

## Challenges Encountered by Lecturer in Translanguaging Practices in Morphosyntax Subject of English Language Education Program

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### Highlights

There are no significant challenges encountered by the lecturer in implementing translanguaging practices. Instead, it has facilitative function to assist students in achieving the learning objectives.

**ABSTRACT:** Translanguaging has arose as a pedagogical approach which facilitates multilingual learners in the EFL higher education. While studies have extensively explored its benefits, limited study has examined the challenges encountered when implementing translanguaging in specific content area, such as Morphosyntax. This study addresses this gap by investigating challenges faced by a lecturer in translanguaging practices in an undergraduate of the English Language Education program. This research was belonged to qualitative research using a semi-structured interview. Based on the preliminary research, it showed that the lecturer applied translanguaging during the teaching and learning process. A semi-structured interview was conducted for 11 meetings to obtain data regarding the challenges confronted by the lecturer. The data were analyzed through a deductive thematic analysis to acquaint the objective of the research. The challenges of translanguaging were categorized into 3 aspects; situations, tasks, and problems. The findings revealed that during translanguaging practices in 3 learning phases, the lecturer did not encounter any significant challenges. Instead, the lecturer found that translanguaging practices had facilitative function to assist students in achieving the learning objectives. Therefore, this research elucidated the information about translanguaging practices as an approach that can be applied in the English language teaching and learning.

**Keywords:** challenges; morphosyntax subject; translanguaging practices

## Introduction

Translanguaging practices as an approach to master the language in the learning objectives have progressively been done to encourage humanistic education. Putrawan (2022) states that consciously applying a monolingual of pedagogical approach still belongs to the aged belief in the context of learning English language, hence, that kind of approach nowadays is argued by the newly pedagogical approach named translanguaging (García & Wei, 2014). Translanguaging is defined as the way of

practice in which the learners are permitted to intertwine the languages to make certain meaning, also to understand core point about the topic discussed. It is one group of languages instead of separated linguistic aspects in bilingual practices. In the context of classroom learning, the practice of translanguaging permits the language learners integrating more than one language into their learning. Translanguaging has novelty in both bilingual and multilingual educational fields lately since it can enforce students' mastery in learning language (Cenoz & Gorter, 2017).

The translanguaging term is firstly derived from Welsh term, *Trawsieithu* defined as a pedagogical approach which substitutes the first and second language (García & Wei, 2014). Later the term is translated by Baker (2011) becomes a phase to constructing meaning, shaping experiences and mastering two languages (Guo, 2023). It also strengthen by García as cited (in Sah and Kubota 2022), referring to a dynamic and flexible practice of bilinguals or multilinguals to build purposes in their perspectives. The keyword for translanguaging is flexibly used in the practice by bilingual or multilingual people and also a method of teaching English as a medium of instruction (Ali & Raj, 2023). Also, Rubinstein (2018) mention that the practice of translanguaging is uttered as a set of languages practice by those who involved in it such as individual or community. The translanguaging reflects the approach to pedagogical aspect of language that establish students' variety in language practices in teaching and learning context making certain meaning even negotiate certain topics (Vogel & García, 2017).

Huang (2021) stresses that in 21st-century learning terms, it is important to apply a humanistic approach in higher levels of education. Humanistic education itself can be manifested as a perspective where it focuses on how pupils can develop themselves to obtain their actualization (Bowl, 2017). Higher level English language learners will be able to improve themselves to obtain the concept they learned. It is also used to encourage their self-directed learning ability as stated by Aloni (in Huang, 2021). Emotion and knowledge are crucial parts in implementing the humanistic education where teachers should facilitate a good learning situation, without any feelings of being threatened during the learning process (Demetriou, 2018). Hence, in accordance with the learning process, letting translanguaging practice is one of the steps that can be implemented by language teachers to facilitate humanistic education (Mielkov et al., 2021).

Vaish (2019) mentions in the context of multilingual learning situation, the core of the obstacles in the implementation of translanguaging are the superdiversity of language repertoire in the EFL context also the negative attitudes towards the first language in the learners itself. In terms of that situation, translanguaging practices implemented in a content subject which is Morphosyntax as a subject requiring precise structural understanding, presents unique challenges for implementing translanguaging. Wang (2022) states that the presence of translanguaging practices is crucial to facilitate students in multilingual background to reach the English proficiency despite the monolingual ideology forcing the use of English-only in

communicating during the class. Also, Bolkvadze (2023) mentions about one of effective ways to acquire the L2 is incorporating translanguaging practices so that students are speeding up in apprehending the knowledge. Thus, monolingual norms in learning the L2 are challenged. Another study by Nyimbili and Mwanza (2021) address that there are some challenges potentially arise when translanguaging practices utilized ineffectively by the English teachers such as mismatch between language instructions and students' prior language existed in the classroom. Ratminingsih et al. (2024) allude that translanguaging practices by the lecturer in the EFL content subjects provides positive learning for students to be comfortably learning and interacting as well as it is positively perceived. Translanguaging practices facilitates opportunities for students' learning achievement (Mahayanti et al., 2024). Hence, investigating its challenges in the EFL classroom interactions is required, specifically in the tertiary English level.

Translanguaging practices enable students to leverage their linguistic repertoire to increase their communicating ability mastery of the target language in their educational experiences (Shawaqfeh et al., 2024). Translanguaging practices is seen a useful pedagogical approach that can be utilized since it improves students' comprehension, establishes a supportive learning environment, enhance students' chances to communicate during the classroom interaction, but on another side it can also lead to the dependency of L1 (Trinh, 2025; Karabulut & Dollar, 2022; Domínguez, 2025). While translanguaging facilitates comprehension, its impact on grammatical accuracy and syntactic awareness remains uncertain, making it a crucial subject for examining its pedagogical effectiveness and limitations in the undergraduate program of English Language Education in *Universitas Pendidikan Ganesha* in which they are urged to utilize English as the medium of instruction. Furthermore, even though translanguaging has become a crucial aspect to solve the linguistic problems in educational context, it is quite challenging to asses learners' proficiency in the target language. It is because the implementation of translanguaging, mainly when the mother tongue is mostly implemented by learners to communicate (Liu, 2021).

Despite the increasing adoption of translanguaging in global bilingual education (Cenoz & Gorter, 2017), its implementation in Indonesian tertiary level EFL classrooms remains underexplored. Given Indonesia's multilingual landscape, understanding translanguaging's effectiveness and challenges in undergraduate programs is critical for shaping inclusive and effective pedagogical strategies. Hereafter, research align with the translanguaging practices in tertiary level are still lacking, specifically in *Buleleng* regency, Bali province, Indonesia. It is necessary to investigate the appropriate learning approach to be implemented in the English classroom context regarding the method that can enhance students' engagement, comprehension, and participation so that the objectives in the target language can be achieved effectively. Therefore, investigating the challenges that might appear also crucial. This study redounds to the extension of translanguaging theories which

provide beneficial insights for the English teachers or instructors in applying multilingual strategies in the EFL context. Thus, to meet the gap of the previous studies, this research proposes research question which is “What are the challenges encountered by the lecturer in implementing translanguaging practices in Morphosyntax subject of English Language Education Program of *Universitas Pendidikan Ganesha*?” The aspects of challenges investigated are seen from the dimensions of situations, tasks, and problems by Horikoshi (2023).

## **Method**

This study utilizes a qualitative research design to explore the challenges encountered by a lecturer in implementing translanguaging practices in a Morphosyntax class. A qualitative approach is particularly suited for this study as it allows an in-depth investigation of the lecturer’s experiences and perceptions, which cannot be captured through quantitative means (Creswell, 2013). By focusing on a real-life classroom context, this approach provides nuanced insights into the complexities of translanguaging implementation.

The participant of this study was a lecturer teaching Morphosyntax in the English Language Education Program at *Universitas Pendidikan Ganesha*. The lecturer was selected based on preliminary observations, which confirmed that translanguaging practices were regularly employed in the class. Given the study’s focus on context-specific pedagogical challenges, a single-case approach was deemed appropriate to capture the depth of the lecturer’s experiences and reflections (Yin, 2018). The data collected through a semi-structured interview with the lecturer each time he finished the class for 11 meetings with the guidance of an interview guide. All interviews were audio-recorded with the lecturer’s consent to ensure accurate data collection. The recordings were transcribed verbatim, and member-checking was conducted to ensure the accuracy of the lecturer’s responses.

There were 3 aspects became the focus of the discussion regarding the obstacles encountered by the lecturer in utilizing translanguaging practices; situations, tasks, and problems. As for analyzing the data, a deductive thematic analysis was utilized to find out the general challenges faced by the lecturer in implementing translanguaging practices in Morphosyntax class as a content subject to finally identifying to each aspect of challenges of its utilization.

## **Findings and Discussion**

### **Findings**

Based on the results of the interview conducted with the lecturer who supervised the Morphosyntax subject in 4G class in the English Language Education of *Universitas Pendidikan Ganesha* which was held on August 2024, it can be reported the findings regarding the research question which is “What are the challenges encountered by the lecturer in implementing translanguaging practices in Morphosyntax subject in the undergraduate program of English Language Education

of *Universitas Pendidikan Ganesha*?” It can be highlighted that there were no significant challenges encountered by the lecturer in utilizing translanguaging practices, indeed it was found out that translanguaging practices served facilitative function to assist students in achieving the target language by leveraging their language repertoire in their first language, that *Bahasa Indonesia* can be used as the base for mastering the English during teaching and learning process in Morphosyntax subject. The findings are elaborated as follows.

There were 3 aspects became the focus of the discussion regarding the obstacles encountered by the lecturer in utilizing translanguaging practices which are in terms of situations, tasks, and problems aspects. Those aspects were categorized into 15 questions which also identified through the lecturer’s answer regarding his use of translanguaging practices during the Morphosyntax subject. The implementation of translanguaging practices were done by the lecturer in 3 learning phases (pre-activity, main-activity, and post-activity) in the whole 11 meeting sessions. The results of the interview to the male lecturer in the Morphosyntax subject are shown in the excerpts which are coded with [L/M/01-08-2024]. Each of the aspect is shown in the following table.

Table 1

Interview Result of Situation Challenges Encountered by the Lecturer in Implementing Translanguaging Practices

No	ASPECT	DESCRIPTION	INTERVIEW RESULT
1	Situations	Includes the situations on overcoming time limitations, strategies, stages, and failures in learning using translanguaging practices.	Translanguaging practices were carried out in the Morphosyntax subject by the lecturer in three (3) learning phases (pre – activity, main – activity, and post – activity). The utilization was naturally expressed by the lecturer with the aim of explaining the topics of the materials that were felt to contain certain foreign terms which were difficult for students to understand, repeating material presentations, providing motivation or advice regarding the learning topics, as well as building interpersonal relationships with students. In the context of overcoming limitations of time, strategies, stages, and failures in learning, the lecturer did not experience significant obstacles in implementing translanguaging, where there was a tendency that the use of translanguaging practices played a role in teaching assistance in Morphosyntax subject.

### Situations

Generally, in the aspect of situations which relate with how the lecturer faced the time limitations, strategies, stages, and failures in the learning process using translanguaging practices. Based on the lecturer’s experience, there were no significant challenges encountered in utilizing the translanguaging practices during the 3 learning phases in each meeting. In outline on that context, translanguaging practices

had tendency in assisting the delivery of the materials, repetitions of certain terms to the mother tongue, as well as to build interpersonal relationship with students. The lecturer also feel that learning efficiency did not significantly influenced by the use of translanguaging, in contrary, it was uttered naturally by the lecturer in conveying the materials where the dominant usage of it was in the main – activity precisely when the lecturer tried to explain certain terms related to Morphosyntax which indeed requiring an extra understanding.

Based on the interview results, it can be identified that the lecturer use translanguaging practices with adaptive frequency based on the situations needed and the context of the discussion in each learning phase of each meeting.

#### **Excerpt #1**

*“Iya, saya menggunakan translanguaging. Saya rasa porsinya juga lumayan ya tiap pertemuannya. Tergantung topik yang dibahas.”*

[L/M/01-08-2024]

(Yes, I use translanguaging. I think the portion is also quite good in each meeting. It depends on the topic being discussed).

#### **Excerpt #2**

*“Karena mahasiswanya kan bukan orang berbahasa Inggris murni ya. Jadi ada bahasa Bali, ada bahasa Indonesia. Juga lingkungan kita kan bukan Bahasa Inggris. Jadi bahasa alami kita itu adalah Bahasa Indonesia. Jadi terkadang ada materi-materi yang agak sulit untuk yang dirasakan sulit dipahami mahasiswa, saya menggunakan Bahasa Indonesia. Atau ada topik-topik tertentu atau ada istilah-istilah tertentu atau ada situasi-situasi kebahasaan tertentu yang lebih nyaman ketika kita komunikasi itu dilakukan dengan menggunakan Bahasa Indonesia. Atau dalam konteks misalkan memberi nasehat dalam konteks identitas kita sebagai orang Indonesia lebih enak menggunakan Bahasa Indonesia. Lebih ngena gitu kan.”*

[L/M/01-08-2024]

(Because the students are not pure English speakers. So, there is Balinese, there is Indonesian. Also, our environment is not English. So, our natural language is Indonesian. Sometimes there are materials that are a bit difficult for students to understand, I use Indonesian. Or there are certain topics or certain terms or certain linguistic situations that are more comfortable when we communicate using Indonesian. Or in the context of giving advice in the context of our identity as Indonesians, it is better to use Indonesian. It is more likely to be to the point.)

Build upon the quotation above, the use of translanguaging practices by the lecturer in the learning phase in Morphosyntax subject had numerous frequent adjusting to the learning topics. This was furtherly explained by the lecturer that the utilization of translanguaging was naturally and situationally done by looking at the students' understanding in the learning process. the implementation of translanguaging practices tend to ease the lecturer in learning process where it could make it easier to provide

further explanations related to certain terms in Morphosyntax subject. The use of translanguaging practices by the lecturer were situationally done to handle the diversity of the target language mastery background that the students had. By then, through translanguaging in English and *Bahasa Indonesia* as the mother tongue, it could assist the learning process. Besides, there were no challenges encountered by the lecturer in the aspect of the failures in learning process since through translanguaging to Indonesian language, the lecturer could be more intensively deliver certain advices and motivations to students regarding their progress in achieving the learning purposes.

The implementation of translanguaging practices were considered to have the potential to streamline the length of delivering the material by the lecturer. It was because students were considered as learners who study English and already in certain level in higher education so that the use of target language should be understood effectively. However, on its usage, through translanguaging practices, the materials delivery seen to be easier by the lecturer. The utilization of translanguaging practices were comfortably used by the lecturer in natural way to interact with students during the learning process to build good interpersonal relationship each other. By then, the reciprocal relationship that occur in the classroom became emotionally positive which trigger a conducive learning atmosphere and less tense. Overall, there were no significant challenges faced by the lecturer during implementing translanguaging practices.

In all three (3) learning phases in each meeting, the lecturer use translanguaging in all of them with the dominant part happened in the main – activity which covered some activities such as presentation, question-answer session, group discussion, and working on tasks. This was in line with the observation results which was conducted for eleven (11) sessions. Hence, on its implementation, the lecturer did not encounter any situational challenges of translanguaging.

In conclusion, based on the explanation of the interview results particularly in the aspect of situations above, it can be summed up that during the implementation of translanguaging practices, the lecturer did not face any significant challenges. The application of translanguaging practices had positive tendency in all learning phases. Translanguaging practices indeed could bridge the lecturer to convey the materials, build positive interpersonal rapport with students, as well as to create a comfortable learning atmosphere for students themselves.

Table 2

Interview Result of Task Challenges Encountered by the Lecturer in Implementing Translanguaging Practices

No	ASPECT	DESCRIPTION	INTERVIEW RESULT
1	Tasks	Includes the skills in managing tasks, taking action, and adapting to challenges encountered.	There were no significant challenges faced by the lecturer in utilizing the practices of translanguaging in the context of managing assignments and providing feedback to students. The lecturer's tendencies in taking action in terms of task complexity were not dominantly

influenced by the use of translanguaging. The lecturer strived to use the target language when giving the students assignments and giving feedback while still paying attention to their level of understanding, so that translanguaging occurred situationally when the students were lack understanding certain instructions or when giving them direct input.

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### Tasks

Next in the aspect of tasks which was related to the skills in managing tasks, taking actions, and adapting to the challenges faced, based on the lecturer's response, there were also no significant challenges encountered. In this context, the lecturer had the tendency to initiate the use of the target language dominantly in purpose to make the students to more frequent using it and to master the target language better. Situationally, the translanguaging practices were utilized by the lecturer when the students still confused about the instructions given.

Based on the interview results, it could be interpreted that there were no significant challenges encountered by the lecturer in giving students instructions and feedbacks during the learning process. Translanguaging had tendency to assist the lecturer to explain certain instructions and tasks that were did not understood by the students yet. Also, in this aspect which relate with the use of translanguaging and the quality of students' assignments, the lecturer stated that there were no significant impacts and correlation between them.

### Excerpt #3

*"Kalau ini sulit dijawab ini. Tapi rasanya sih, nggak terlalu signifikan. Karena itu kan kembali ke level kognitif masing – masing siswa. Saya rasa, translanguaging hanya sebagai perantara jika terjadi ketidak pahaman, bukan penentu seperti demikian."*

[L/M/01-08-2024]

(This one is difficult to answer. But I feel, it is not too significant. Because it goes back to the cognitive level of each student. I think, translanguaging is only an intermediary if there is a misunderstanding, not a determinant like that.)

### Excerpt #4

*"Ya jika kompleks, saya secara otomatis pasti memakai alih bahasa untuk menjelaskannya kepada mereka. Kan biar lebih paham sama konteks tugasnya juga."*

[L/M/01-08-2024]

(Yes, if it is complex, I automatically use translanguaging to explain it to them. So that they can better understand the context of the task as well.)

Based on the statements above, the lecturer considered that the quality of students' assignments significantly did not influenced by the use of translanguaging practices.



Otherwise, it was depending on the cognitive ability of each individual, where the translanguaging practices there in another part assist both the students and lecturer about certain parts which were not clearly understood in the target language.

The lecturer used translanguaging practices when the complexity of the tasks given were in higher level, where it would be naturally and automatically uttered by the lecturer to prevent the misunderstanding among students. Align with the observation results where translanguaging practices had roles in learning assistance precisely in giving directions to students. The lecturer mentioned that translanguaging was used to confirm the instructions, feedbacks, as well as dealing with how the lecturer took action in learning process so that there was no misunderstanding happened.

Hence, in general based on the explanation of the interview results, it can be terminated that in terms of the use of translanguaging practices in the aspects of giving tasks, there were no significant challenges encountered by the lecturer. It all referred to the facts that translanguaging practices more likely to be useful for the lecturer to ease the students regarding the tasks and instructions given. On the other side, the dominant language that was attempted to use was the target language since in this level, students were required to apprehend the instructions more in target language. By then, with the diversity of students' cognitive level in mastering the target language, translanguaging practices were employed by the lecturer automatically as a part of pedagogical competence in ensuring students' comprehension toward the materials in learning process.

Table 3

Interview Result of Problem Challenges Encountered by the Lecturer in Implementing Translanguaging Practices

No	ASPECT	DESCRIPTION	INTERVIEW RESULT
1	Problems	Includes skills in dealing with the challenges of limited understanding of the target language, confusion, and students' emotions.	In this case, the lecturer did not feel any significant obstacles in implementing translanguaging in assisting students to understand the target language. The use of the mother tongue in this context actually had a facilitative function to bridge students' understanding of the target language, facilitate their understanding of certain terms regarding Morphosyntax, as well as to overcome the limitations of students' ability to use the target language, so that the process of absorbing the material could run more effectively. However, the lecturer' sensitivity to students' understanding of the target language was something that needed to be considered so that the proportion of translanguaging use can be initiated more effectively in the learning process.

### Problems

Furthermore, in the aspect of problems which was related to the skills of the lecturer to face the students' limitation in understanding the target language, confusion, and their emotions, based on the identification of the lecturer's answer, it can be summed

up that there were no significant challenges faced by the lecturer in applying translanguaging practices. It was more likely how to make the pedagogical aspects more effective about how the students' level of understanding was of the mastery of the target language so that the intensity of translanguaging practices could be more adjusted by the lecturer. Translanguaging practices were utilized as the media to bridge students' understanding to the target language.

Based on the interview results conducted, it can be inferred that the lecturer did not feel any prominent challenges in utilizing translanguaging practices to assist the students to master the target language. In contrary, it was facilitating students to master the target language through their mother tongue, in this case *Bahasa Indonesia* as shown in the following statements.

#### **Excerpt #5**

*"Karena saya percaya apa namanya, bahasa pertama itu memiliki fungsi fasilitatif bagi pembelajaran bahasa Inggris. Dulu kan orang menganggap kalau di kelas belajar bahasa asing, harus komunikasi pakai itu, iya sih itu yang prioritas, tetapi justru Bahasa Indonesia, atau Bahasa Bali itu penting dan harus diakui untuk membantu siswa belajar bahasa targetnya."*

[L/M/01-08-2024]

(Because I believe that the first language has a facilitative function for learning English. In the past, people thought that in a foreign language class, they had to communicate using it, yes that was the priority, but in fact Indonesian or Balinese is important and must be recognized to help students learn their target language.)

#### **Excerpt #6**

*"Iya, iya, iya. Ini dah alasan utamanya, alasan utamanya adalah keterbatasan bahasa." "Karena ada kekhawatiran jika mereka kurang paham dengan penjelasan secara penuh menggunakan Bahasa Inggris. Nah biar tidak panjang urusannya. Pakai translanguaging aja."*

[L/M/01-08-2024]

(Yes, yes, yes. This is the main reason. The main reason is language limitations. Because there is a concern that they will not understand the full explanation using English. Well, to make it does not take long, just use translanguaging.)

Based on the statements, it can be seen that in solving problems or any obstacles faced by the students to understand English as the target language, translanguaging practices were initiated by the lecturer to sharpen their understanding. Indonesian language had facilitative function so that the students could achieve the learning goals properly. The lecturer against that in learning another language (target language), learners must fully communicate in that language. Other theories mentioned that first language actually assist the learners to grasp the second language. Through that, the first language's function could not be put aside. Then, translanguaging practices also

considered in handling students' limitations in communicating fully in target language.

There were no significant challenges faced by the lecturer in applying translanguaging practices during the learning process in Morphosyntax subject. Again, it had important roles to support the use and mastery of the target language by students since in its reality in the class, some students were still having their limitedness in using the target language. The tendency of misunderstanding became the main reason of utilizing translanguaging practices by the lecturer. The use of the mother tongue, Indonesian language, was mostly initiated automatically by the lecturer in describing certain terms or analogize those terms to other contexts or giving them examples and relate it with their real-life experiences. That was done to sharpen students' understanding with the topic being discussed in the subject.

In general, based on the analysis of the lecturer's responses, it can be summed up that in terms of the aspect of problems, there were no significant challenges faced by the lecturer. It was because the tendency of translanguaging practices which had facilitative functions to assist students' understanding in mastering the target language, so that their emotions could be more organized and the learning process could run appropriately.

Hence, based on the three (3) aspects of challenges in translanguaging practices by the lecturer in Morphosyntax subject in 4G class of English Language Education in *Universitas Pendidikan Ganesha*, it can be concluded that there were no significant challenges encountered by the lecturer in each aspect which were situations, tasks, and problems during the learning process. Translanguaging practically had facilitative function to assist students' understanding in achieving the learning objectives in target language. By then, translanguaging practices also initiated naturally by the lecturer to bridge their understanding. Things that needed to be noted by the lecturer was the proportion of its usage and the students' cognitive level to adjust its implementation in every learning phases of the meetings.

## **Discussion**

This research reveals that during the implementation of translanguaging practices by the lecturer in Morphosyntax subject in the English Language Education program of *Universitas Pendidikan Ganesha*, there were no significant challenges encountered by the lecturer, seen from 3 aspects of challenges; situations, tasks, and problems in all the learning phases (pre-activity, main-activity, and post-activity). The finding is supported by the results of the literature review which state that translanguaging practices provide students in terms of multilingual classrooms to broaden their cognitive and interactive ability to master the language they learned (Yasar & Dikilitas, 2022; Liu & Fang, 2022; Emilia & Hamied, 2022). The lecturer mentioned that translanguaging practices indeed have facilitative function to facilitate pupils apprehending the knowledge in the second language. It is in line with Back et al. (2020) who states that translanguaging practices establish more times to assist the

learners' language procurement to maximize their language knowledge, not only focusing on the purpose towards the target language.

Since students in the Morphosyntax subject still have limitedness in understanding the instructions if it is given fully in English as the target language, translanguaging practices assist the lecturer to deliver the materials more effective by using the first language. This is also referred to Guo (2023) stating that through translanguaging, students are able to construct meaning, form experiences and understand within two languages. Moreover, translanguaging practices which are naturally uttered by the lecturer can bridge the students to handle the diversity of the target language mastery background that the students had. It is also argued by Putrawan (2022) that translanguaging practices facilitate both students and the lecturer to create interactive learning situations to achieve the learning objectives, as also in line with Ratminingsih et al. (2024) that translanguaging practices enable the learning process to be more contextual and culturally relevant. Translanguaging practices enables students to be more engaged in the classroom and provides opportunities for students to improve their learning achievement in the particular subject learned.

Since the lecturer views that students are apprehending more the learning objectives by intertwining both first and target language so there are no challenges felt, it is showing that translanguaging practices allows individuals to be more flexible in using the languages both written and orally (Ali & Raj, 2023; Duarte, 2020; Hattingh et al., 2022; García and Lin, 2017). From all the 3 aspects of challenges investigated, the lecturer does not feel any significant challenges that may appear in the implementation of translanguaging practices, whereas it fosters humanistic education and facilitate interpretive, managerial, and interactive functions for lecturer to teach materials to the students (Wang, 2019).

## **Conclusion**

The findings of this research illuminate that during the implementation of translanguaging practices in Morphosyntax subject, there were no significant challenges encountered by the lecturer in all the learning phases (pre-activity, main-activity, and post-activity) based on the 3 aspects of challenges which are situations, tasks, and problems in translanguaging practices. In contrary, translanguaging practices which are done in English and Bahasa Indonesia, seen having facilitative function for the lecturer to assist students in apprehending the learning materials as well as to achieve the learning objectives in target language. Translanguaging practices are utilized as a pedagogical approach by the lecturer to deliver the Morphosyntax materials which are uttered naturally depend on the students' cognitive level. This research elaborates aspects of challenges of utilizing translanguaging that can be confronted by English teachers or lecturers in teaching multilingual classrooms. However, this research's limitation is notably on the small number of subjects, suggest future research could investigate more with larger subjects and settings to obtain

deeper perspectives about challenges in translanguaging practices as well as exploring challenges seen from students' viewpoint.

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