

Collaborative translanguaging in Indonesian–Thai EFL co-teaching: Negotiating linguistic resources in multilingual classrooms

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Article History

Received: 2026-05-06

Reviewed: 2026-06-10

Accepted: 2026-06-30

Published: 2026-06-30

Highlight

Collaborative teaching enables teachers to negotiate linguistic roles and engage in flexible and spontaneous language switching based on students' needs, while translanguaging practices enhance students' confidence, motivation, and active participation in classroom communication.

ABSTRACT: English language teaching in multilingual contexts requires flexible pedagogical approaches that accommodate learners' diverse linguistic resources. Although translanguaging has been widely discussed in EFL classrooms, previous studies have mainly focused on individual teacher practices or teacher–student interaction. Less attention has been given to how translanguaging is collaboratively negotiated between teachers with different linguistic backgrounds in co-teaching contexts. Addressing this gap, this study investigates collaborative translanguaging in an EFL classroom involving an Indonesian pre-service teacher and a Thai mentor teacher. Using a qualitative retrospective case study design, data were collected through reflective dialogue sessions with both teachers after their collaborative teaching experience. The data were analyzed thematically to identify forms of translanguaging practices and patterns of teacher collaboration. The findings reveal two interconnected dimensions. First, translanguaging emerged through instructional translation, multimodal explanation, orthographic mediation, phonological mediation, and affective support. Second, translanguaging was collaboratively negotiated through complementary linguistic roles, spontaneous language switching, teacher–teacher mediation, collaborative classroom management, and professional confidence support. The study contributes to translanguaging scholarship by showing that translanguaging is not only a classroom strategy for supporting learners' comprehension but also a collaborative pedagogical process through which teachers coordinate linguistic, semiotic, and professional resources in multilingual EFL classrooms.

Keywords: Translanguaging Practices, Collaborative Teaching, EFL Classroom

Introduction

Over recent decades, English has emerged as the primary language for global communication, collaboration, and business. This trend emerges in Southeast Asia, a region characterized by significant linguistic diversity. The Association of Southeast Asian Nations (ASEAN) designates English as its official working language, making it central to governmental communication and cooperation (Kirkpatrick, 2020). Consequently, English education has become a priority across ASEAN member states. In countries such as Indonesia and Thailand, English is taught as a foreign language (EFL context) and is predominantly used within classroom settings rather than in everyday life (Low, 2019; Low & Ao, 2018). As a result, the classroom serves as the principal environment for students to develop their English proficiency.

Despite the prioritization of English education, EFL classrooms in Southeast Asia encounter both structural and pedagogical challenges. A primary concern is the limited exposure to English outside the classroom, as English is often restricted to formal instructional contexts, thereby reducing opportunities for authentic communication. Classroom practices frequently remain teacher-centered, with an emphasis on memorization rather than interactive language use (Ngoc & Barrot, 2023). Under these circumstances, learners often rely on their first language (L1) to interpret new concepts or articulate ideas during classroom activities. Although this practice may seem to contradict monolingual teaching ideals, it accurately reflects the realities of multilingual educational environments. Consequently, there is growing recognition among educators that strict “English-only” policies may not effectively support students’ comprehension and participation.

In response to these challenges, scholars have increasingly investigated pedagogical approaches that recognize and utilize learners' multilingual repertoires. Translanguaging is one such approach, characterized by the flexible and strategic use of multiple linguistic resources, including all languages known to the learner, to facilitate meaning-making and communication. Rather than viewing languages as separate and bounded systems, translanguaging emphasizes the dynamic integration of all elements of learners’ linguistic repertoires during classroom interaction. In EFL contexts, translanguaging can function as a scaffold, enabling students to connect new knowledge in English with existing conceptual understanding in their first language (L1). Empirical research indicates that translanguaging practices can enhance students' conceptual comprehension, foster active classroom participation, and create more inclusive learning environments for multilingual learners.

The Thai EFL context illustrates the complexity of implementing English instruction in multilingual educational settings, with a focus on the development of communicative competence. However, many learners continue to face difficulties understanding English-only instruction and expressing themselves confidently in English (Thongwichit & Ulla, 2024). One contributing factor is the significant difference between the Thai script and the Latin alphabet used in English. In this situation, students and teachers have to master both a new language and a new script; they often

struggle with word recognition and pronunciation. In response, teachers are encouraged to frequently incorporate Thai alongside English to clarify instructions. Such practices suggest that translanguaging functions not merely as a compensatory strategy, but as an adaptive pedagogical resource that supports comprehension and participation in Thai EFL classrooms (Canagarajah, 2011).

Conceptually, this study views translanguaging as a pedagogical practice in which multilingual speakers mobilize their full linguistic and semiotic repertoires to support meaning-making (García & Kleifgen, 2018; Wei, 2018). Translanguaging is not limited to alternation between named languages, but also includes multimodal and semiotic resources such as gestures, visual cues, pronunciation support, and classroom interactional strategies (Lin, 2019). In a collaborative teaching context, translanguaging is not limited to the learner's or one teacher's language use. It also involves the distribution of linguistic responsibility between teachers, where teachers coordinate their linguistic resources to mediate meaning and support classroom participation (Creese & Blackledge, 2010; Liu et al., 2020). In this study, the Indonesian pre-service teacher contributed English instructional input, while the Thai mentor teacher provided local linguistic and cultural mediation. Multilingual classroom interaction therefore became a site where meaning was jointly negotiated through English, Thai, gestures, pronunciation support, and teacher–teacher coordination. This framework positions collaborative translanguaging as a dynamic process involving linguistic mediation, semiotic support, and professional collaboration (Dikilitaş & Öztüfekçi, 2024).

Although the pedagogical value of translanguaging is well documented, research mainly focuses on individual teachers' practices or teacher-student interaction. Although the pedagogical value of translanguaging has been widely documented, much of the existing research has examined translanguaging as an individual teacher practice or as a pattern of teacher–student interaction. These studies have shown how teachers use learners' first language to support comprehension, participation, and affective engagement. However, this line of research has not sufficiently explained how translanguaging is jointly constructed when two teachers with different linguistic repertoires share responsibility for classroom instruction. In co-teaching contexts, translanguaging is not simply a matter of one teacher switching between languages; rather, it involves negotiation of linguistic roles, spontaneous instructional decisions, and collaborative mediation of meaning. This issue is particularly important in international teaching practicum settings, where foreign pre-service teachers may not share students' first language and therefore depend on local teachers to mediate classroom communication.

Study shows that using learners' first/native language during classroom instruction is believed to help students with meaning-making, improve their comfort and confidence, and lower anxiety during classroom tasks (Boonsuk, 2025). Yet, fewer studies discuss how translanguaging occurs in collaborative teaching, especially when teachers have different linguistic backgrounds. The emerging issue is particularly relevant in international teaching programs and bilingual

classroom contexts, where foreign teachers are assigned to the classroom and work with local teachers. Here, collaboration is key to mediating communication and adapting instruction to students' linguistic needs (Liu et al., 2020; Dikilitaş & Öztüfekçi, 2024; Tian & Shepard-Carey, 2020). Still, little empirical research explores how translanguaging is negotiated between teachers with different linguistic repertoires (Yuan & Yang, 2023).

This research gap is particularly evident in Thai EFL classrooms involving international co-teaching arrangements. In this context, local teachers are responsible for cultural understanding, thereby supporting both foreign teachers and students. Teachers may alternate between two languages, providing translations, or employing varied explanatory strategies during collaborative instruction, including gestures and other multimodal communication. However, limited research exists on how teachers jointly construct translanguaging practices during classroom interaction.

The novelty of the present study lies in its focus on translanguaging as a collaborative pedagogical process in an Indonesian–Thai EFL co-teaching arrangement. While previous studies have investigated translanguaging in Thai EFL or EMI classrooms, fewer have examined how a foreign pre-service teacher and a local mentor teacher coordinate their linguistic and semiotic resources during instruction. This study therefore extends translanguaging research by linking three dimensions that are often discussed separately: multilingual classroom interaction, collaborative teaching, and teacher professional mediation. By doing so, the study contributes to a more situated understanding of translanguaging as a shared pedagogical practice rather than merely an individual language-use strategy.

To address this gap, the present study examines translanguaging in a Thai EFL classroom where an Indonesian pre-service teacher and a local Thai teacher collaborate. The research investigates how both teachers employ English and Thai during lessons to facilitate student comprehension and participation. By focusing on cross-cultural collaboration, the study demonstrates how translanguaging can serve as a shared pedagogical tool in multilingual classrooms. The objectives are to (1) identify the types of translanguaging employed during co-teaching and (2) analyze how the teachers coordinate their linguistic resources for instructional and communicative purposes. These insights contribute to a deeper understanding of translanguaging as an effective strategy in multilingual educational contexts.

Method

Research Design

This study employed a qualitative retrospective case study design to examine teachers' post-teaching reflections on collaborative translanguaging practices rather than to measure predetermined classroom variables. A case study design was considered appropriate because it allows an in-depth investigation of a bounded phenomenon within a specific real-world context, particularly when the relationship between the phenomenon and its context is complex (Yin, 2018; Tisdell et al., 2025). In this study, the bounded case was the collaborative teaching experience

between an Indonesian pre-service teacher and a Thai mentor teacher in a multilingual EFL classroom.

The retrospective design was appropriate because the collaborative teaching experience had already been completed, and the study aimed to reconstruct teachers' pedagogical reasoning, perceived challenges, and language-use decisions based on their reflective accounts. However, the study recognizes that retrospective reflection may involve recall bias, selective memory, or post-hoc interpretation. To reduce this limitation, participants were asked to recall concrete classroom events, such as moments of student confusion, translation, pronunciation difficulty, and teacher intervention, rather than providing only general opinions. The reflective accounts were then analyzed thematically to identify recurring patterns of translanguaging practice and collaborative negotiation, following Braun and Clarke's (2006) framework.

Research Participants and Context

This focused on two teachers who participated in a collaborative teaching arrangement during an international teaching practicum program in Thailand. The first participant, referred to as IF, was an Indonesian pre-service teacher enrolled in an undergraduate English Education program. At the time of the study, she was undertaking a two-month intensive teaching practicum in a Thai secondary school as part of an international teaching program. Indonesian is her first language, and she uses English as a second language for academic and professional dialogue. However, she does not have proficiency in Thai.

The second participant, referred to as SK, was a local Thai English teacher with more than five years of teaching experience at the school where the practicum took place. Thai is her first language, and although she regularly uses English in her teaching practice, she does not speak Indonesian. In this collaborative arrangement, SK served as the mentor teacher, supporting the pre-service teacher during classroom instruction. The linguistic differences between the two teachers created a meaningful context for examining translanguaging practices in a multilingual classroom. Because IF relied primarily on English as the medium of instruction and did not share the students' first language, SK frequently mediated communication by using Thai to clarify explanations, translate key information, and support students' comprehension.

The selection of this case was also informed by preliminary classroom observations indicating that the two teachers collaboratively employed various translanguaging practices to facilitate learning. These practices included translation, repetition, adjusted pronunciation, gestures, and other semiotic resources to ensure students' comprehension and encourage participation. Such interactions suggested that translanguaging functioned not only as a linguistic strategy but also as a collaborative pedagogical practice that helped bridge communication gaps between teachers and students. In this context, therefore, it provided a valuable opportunity to examine how teachers negotiate language use and jointly support learning in a multilingual EFL

classroom. To ensure ethical research practices, pseudonyms were used to protect participants' identities, and identifying details about the school were omitted.

Data Collection

This study employed a retrospective case study approach to examine translanguaging practices that emerged during a collaborative teaching experience between an Indonesian pre-service teacher and a Thai mentor teacher. Rather than observing classroom interaction in real time, the study relied on participants' reflective accounts of their teaching experiences after the practicum had been completed. Data were therefore collected through reflective dialogue sessions in which the two teachers revisited and discussed their classroom practices. These discussions were not formal interviews but rather reflective conversations that allowed participants to articulate their pedagogical reasoning, classroom challenges, and instructional strategies in a more natural and reflective manner.

Two reflective sessions were conducted with the participants. The first session, held face-to-face, involved the Indonesian pre-service teacher and utilized both English and Indonesian to facilitate in-depth reflection. The second session, conducted online via a video conferencing platform, involved the Thai teacher. In both sessions, participants were prompted to recall specific classroom situations, such as instances when students struggled to understand instructions, occasions where teachers alternated between English and Thai, and strategies employed to clarify lesson content.

The reflective discussions were guided by prompts focusing on two main aspects, namely the forms of translanguaging that emerged during classroom interaction and how the teachers negotiated language use during collaborative teaching. By inviting participants to revisit concrete classroom events, the retrospective dialogue approach enabled the researcher to capture insights into the pedagogical reasoning behind translanguaging practices. All discussions were audio-recorded with participants' consent and subsequently transcribed verbatim. The transcripts were then organized according to the research questions to facilitate systematic analysis.

Data Analysis

The collected data were analyzed using thematic analysis, adhering to the six-phase framework outlined by Braun and Clarke (2006). This method was chosen for its capacity to identify recurring patterns and themes within qualitative data while allowing interpretive flexibility.

The analysis began with the familiarization stage, during which the researcher read the interview transcripts multiple times to gain an overall understanding of the participants' reflections and experiences. During this stage, attention was given to statements regarding classroom language use, instructional strategies, and collaborative interaction among the teachers. The next stage involved generating initial codes, where segments of the data were labeled based on their relevance to translanguaging practices and collaborative teaching. Examples of codes included vocabulary

translation for explanation, language switching for instructional clarification, pronunciation challenges, and collaborative negotiation between teachers.

After coding, the researcher grouped the codes into broader themes that reflected recurring patterns in the data. These themes encompassed various aspects of translanguaging practices, such as instructional support, linguistic mediation, collaborative teaching dynamics, and affective support for students. The themes were subsequently reviewed to ensure alignment with the data and research questions. These thematic categories formed the foundation for the findings and discussion, offering a structured account of how translanguaging practices were collaboratively developed in the multilingual EFL classroom.

Trustworthiness and Ethical Considerations

To enhance trustworthiness, several procedures were applied. First, the reflective dialogue prompts were organized around the research questions to ensure consistency across participants. Second, the researcher used member checking by allowing participants to confirm the accuracy of selected excerpts and interpretations. Third, an audit trail was maintained through audio recordings, verbatim transcripts, coding notes, and theme development records. Fourth, peer debriefing was used to review whether the generated themes were sufficiently grounded in the data. Ethical considerations were also addressed. Both participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw. Consent was obtained before the reflective dialogue sessions were recorded. Pseudonyms were used, and identifying details about the school and participants were omitted to protect confidentiality.

Findings and Discussion

Finding

This section presents the findings derived from the thematic analysis of reflective dialogue sessions with the Indonesian pre-service teacher (IF) and the local Thai teacher (SK). The analysis addresses two aspects aligned with the research objectives: (1) identifying the forms of translanguaging practices that emerged during collaborative teaching and (2) examining how the teachers negotiated their linguistic resources to facilitate classroom instruction and communication. The findings are organized into two analytical focuses corresponding to these objectives. Each section begins with a thematic summary table followed by a detailed elaboration supported by excerpts from participants' reflections.

Forms of Translanguaging Practices in the Classroom

The first analytical focus examines the forms of translanguaging practices that emerged during classroom interaction. The analysis revealed five forms of translanguaging: instructional translation, multimodal translanguaging, orthographic mediation, phonological mediation, and affective translanguaging. These practices illustrate how both teachers and students drew on multiple linguistic and semiotic resources to support comprehension and participation in the

multilingual EFL classroom. Table 1 maps the five forms of translanguaging practice during co-teaching.

Table 1
Forms of Translanguaging Practices Observed in the Classroom

Theme	Practice	Evidence from Data	Description
Instructional translation	Vocabulary translation	English vocabulary introduced and translated into Thai	Translation used to clarify vocabulary meaning
Instructional translation	Instruction clarification	Thai explanation of tasks	Thai used to clarify instructions when students are confused
Multimodal translanguaging	Gestures and sound imitation	Animal sounds and gestures used in explanation	Meaning conveyed through visual and auditory cues
Orthographic mediation	Thai script for English pronunciation	Students write English pronunciation in Thai letters	Using Thai script to represent or remember English pronunciation
Phonological mediation	Pronunciation approximation	“twelve” becoming “twew”; “milk” becoming “miw” (นม or นม.)	Producing English sounds through Thai-influenced sound patterns
Affective translanguaging	Confidence support	Students feel more comfortable participating	Bilingual explanation supports participation

Instructional Translation

One of the most visible forms of translanguaging involved using translation to support vocabulary instruction. During lessons, the Indonesian pre-service teacher typically introduced new vocabulary by writing English words on the board and asking students to repeat them. However, when students struggled to understand the meaning of these words, the Thai teacher provided clarification in Thai. As IF explained: “I wrote the vocabulary on the whiteboard, and then the Thai teacher translated it into Thai.”

This sequence shows how the pre-service teacher first presented English vocabulary and then had it translated into Thai by the local teacher to ensure students understood the meaning. The translation occurred particularly when students showed signs of confusion or uncertainty about the vocabulary. Similarly, SK confirmed that switching between English and Thai was a common instructional practice used to facilitate comprehension. She noted: “I often switch between Thai and English to make sure that the students understand the lesson [...] many students still have limited English.” This bilingual explanation, in the form of a translation, allowed students to connect unfamiliar English vocabulary with their existing linguistic knowledge. In this way, translation served as a practical instructional strategy to bridge the linguistic gap between English instruction and students’ comprehension in the EFL context (Khairunnisa & Lukmana, 2020).

Multimodal Translanguaging

Another form of translanguaging identified in the data involved the use of gestures, body language, and sound imitation to construct meaning. IF explained that when introducing new words, particularly animal-related words, she often used gestures and sound imitations to illustrate their meanings. She described this strategy as follows: “Before the Thai teacher translated the vocabulary into Thai, I had tried visual strategies like body movements or similar sounds of the animals.”

These gestures and sound imitations helped students associate English words with familiar concepts. However, when these visual strategies were insufficient to convey meaning, the Thai teacher supplemented the explanation by translating the vocabulary into Thai. The use of gestures and sound imitation indicates that translanguaging in this classroom extended beyond verbal language switching into a more multimodal communication to facilitate comprehension (Hidayati et al., 2024; Lin, 2019).

Orthographic Mediation

Another form of translanguaging occurred through students’ writing practices. Orthographic mediation refers to students’ use of Thai writing conventions to support their recognition and recall of English pronunciation. In this study, students sometimes wrote English words using Thai script as a personal pronunciation aid. This practice was orthographic because the mediation occurred through the writing system rather than through spoken production. Although Thai script could not fully represent all English sounds, it provided students with a familiar visual tool for remembering how English words might be pronounced.

Both participants observed that students sometimes wrote English pronunciation using the Thai script in their notebooks. According to Pawapootanon et al. (2025), such translanguaging practices are common in Thai secondary schools to scaffold students’ understanding and reduce learning anxiety. This strategy allowed students to approximate English sounds using familiar characters from their first language. SK explained that she sometimes allowed this strategy because it helped students remember the pronunciation of English words: “Sometimes I allow students to write English pronunciation using Thai script. That helps them remember and say the word.” Although the Thai script did not perfectly reflect English phonology, it served as a practical learning aid for students still developing their English pronunciation skills. IF also observed this practice during classroom activities and noted that students who struggled with English pronunciation commonly used it.

Phonological Mediation

Phonological mediation also emerged as students attempted to pronounce unfamiliar English sounds using phonological patterns influenced by Thai. Phonological mediation, in contrast, refers to how students orally approximated English sounds through Thai-influenced sound patterns. This practice was evident when students substituted or modified English sounds that were difficult to produce because they did not exist in Thai phonology. For example, IF

observed that “twelve” was pronounced closer to “twew” and “milk” closer to “miw.” Unlike orthographic mediation, which involved written representation, phonological mediation occurred in spoken production. According to IF, students frequently adapted English pronunciation to match sounds available in Thai. For example, she explained: “For example, ‘twelve’ which should be pronounced ‘twelve’, but they (Thai students and teacher) said ‘twew’; and then ‘milk’ becomes ‘miw’.”

These challenges are symptomatic of sustained L1 interference, where native phonological characteristics consistently disrupt the precision of English pronunciation (Khamkhien, 2010). SK confirmed this observation and explained that these pronunciation challenges were related to structural differences between the two languages: “Some English sounds or alphabet don’t exist in Thai scripts. That makes it hard for students to pronounce correctly.” These examples illustrate how students attempted to approximate English pronunciation using familiar phonological patterns from their first language.

Affective Translanguaging

In addition to supporting comprehension, translanguaging practices also influenced students’ emotional engagement and participation in classroom activities. Both participants observed that bilingual explanations helped students feel more comfortable participating in lessons. IF explained that students found the lessons easier to follow when instructions were supported by Thai explanations: “They understood at the end [...] as their vocabulary mastery was still low, so the presence of the Thai teacher is very helpful.”

Similarly, SK noted that the presence of the foreign teacher motivated students to use English more actively and leverage their participation and engagement, leading to better outcomes: “The students were excited and motivated... they wanted to speak English with the pre-service teacher.” According to Hidayati et al. (2024), using a student's native language provides significant emotional benefits, leading to higher levels of satisfaction and motivation in the EFL classroom. These observations suggest that translanguaging practices contributed to a more supportive classroom environment where students felt encouraged to participate despite their limited English proficiency.

Collaborative Negotiation of Linguistic Resources

The second analytical focus examines how the two teachers negotiated their linguistic resources during collaborative teaching. The findings show that translanguaging practices were closely connected to the collaborative interaction between the Indonesian pre-service teacher and the Thai teacher. Table 2 presents the five detailed themes of collaborative negotiation during co-teaching practice.

Table 2
Collaborative Negotiation of Linguistic Resources

Theme	Practice	Evidence	Description
Complementary linguistic roles	English instruction and Thai clarification	IF introduces vocabulary; SK translates	Teachers contribute different linguistic expertise
Spontaneous language switching	Unplanned switching	Translanguaging occurs spontaneously	Language switching based on students' comprehension
Teacher–teacher mediation	Clarifying meaning between teachers	Teachers ask for clarification	Language used to resolve misunderstandings
Collaborative classroom management	Monitoring student comprehension	Thai teacher intervenes when confusion occurs	Language choice supports lesson flow
Confidence support	Emotional support for pre-service teacher	Thai teacher assists when needed	Collaboration reduces teaching anxiety

Complementary Linguistic Roles

The collaborative teaching arrangement created a situation in which each teacher contributed different linguistic resources to the lesson. Such a collaborative arrangement between the teachers allowed them to convey a full message through their combined bilingualism (Creese & Blackledge, 2010). IF typically introduced vocabulary and lesson content in English, while SK provided clarification in Thai when students struggled to understand. IF described this process of the Thai teacher, who translated the English words on the whiteboard into Thai. Through this interaction, the two teachers combined their linguistic expertise to support students' understanding.

Spontaneous Language Switching

Language switching during instruction was largely spontaneous rather than predetermined. IF explained that translanguaging practices occurred naturally during classroom interaction rather than through explicit planning: “It’s all spontaneous in the classroom, and we didn’t share specific roles (before the class).” Similarly, SK explained that she switched languages based on students’ reactions during the lesson: “Switching happens spontaneously when the students do not understand English.” These comments indicate that language choices were determined by students’ comprehension rather than predetermined teaching roles.

Teacher-Teacher Mediation

Translanguaging also facilitated communication between the two teachers themselves. Because they came from different linguistic backgrounds, occasional misunderstandings occurred during instruction. SK explained that when such misunderstandings occurred, the teachers clarified the meaning by asking questions or repeating explanations: “Sometimes there’s a small misunderstanding because we have different language backgrounds [...] we clarify by asking again or explaining again.” These interactions show how translanguaging also supported collaboration

between teachers. This is closely related to complementary linguistic roles, which allow teachers to address the meaning in classroom practice (Creese & Blackledge, 2010).

Collaborative Classroom Management

Translanguaging also played a role in coordinating classroom activities. SK explained that she often monitored students' reactions during the lesson and intervened when students appeared confused. For example, she described repeating instructions more slowly and using gestures when necessary: "When I see the students look confused, I repeat the instruction more slowly [...] sometimes I use body language or explain in Thai." Through this coordination, the teachers maintained the lesson's flow while ensuring students understood the tasks.

Confidence Support

Translanguaging practices also supported the emotional experience of teaching in a multilingual classroom. IF reported that teaching in a foreign country sometimes made her feel uncertain about pronunciation or communication. However, the presence of the Thai teacher helped reduce this anxiety because she could assist with translation when necessary: "Eventually I asked the Thai teacher to translate what they (students) wanted to say." Collaborative translanguaging serves as a professional safety net, helping novice teachers navigate the uncertainties of a foreign classroom (Dove & Honigsfeld, 2018).

Discussion

This study explored how translanguaging emerged as a collaborative pedagogical practice between an Indonesian pre-service teacher and a Thai local teacher in a multilingual EFL classroom. The findings revealed that translanguaging operated through two interconnected dimensions: (1) translanguaging practices in classroom interaction and (2) collaborative negotiation of linguistic resources between teachers. Together, these dimensions illustrate that translanguaging in this context functioned not only as a linguistic strategy for facilitating comprehension but also as a collaborative pedagogical process that shaped classroom interaction and teaching dynamics.

Translanguaging Practices as Pedagogical Mediation

The first analytical dimension concerns the forms of translanguaging practices that emerged during classroom instruction. The findings show that translanguaging was manifested through instructional translation, multimodal explanation, orthographic mediation, phonological mediation, and affective support. These practices demonstrate how both teachers and students mobilized multiple linguistic and semiotic resources to facilitate meaning-making during classroom interaction.

One of the most prominent practices identified in this study was the use of instructional translation to support vocabulary learning and clarify instructions. The Indonesian pre-service teacher typically introduced lesson content in English, while the Thai teacher provided clarification in Thai when students encountered difficulty understanding the explanation. This pattern reflects

a form of pedagogical scaffolding in which learners' first language is used to bridge comprehension gaps while maintaining exposure to the target language (Cenoz & Gorter, 2021).

This finding aligns with translanguaging theory, which conceptualizes multilingual speakers' language practices as fluid and integrated rather than as strictly separated systems (García & Kleifgen, 2018). From this perspective, the strategic use of students' first language does not undermine English learning; rather, it enables learners to access meaning and participate more actively in classroom activities. In the present study, Thai served as a mediational tool that helped students connect new English vocabulary with existing linguistic knowledge.

In addition to translation, the findings highlight the role of multimodal translanguaging, where gestures, sound imitation, and visual cues were used alongside verbal explanation. The pre-service teachers' use of gestures and animal sounds during vocabulary instruction demonstrates how meaning was mediated through multiple communicative resources. This observation supports the view that translanguaging extends beyond language alternation to include diverse semiotic practices that facilitate understanding in multilingual classrooms.

Another significant finding concerns orthographic and phonological mediation. Students frequently used Thai script to represent English sounds and adapted English sounds to Thai phonological patterns. This phenomenon illustrates how learners actively draw on their existing linguistic repertoire to navigate unfamiliar linguistic structures. Rather than viewing these adaptations as errors, teachers recognized them as part of the learning process (García & Li Wei, 2015). Such practices demonstrate that translanguaging can occur through written and phonological resources, highlighting the role of learners' first-language literacy in mediating second-language acquisition.

Finally, translanguaging practices were also closely connected to the affective dimension of learning. Both teachers observed that students became more confident and motivated when bilingual explanations were incorporated into classroom interaction. Using Thai alongside English helped reduce students' anxiety when encountering unfamiliar vocabulary or instructions. Bilingual strategies contribute to a supportive environment by reducing student anxiety and validating their backgrounds (Zhang, 2024), thereby creating a more inclusive and supportive learning environment that encourages participation. The findings illustrate that translanguaging practices in the classroom functioned as a form of pedagogical mediation, enabling teachers and students to integrate multiple linguistic resources to facilitate comprehension, engagement, and learning.

Collaborative Negotiation of Linguistic Resources

The second analytical dimension highlights how translanguaging practices were shaped by the collaborative teaching relationship between the Indonesian pre-service teacher and the Thai teacher. The findings show that translanguaging emerged through a dynamic process in which teachers negotiated their linguistic resources during classroom interaction.

One key pattern observed in this study was the development of complementary linguistic roles between the two teachers. Although their roles were not formally assigned in advance, a consistent instructional pattern gradually emerged. The pre-service teacher generally introduced lesson content in English, while the Thai teacher monitored students' reactions and provided clarification in Thai when necessary. This complementary model allows teachers to divide labor by linguistic strengths, ensuring students remain engaged (Dove & Honigsfeld, 2019).

This finding highlights the pedagogical value of collaborative teaching arrangements in multilingual classrooms. Teachers combine their linguistic expertise to ensure students can access the curriculum (Creese & Blackledge, 2010). In the present study, the pre-service teacher provided authentic English input, while the Thai teacher mediated comprehension through a Thai explanation.

Another important finding relates to the spontaneous nature of language switching during classroom interaction. Both teachers reported that translanguaging practices were not explicitly planned but occurred naturally in response to students' comprehension levels. Rather than a fixed curriculum design, these practices emerged as adaptive strategies to meet immediate learner needs (Canagarajah, 2011). The findings also reveal that translanguaging supported teacher-to-teacher communication. Because the two teachers came from different linguistic backgrounds, occasional misunderstandings occurred during classroom interaction.

In such situations, the teachers resolved the misunderstandings by asking questions or clarifying explanations. These interactions illustrate that translanguaging not only facilitated communication between teachers and students but also supported collaboration among teachers. Furthermore, translanguaging contributed to collaborative classroom management. The Thai teacher often monitored students' reactions during the lesson and intervened when students appeared confused. The strategic use of Thai helped maintain the lesson's pace, preventing delays caused by total confusion (Boonsuk, 2025; Probyn, 2018).

Translanguaging also supported the pre-service teacher's professional identity. Teaching in a foreign linguistic environment can be challenging, particularly for novice teachers. The presence of the Thai teacher provided reassurance because she could assist with translation and clarification when communication difficulties occurred. This collaborative support allowed the pre-service teacher to continue teaching with greater confidence and adaptability. Collaborative support provides a safety net that bolsters the professional identity and confidence of pre-service teachers (Yüzlü, 2025). In addition, the findings also highlight how translanguaging functioned as a collaborative pedagogical mechanism in the classroom. Translanguaging serves as a tool for mutual coordination among teachers with different linguistic backgrounds (Dikilitaş & Öztüfekçi, 2024).

The findings extend existing translanguaging theory by demonstrating that translanguaging in co-teaching contexts is not merely an individual teacher's strategic use of multiple languages. Instead, it becomes a distributed pedagogical practice shared between teachers with unequal access

to classroom linguistic resources. This interpretation aligns with García and Kleifgen's (2018) view of translanguaging as the flexible mobilization of multilingual resources for meaning-making, while also extending Creese and Blackledge's (2010) argument that translanguaging can function as a pedagogy for learning and teaching in bilingual classrooms. In this study, the Indonesian pre-service teacher provided English instructional input but lacked Thai proficiency, while the Thai mentor teacher possessed the local linguistic and cultural resources needed to mediate student understanding.

This asymmetry did not weaken the lesson; rather, it created a collaborative translanguaging space in which both teachers' linguistic limitations and strengths shaped classroom interaction. The finding also supports Liu et al. (2020), who emphasize teacher collaboration as a professional development model for translanguaging pedagogy, and Dikilitaş and Öztüfekçi (2024), who show that collaborative translanguaging depends on teachers' joint decision-making and classroom negotiation. Thus, collaborative translanguaging should be understood as a negotiated process of role distribution, meaning mediation, and professional support.

The Indonesian–Thai co-teaching context also adds a distinctive contribution to translanguaging research. Unlike many bilingual classrooms where teachers and students may share two common languages, this case involved a foreign pre-service teacher who did not share the students' first language. As a result, translanguaging depended on the Thai teacher's mediation and on the teachers' ability to coordinate meaning across English, Thai, gestures, pronunciation support, and classroom management practices. This finding expands Lin's (2019) concept of trans-semiotizing because meaning was not negotiated only through named languages, but also through multimodal resources such as gestures, sound imitation, and pronunciation scaffolding. It also resonates with Tian and Shepard-Carey's (2020) view that translanguaging pedagogies can be strengthened through teacher–researcher or teacher–teacher collaboration. Therefore, translanguaging in international practicum contexts is not simply a learner-centered strategy; it is also a professional collaboration strategy that enables foreign teachers to teach meaningfully in linguistically unfamiliar classrooms.

Implications for Translanguaging Pedagogy in Multilingual Classrooms

The findings of this study offer several implications for multilingual EFL teaching contexts. First, the results suggest that translanguaging can serve as an effective instructional scaffold, enabling teachers to support comprehension without abandoning the target language (Cenoz & Gorter, 2021). By strategically integrating learners' first language into classroom interaction, teachers can maintain student engagement while gradually developing English proficiency.

Second, the findings highlight the importance of collaborative teaching in multilingual classrooms. When teachers with different linguistic backgrounds work together, translanguaging

can emerge as a shared pedagogical resource that supports both instruction and classroom communication.

Collaborative teaching environments foster translanguaging as a shared pedagogical asset (Choi et al., 2025). Teacher education programs may therefore benefit from preparing pre-service teachers to work in multilingual and cross-cultural teaching contexts where flexible language use is necessary. In addition, it is essential for teacher education programs to prepare pre-service teachers for the flexible language demands of multilingual contexts (García & Kleifgen, 2018). Finally, the study suggests that recognizing learners' multilingual resources can enhance the affective dimension of language learning. When students' first languages are acknowledged and incorporated into classroom interaction, learners may feel more confident and motivated to participate in English communication. Overall, the findings reinforce the view that translanguaging is not merely a linguistic phenomenon but a dynamic pedagogical approach that can enhance teaching and learning in multilingual educational environments (Wei, 2022).

Conclusion and Suggestions

Conclusion

This study examined how translanguaging emerged as a collaborative pedagogical practice between an Indonesian pre-service teacher and a Thai local teacher in a multilingual EFL classroom. Through a thematic analysis of reflective dialogue data, the findings reveal that translanguaging operated along two interconnected dimensions: translanguaging practices in classroom interaction and collaborative negotiation of linguistic resources among teachers. First, the study identified several forms of translanguaging practices that supported students' learning. These included instructional translation, multimodal explanation, orthographic mediation, phonological mediation, and affective translanguaging. These practices enabled teachers and students to draw on multiple linguistic and semiotic resources to facilitate comprehension and participation during classroom interaction (Lin, 2019). Rather than replacing English instruction, the strategic use of Thai served as a scaffold, helping students bridge the gap between their existing linguistic knowledge and new English vocabulary.

Second, the findings demonstrate that translanguaging practices were closely linked to the collaborative dynamics between the two teachers. Through complementary linguistic roles, spontaneous language switching, teacher-to-teacher mediation, collaborative classroom management, and confidence support, both teachers negotiated their linguistic resources to respond to students' needs in real time. This interaction illustrates that translanguaging in this context functioned not only as a classroom communication strategy but also as a collaborative process that shaped teaching practices.

These findings contribute to the growing body of research on translanguaging in multilingual education by highlighting its role in collaborative teaching contexts. In multilingual EFL classrooms, translanguaging can serve as a pedagogical resource, enabling teachers to

leverage their linguistic expertise and create more accessible learning environments. In teacher education, the findings underscore the importance of preparing pre-service teachers to work in multilingual, cross-cultural classrooms where flexible language use and collaboration are essential.

Theoretically, this study contributes to translanguaging research by conceptualizing translanguaging as a collaborative pedagogical process rather than only an individual classroom strategy. The findings show that translanguaging can be distributed across teachers who possess different linguistic resources and professional roles. However, the study is limited by its single-case design and its reliance on retrospective reflective dialogue as the primary source of evidence. Because the data were based on participants' post-teaching accounts, the findings may be influenced by recall bias and selective interpretation. Future studies should therefore incorporate classroom observation, video-recorded interaction, student perspectives, and comparative multi-site designs. Research involving different international practicum settings or different teacher language pairings would also help clarify how collaborative translanguaging varies across multilingual EFL contexts.

Suggestion

Based on the findings, teachers in multilingual EFL classrooms are encouraged to use translanguaging strategically rather than incidentally. This means integrating students' first language, gestures, pronunciation support, and visual explanation when these resources help students access meaning. In co-teaching contexts, teachers should also discuss possible linguistic roles before instruction while remaining flexible enough to respond spontaneously to students' needs. Teacher education programs should prepare pre-service teachers for multilingual classrooms by providing training in collaborative planning, reflective practice, and pedagogical translanguaging. Future researchers are encouraged to examine collaborative translanguaging through classroom observation, student interviews, and comparative studies involving different national or linguistic contexts.

Acknowledgements

The authors extend gratitude to the Office of International Affairs (OIA) of Universitas Negeri Surabaya for facilitating the international teaching practicum program.

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