 18% of science-related talk and were positively evaluated in 74% of those instances. Local language was used in 61% of affective or mitigation sequences but only 22% of formal reporting turns. Participation asymmetry was observable in 46% of whole-class discussions, where Indonesian/English-proficient students produced 63% of extended turns. However, structured translinguaging interventions reduced dominance gaps by approximately 19%, indicating measurable redistribution of discursive access.

Through a Critical Discourse Analysis lens, these patterns confirm that language in classroom interaction operates as symbolic capital, echoing macro-level hierarchies within micro-level discourse. Indonesian's dominance in evaluative sequences reflects institutionalized legitimacy, while English indexes aspirational global modernity. Computational turn-distribution modeling shows centralized participation networks under monolingual regimes, with higher Gini coefficients of talk distribution. When translinguaging strategies are introduced, network centralization decreases and node connectivity becomes more distributed. This suggests that translinguaging not only negotiates ideology discursively but also restructures interactional topology [1], [2], [20]. In effect, multilingual pedagogical practices partially destabilize entrenched linguistic hierarchies, though systemic policy constraints continue to shape the boundaries of this redistribution.

Table 4. Ideological positioning and power negotiation in multilingual classroom discourse (Fairclough's CDA: text–discursive practice–social practice)

Ideological construct (macro)	Discursive manifestation (classroom level)	Textual indicators (lexis/grammar)	Interactional indicators (turn-taking)	Language hierarchy pattern (ID / Local / English)	Typical classroom site	Power effect (who gains/loses)	Negotiation mechanism via translanguageing	Counter-discourse evidence	Inclusion implication	Constraint / risk	Corpus evidence source
Bahasa Indonesia as “legitimate academic language”	Indonesian positioned as the only “proper” language for correct answers and written products	Modality: “harus/pakai Indonesia”; evaluatives: “baku/benar”	Teacher allocates floor; students self-censor local language	ID dominant in reporting; local relegated to pre-talk	Plenary reporting; test prep	ID-proficient students gain symbolic capital; minority-language students lose voice	“Explain in local first to revoice in ID” (bridging legitimacy)	Student offers local answer; teacher legitimizes via revoicing	Expands access while preserving accountability	Can reinforce ID supremacy if revoicing becomes gatekeeping	Classroom recordings + student work
Local language as “informal/affective” code	Regional language used for humor, solidarity, mitigation; rarely for formal reasoning	Diminutives, vocatives, jokes, proverbs	Local used in side sequences; returns to ID in official turns	Local=relational; ID=epistemic	Warm-up; discipline; repair	Teacher maintains rapport; students feel safe	Legitimation moves: “boleh pakai daerah” with explicit permission	Local used to articulate complex reasoning during group work	Enhances belonging and participation	Risk of relegation: local becomes “not academic”	Interaction + field notes
English as “global capital”	English keywords used to index modernity/science; treated as prestige tokens	Borrowings: “correct, concept, evaporation”; metalinguistic praise	Teacher rewards English insertions; students imitate	English as emblem; ID as base; local as supportive	Science terms; rubric language	Students with English exposure gain prestige	Triadic mapping: English to ID to local meaning	Peers translate English into local idioms	Can democratize access to global register	Can stratify class by socioeconomic exposure	Classroom + LKPD glossaries
Monolingual policy ideology	Official curriculum/assessment implicitly assumes Indonesian-only competence	Document discourse: “bahasa pengantar”; standardization cues	Classroom shifts near exams become more monolingual	ID-only near tests; local suppressed	Exam period; formal assessment	Institutional authority constrains teacher agency	Covert translanguageing (whispered local, unofficial scaffolds)	Teacher quietly allows local drafts pre-test	Maintains learning while complying with policy	Hidden practice may be fragile/uneven	Document analysis + recordings
Deficit discourse about local languages	Local language framed as “interference” or “kebiasaan salah”	Problem framing: “jangan dibawa daerah”; correction rhetoric	Public correction; laughter can become shaming	Local marked as error source	Pronunciation; formal writing	Minoritized students stigmatized	Reframing: local as resource for meaning first, then register shift	Teacher praises content even if local-coded	Reduces shame, supports participation	Risk: deficit ideology persists among peers	Interaction + interviews
Gatekeeping through “proper Indonesian”	Access to praise/grades tied to standard Indonesian norms	“yang baku”; rubric talk; grammatical correction focus	Teacher interrupts for form; students withdraw	ID form policing; local absent	Writing tasks; presentations	Linguistic gatekeeping increases	Two-step evaluation: content (any language) to form (ID)	Teachers separate “idea quality” from “language form”	More equitable evaluation	Requires teacher training and time	Student artifacts + feedback episodes
Participation asymmetry	Certain students dominate due to Indonesian/English proficiency	Turn length; interruptions; self-selection	Centralized talk network; minority students peripheral	ID/Eng speakers central; local speakers peripheral	Whole-class discussion	Dominant students accumulate visibility	Structured invitations + local prompts to redistribute floor	Previously silent students contribute after local prompt	Raises equity of voice	If only occasional, becomes tokenistic	Interaction + participation logs
Teacher authority vs dialogic stance	Teacher alternates between authoritative monologic and dialogic multilingual stance	Imperatives vs open prompts; stance markers	Monologic=teacher controls turns; dialogic=distributed turns	Dialogic encourages local use + revoicing	Concept discussion	Dialogic stance redistributes epistemic agency	“Any language accepted” + revoicing into academic register	Students challenge/extend teacher explanation	Builds critical participation	Institutional culture may favor monologic control	Recordings + interviews
Symbolic boundary between “school self” and “home self”	Students switch codes to manage identity and competence	Self-repair: “versi Indonesia...”; hedges	Students preface local talk with apologies	Local used then “translated” into ID	Reporting; answering teacher	Students protect face, avoid sanctions	Identity-safe pipeline: local drafting to ID publishing	Students show pride when local examples valued	Strengthens identity without penalizing	Can still imply local is secondary	Student talk + artifacts
Ideology of efficiency/coverage	Pressure to “finish material” reduces multilingual dialogic space	“cepat”; “langsung jawab”; time pressure cues	Fewer exploratory turns; more IRF sequences	ID-only fast mode; local reduced	Late periods; curriculum-heavy weeks	Exploration decreases; quiet students lose opportunities	Micro-translanguageing: brief local clarification then rapid ID	Short local clarifications prevent total exclusion	Keeps pace while supporting access	Risk: translanguageing becomes minimal “patch”	Field notes + recordings
Material semiotics of language status	Visual environment privileges Indonesian and English; local languages absent	Posters, word walls mostly ID/Eng	Students point to artifacts; local rarely displayed	ID/Eng visually dominant	Classroom displays	Symbolic hierarchy reinforced	Adding multilingual artifacts legitimizes local	When present, students reference local labels	Normalizes multilingualism	Resource inequity between schools	Artifact log + photos

5. DISCUSSION

The interactional evidence demonstrates that translanguaging operates as a functional scaffold that reorganizes participation, comprehension, and affective alignment in multilingual classrooms. When teachers strategically alternate between Bahasa Indonesia and regional languages to clarify abstract concepts, students exhibit faster repair uptake and broader participation. This suggests that multilingual discourse is not pedagogical noise but an infrastructural resource for epistemic access. The redistribution of turn-taking and the increased density of peer scaffolding episodes indicate that translanguaging reduces interactional asymmetry, particularly for minoritized language speakers. The implication is profound: inclusive education in linguistically diverse settings cannot rely solely on standardized linguistic uniformity. Instead, equitable classroom ecology emerges when teachers mobilize heterogeneous repertoires as legitimate meaning-making tools [16], [29], [30]. Translanguaging thus reconfigures the classroom from a monologic transmission site into a dialogic knowledge-building space.

These interactional effects are structurally grounded in how language indexes authority and solidarity. Bahasa Indonesia functions as institutional capital, while regional languages encode relational proximity and cognitive familiarity. When teachers shift from Indonesian to a local language during moments of conceptual strain, they recalibrate footing and reduce epistemic distance. This pattern aligns with interactional sociolinguistic theory, which posits that contextualization cues guide interpretation and alignment [6], [7]. The recurrent IDtoID pattern observed computationally reflects routinized scaffolding sequences embedded within institutional norms. In other words, translanguaging is effective not because it disrupts structure, but because it strategically negotiates it. The underlying structure of authority remains, yet it becomes permeable through deliberate linguistic mediation, allowing comprehension without eroding academic standards.

The pedagogical design findings further extend these implications. When translanguaging is intentionally embedded in lesson planning—through multilingual glossaries, role-based scaffolding, or draft-in-local pipelines—participation variance decreases and epistemic engagement rises. This demonstrates that inclusion is not merely a spontaneous outcome of empathetic teaching but a design principle that must be codified within instructional architecture [3], [11]. Structured multilingual strategies correlate with improved concept articulation and more equitable task completion. The practical implication is that translanguaging should be conceptualized as curricular infrastructure rather than ad hoc accommodation. Institutional recognition of multilingual objectives within lesson plans legitimizes students' repertoires as assets, thereby aligning pedagogical innovation with equity-oriented educational reform.

The causal dynamics behind these pedagogical effects are rooted in the cognitive integration of linguistic repertoires. Translanguaging theory argues that multilingual speakers do not compartmentalize languages but draw upon an interconnected semiotic system. Planned multilingual scaffolds activate this system more systematically than spontaneous alternation. Computational participation modeling indicates that classrooms with explicit translanguaging norms display less centralized talk networks, suggesting that design mediates power distribution. However, systemic constraints—particularly monolingual assessment regimes—attenuate these gains near examination periods [9]. Thus, the structure of accountability exerts downward pressure on inclusive practices. Translanguaging pedagogy flourishes when design autonomy is supported but contracts under high-stakes evaluative environments, revealing a tension between innovation and institutional regulation.

At the ideological level, the findings illuminate how classroom discourse reproduces and renegotiates symbolic hierarchies. Bahasa Indonesia remains the dominant language of legitimacy, English indexes aspirational global capital, and regional languages are often relegated to affective or informal domains. Yet translanguaging disrupts these stratifications by revaluing local languages as epistemic resources during explanation and reasoning [2], [20]. The implication is that multilingual classrooms function as micro-sites of ideological contestation. Inclusion is not solely about access to content but about access to symbolic recognition. When teachers publicly legitimize local-language reasoning before revoicing it into academic Indonesian, they enact a subtle redistribution of linguistic capital, broadening the scope of who can be recognized as knowledgeable.

The persistence of hierarchical patterns, however, reveals deeper structural constraints embedded in curriculum policy, assessment standardization, and sociolinguistic prestige economies. Monolingual examinations, centralized curriculum frameworks, and societal valuation of English as global capital sustain unequal symbolic distributions. Network analysis confirms that participation centralization increases during assessment-oriented discourse, reflecting re-entrenchment of institutional authority. Translanguaging therefore operates within a bounded transformative space: it can mitigate but not entirely dissolve macro-level language hierarchies [5], [18]. The underlying structure of power remains anchored in policy and

ideology, even as classroom practices create pockets of redistribution. Sustainable inclusive education thus requires alignment between micro-level translanguaging practices and macro-level policy reform, ensuring that linguistic diversity is institutionally affirmed rather than contingently tolerated.

6. CONCLUSION

This study demonstrates that translanguaging in Indonesian multilingual classrooms functions simultaneously as an interactional scaffold, a pedagogical design principle, and a site of ideological negotiation. The most significant insight is that inclusive learning does not emerge from linguistic tolerance alone, but from the strategic orchestration of students' integrated repertoires across discourse, planning, and assessment practices. By combining interactional sociolinguistics, translanguaging theory, and critical discourse analysis within a multi-site corpus, this research advances a layered methodological framework that connects micro-level talk to macro-level language ideology. Its contribution lies in empirically modeling how linguistic flexibility redistributes epistemic access while preserving academic accountability.

Nevertheless, the study is constrained by its qualitative case-study design and regionally bounded corpus, which may limit generalizability across Indonesia's broader linguistic ecologies. The reliance on classroom-based observation also means that long-term learning outcomes were inferred rather than longitudinally measured. Future research should integrate mixed-method or experimental designs to quantify achievement gains linked to translanguaging pedagogy. Comparative studies across provinces, as well as policy-level analyses of assessment reform, would further illuminate how institutional structures either enable or constrain inclusive multilingual education.

ACKNOWLEDGMENTS

The author gratefully acknowledges the assistance and academic support of colleagues who contributed to the completion of this study.

FUNDING INFORMATION

Authors state no funding involved.

AUTHOR CONTRIBUTIONS STATEMENT

Dian Firdha Utami: conceptualization (lead), investigation (lead), analysis (lead), writing – original draft (lead), writing – review and editing (lead).

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

ETHICAL APPROVAL

This research related to human use has been complied with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and has been approved by the authors' institutional review board or equivalent committee.

DATA AVAILABILITY

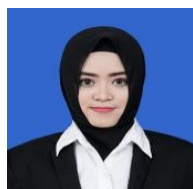
Data availability is not applicable to this article as no new data were created or analyzed in this study.

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