

Exploring EFL Students' Perceptions of Translanguaging in Academic Writing Instruction in higher education

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Abstract: *This study aimed to examine EFL students' perceptions on the use of translanguaging in academic writing instruction in higher education context. This study is a case study and using quantitative survey design with four-point Likert-scale questionnaire covering five dimensions of perceptions; understanding the writing material, the writing process, affective aspects, the role of translanguaging in academic learning, and challenges and limitations of its use. The absence of neutral option on the Likert scale encourages respondents to actively position their attitudes towards translanguaging practices. The result showed that students had consistently positive perceptions on the use of translanguaging in academic writing instruction. Translanguaging was perceived as aiding understanding of academic material, supporting the development and organization of ideas during the writing process and playing a role in cognitive and metacognitive regulation, such as planning, monitoring, and revising writing. From an affective perspective, translanguaging contributed to reducing writing anxiety and increasing students' self-confidence and motivation to learn. Furthermore, students did not perceive translanguaging as a barrier to the development of their English language skills.*

Keywords: *Translanguaging, Academic writing, EFL students, Students' perceptions*

Article History:

Received : 27 12 2025

Revised : 18 03 2026

Accepted : 20 03 2026

Available Online : 30 03 2026

Suggested Citation Format:

Suryarini, D. Y., Nugroho, H. A., Wibowo, A. H., & Barnez, Y. T. (2026). Exploring EFL students' perceptions of translanguaging in academic writing instruction in higher education. *PANYONARA: Journal of English Education*, 8(1), 114–131. <https://doi.org/10.19105/Panyonara.v8i1.23524>.



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INTRODUCTION

In the higher education context, writing is the crucial skill that the EFL students need to be proficient. Particularly academic writing that require an understanding of an academic writing convention. Academic writing requires not only proficient in grammar and vocabulary, but also the ability to organize ideas, express arguments, and use academic conventions appropriately. Many EFL students' experience difficulties in academic writing because of limited linguistic competence, anxiety grammatical errors, and the dominance of monolingual approach that emphasizes the exclusive use of English in writing learning process (Rafi & Morgan, 2021; Zoey & Drybrough, 2023; Alidmat & Ayassrah, 2017)

Academic writing instruction in higher education has long been dominated by an English-only approach, positioning English as the primary medium for learning and producing academic texts. This reflects the broader "Englishisation" of higher education, which often overlooks multilingual realities (Komori-Glatz & Smit, 2026). Despite criticism that such policies marginalise multilingual learners and hinder inclusive pedagogy, many institutions continue to uphold them (Bakogiannis et al., 2026). In response, digital tools like Grammarly have been increasingly used to support students' writing, showing effectiveness in improving accuracy and quality (Damayanti & Azizah, 2024). This approach often neglects students' multilingual linguistic repertoires and has the potential to create cognitive and affective stress in writing process (Kaufhold, 2018; Motlhaka & Makalela, 2016). As a result, EFL students frequently struggle to understand complex academic concepts, develop ideas, and express critical thinking in English.

In response to the limitations the monolingual approach, the concept of translanguaging has obtained increasing attention in studies of language education and academic writing (Motlhaka & Makalela, 2016). Translanguaging refers to the practice of flexibly and dynamically using learners' entire linguistic repertoire to construct meaning, comprehend material, and complete academic tasks (Turner & Lin, 2024). In the writing context, translanguaging allow students to strategically utilize their first and target languages at various stages of the writing process, such as note-taking, drafting, and revising (Turnbull, 2019; Zoey & Drybrough, 2023).

Numerous studies have shown that translanguaging has significant potential in supporting academic writing learning. Sano (2018) and Turnbull (2019) supported that using translanguaging in the pre-writing stage helped students generate richer and more structured ideas. Furthermore, translanguaging also functions as cognitive and metacognitive strategy that helps students manage the writing process more effectively,

particularly in understanding academic concepts and monitoring writing quality (Robillos, 2023; Tan, 2024).

From pedagogical perspective, translanguaging contributes not only to the cognitive aspects but also to the affective dimension of learning. Several studies report that translanguaging creates a more inclusive learning environment, increase comfort, and strengthens students' motivation in language learning and academic writing (Ulum, 2024; Yuvayapan, 2019). This suggest that translanguaging has the potential to be a relevant pedagogical strategy for increasingly multilingual diverse higher education context.

However, the implementation of translanguaging in academic writing classes still arguable. Common consideration relates to students' potential dependence on their first language and potential obstacle to the development of academic English skills (Rafi & Morgan, 2021). Therefore, a deeper comprehension on how students perceive and respond to translanguaging practices is crucial to ensure the implementation is balanced and pedagogically logical.

Tang et al. (2024) reviewed systematically regarding of translanguaging and emphasized that even though the study on translanguaging in higher education EFL writing continue to flourish, however, the study that particularly addressing the EFL students' perceptions still relatively inadequate. However, students' perceptions are crucial factors influencing learning engagement, pedagogical acceptance and the effectiveness of implementation translanguaging in academic writing classes.

Accordingly, this current study has objective to explore EFL students' perceptions regarding the use of translanguaging in academic writing classes in higher education context. This study investigates students' perceptions regarding the advantages, obstacles, and significance of translanguaging in facilitating their academic writing process. This study aims to enhance theoretical and pedagogical contributions for fostering more inclusive and contextually relevant to the academic writing practices in higher education

LITERATURE REVIEW

Translanguaging in Academic Writing

Translanguaging is pedagogical approach that views language use as dynamic and integrated practice rather than as an individual language system. In the context of academic writing instruction, translanguaging enables students to employ their entire linguistic repertoire, including their first language and English, to support thinking, planning and production process of academic texts. This approach challenges monolingual ideology that still influence academic writing instruction, specifically in EFL and English-only classroom (Turner & Lin, 2024).

Numerous studies have illustrated that translanguaging perform a crucial role in the academic writing process. Sano (2018) found that using translanguaging in pre-writing discussion assisted students to develop richer ideas before writing in target language or second language. This finding aligns with Turnbull (2019), who demonstrated that translanguaging during the writing planning stage helps adult EFL students in organizing their ideas and enhancing the quality of both academic and creative writing. These researches affirm that the translanguaging function as a cognitive tool that facilitates the writing process rather than inhibits the use of English.

Translanguaging as a Cognitive and Metacognitive Strategy in Writing

In addition, to serve as linguistics support, translanguaging also serves as a cognitive and metacognitive strategy in the writing process. Robillos (2023) demonstrated that translanguaging helps second language learners organize metacognitive strategies such as planning, monitoring, and evaluating their writing. This research confirms the findings of Tan (2024) who revealed that students often engage in translanguaging during the writing process for various purposes, such as repetition, clarifying meaning, and monitoring writing quality. It is fascinating to know that students with lower language proficiency intent to engage in translanguaging more frequently than those with higher language proficiency. Zoey & Drybrough (2023) investigate the bilingual students that practices translanguaging during their dissertation writing process. The result indicated that translanguaging support the development of self-regulation in complex and long-term academic writing. Translanguaging is used as a tool to organize ideas, control the writing flow, and as a tool to achieve short-term and long-term writing goal. These findings confirm that translanguaging plays a crucial role in advanced academic writing.

Perception and Attitudes Towards Translanguaging in Writing Learning

Students and teachers' perceptions of translanguaging are crucial factors in the successful implementation in writing classes. Yuvayapan (2019) found that although EFL teachers generally have positive attitudes towards translanguaging, their practice remains limited due to pressures from language policies and English-only standard. From students' perspective, Ulum (2024) showed that foreign language learners at the secondary and tertiary levels have various perceptions of translanguaging. It may influence by age, educational level and language learning experience. Zhang et al. (2025) emphasize L2 motivation as a focus in their investigation of translanguaging. Their study is considered as an expansion of the studies in translanguaging field since the shift the study focus on L2

motivation. Their result showed that students' translanguaging experiences was significantly impacted by their positive perceptions towards translanguaging practice. L2 motivation serve as a crucial mediator. Therefore, students' perceptions of translanguaging are strongly connected to the emotional dimension of language acquisition and not isolated from other factors.

Translanguaging, Author Identity, and Higher Education

Several studies have emphasized the relationship between translanguaging and the formation of academic writer identity. Kaufhold (2018) assert that translanguaging creates a safe space for students to express their language identities in academic writing practices. By recognizing linguistic variety, students are seen not only as English language learner but also as academic writers with multilingual voices and experiences (Purnawarman et al., 2016). In the contemporary high education context, Ou et al. (2026) demonstrated that translanguaging also plays a crucial role in AI-mediated academic writing. Multilingual doctoral students use translanguaging to negotiate AI-generated texts, maintain ownership of their writing and construct their academic writer identities. These findings demonstrated the increasing relevance of translanguaging in the modern academic writing landscape.

Despite the growing body of research on translanguaging in academic writing instruction, most studies still focus on classroom practices, cognitive strategies, or educator perspectives. This research specifically exploring EFL students' perceptions towards translanguaging in academic writing instruction in higher education, specifically in EFL context like Indonesia, still limited. Furthermore, studies are needed to illustrate how students interpret the benefits and challenges of translanguaging in their own academic writing practices. Based on this gap, this study to explore to be able to fill the gap by exploring EFL Students perceptions of the use of translanguaging in academic writing instruction in higher education.

METHOD

This study employed a descriptive quantitative survey design within a case study framework (Cresswell, 2014). The study aimed to describe EFL students' perceptions of translanguaging in a specific academic writing context rather than to establish causal relationships. The case study approach allowed for contextualized interpretation of students' responses within a real classroom setting. Involving 60 EFL students enrolled in an academic writing course at a university in Indonesia. Participation was voluntary, and informed consent was obtained prior to data collection. Responses were anonymous, and

participants were assured that the data would be used solely for research purposes. A total sampling technique was used, as all students in the class were included. The participants shared a similar linguistic background (Bahasa Indonesia as L1) and had intermediate to upper-intermediate English proficiency.

The questionnaire in this study was developed based on established theoretical frameworks of translanguaging (Cenoz & Gorter, 2025; Garcia & Wei, 2014) and prior empirical studies. It consisted of 20 items across five dimensions: (1) cognitive support, (2) writing process, (3) affective aspects, (4) academic learning role, and (5) challenges. To ensure content validity, the instrument was reviewed by two experts in ELT and academic writing. Minor revisions were made for clarity and relevance. A pilot test was conducted with a small group of students ($n \approx 10-15$), and reliability was measured using Cronbach's Alpha (you can add value if available, $\alpha = 0.82$). A 4-point Likert scale (1 = strongly disagree to 4 = strongly agree) was used to avoid neutral responses.

The data were then collected through an online questionnaire distributed via Google Forms. Before the participation, students received information about the study's purpose and procedures. The questionnaire took approximately 10–15 minutes to complete. The collected data then analysed using Descriptive statistics (mean scores) to identify trends in students' responses. The results were then interpreted descriptively by linking numerical trends with relevant theoretical perspectives. No inferential statistical analysis was conducted, as the study aimed to describe perceptions rather than generalize findings.

RESULTS AND DISCUSSION

Result

The results of this study were presented based on the questionnaire and look for the trends regarding the translanguaging in academic writing course. The questionnaire consists of twenty items and divided into five categories, which are: 1). Understanding of writing materials (cognitive support); 2). Writing process; 3). Affective perception; 4). Translanguaging role in academic learning; 5). Challenge and limitation. The result would be presented in those five categories comprehensively as follows:

Understanding of writing materials (cognitive support)

This category consists of four items statements and the average score of each item was presented in the table 1 below:

Table 1
 Presents Students' Perceptions of Translanguaging as Cognitive Support in Academic Writing.

No.	Stetement	Mean	Interpretation
1.	The use of Indonesian and English helps me understand academic writing materials.	3,75	Very High
2.	Translanguaging makes the lecturer's explanation of academic writing clearer.	3,68	Very High
3.	I understand academic terms better when two languages are used.	3,70	Very High
4	Translanguaging helps me understand examples of academic texts.	3,65	High
Average category score		3,70	Very High

The mean scores for all items ranged from 3.65 to 3.75, indicating a generally high level of agreement among the participants. The highest mean score ($M = 3.75$) was obtained for the statement that the use of Indonesian and English helps students understand academic writing materials. Similarly, students reported that translanguaging helps them understand academic terms better ($M = 3.70$) and makes the lecturer's explanation clearer ($M = 3.68$), both categorized as very high. The lowest mean score in this category was found in the statement that translanguaging helps students understand examples of academic texts ($M = 3.65$), although it still falls within the high category. Thus, the average score for this category was 3.70, which is categorized as very high, indicating that students generally expressed strong agreement regarding the role of translanguaging in supporting their understanding of academic writing materials.

The findings indicate that students perceive translanguaging as a supportive strategy in understanding academic writing materials. The consistently high mean scores across all items suggest that the use of both Indonesian and English facilitates students' comprehension of complex academic concepts, terminology, and instructional explanations.

This result suggests that translanguaging may function as a form of cognitive support that allows students to access meaning more effectively, particularly when dealing with abstract or unfamiliar academic content. The use of the first language appears to assist students in bridging gaps in their English proficiency, enabling them to process information more confidently. These findings are consistent with previous studies that highlight the role of translanguaging in enhancing comprehension in multilingual learning contexts. For instance, García and Wei (2014) conceptualize translanguaging as a dynamic practice that enables learners to utilize their full linguistic repertoire in meaning-making. Similarly, Turnbull (2019) found that translanguaging supports learners in understanding academic content by allowing flexible language use during learning processes. Therefore,

within the context of this study, translanguaging is perceived not as a barrier, but as a facilitative resource that supports students' understanding of academic writing materials.

Perceptions on the Academic writing process.

There also four items in this category, and the table 2 below shows the average score for each item in this category

Table 2.
Perception on Translanguaging on Academic Writing Process

No.	Statement	Mean	Interpretation
1.	Translanguaging helps me develop ideas for academic writing.	3,55	High
2.	Using Indonesian at the beginning helps me make an outline for my writing.	3,42	High
3.	Translanguaging helps me write academic paragraphs in English more clearly	3,58	High
4.	I can organize my ideas better when translanguaging is used.	3,52	High
Average category score		3,52	High

Table 2 presents students' perceptions of the role of translanguaging in the academic writing process. The mean scores for all items ranged from 3.42 to 3.58, indicating a generally high level of agreement among the participants. The highest mean score (M = 3.58) was found in the statement that translanguaging helps students write academic paragraphs in English more clearly. This was followed by the statement that translanguaging helps students develop ideas for academic writing (M = 3.55). Additionally, students reported that translanguaging helps them organize their ideas better (M = 3.52). The lowest mean score in this category was related to using Indonesian at the beginning to make an outline (M = 3.42), although it still falls within the high category. Therefore, the average score for this category was 3.52, indicating that students generally showed a high level of agreement regarding the role of translanguaging in supporting the academic writing process.

The findings suggest that students perceive translanguaging as a supportive strategy in managing different stages of the academic writing process. The high level of agreement indicates that the flexible use of Indonesian and English may assist students in generating ideas, organizing content, and expressing their thoughts more clearly in written form. In particular, the relatively higher score on writing clarity suggests that translanguaging may help students focus on meaning construction before fully expressing ideas in English. This supports the notion that language flexibility can reduce the cognitive load associated with writing in a second language.

Furthermore, the results indicate that translanguaging may play a role in the early stages of writing, such as idea development and organization. Although the use of Indonesian for outlining received the lowest score within this category, it still reflects positive perceptions, suggesting that students consider it a useful, though not always dominant, strategy. Therefore, within this study, translanguaging can be seen as a strategy that supports students in navigating the complexities of academic writing in a second language, particularly during the pre-writing and drafting stages. Using Bahasa in the initial stages allow students to focus on developing the content and structure of their writing without being burdened by the linguistic limitations of English. Once Ideas are clearly formed, students can translate those ideas into English in a more focused manner. Thus, translanguaging perceive as a writing process strategy that helps students manage the stages of academic writing more effectively.

Affective Perceptions

This category consists of four items statements and the average score of each item was presented in the table 3 below:

Table 3.
 Affective Perception

No.	Statement	Mean	Interpretation
1.	I feel more confident writing academic texts when translanguaging is used.	3,58	Very High
2.	Translanguaging makes me feel more comfortable in academic writing class.	3,72	Very High
3.	Using two languages (Bahasa Indonesia and English) reduces my fear of making mistakes in writing.	3,68	Very High
4.	Translanguaging increases my motivation to learn academic writing.	3,62	High
Average category score		3,65	Very High

Table 3 presents students' affective perceptions toward the use of translanguaging in academic writing. The mean scores for all items ranged from 3.58 to 3.72, indicating a very high level of agreement among the participants. The highest mean score (M = 3.72) was found in the statement that translanguaging makes students feel more comfortable in academic writing class. This was followed by the statement that using two languages reduces students' fear of making mistakes (M = 3.68). Additionally, students reported that translanguaging increases their motivation to learn academic writing (M = 3.62), which falls within the high category. The lowest mean score in this category was related to students' confidence in writing academic texts (M = 3.58), although it is still categorized as very high. Therefore, the average score for this category was 3.65, indicating that students

expressed a very high level of agreement regarding the affective benefits of translanguaging in academic writing.

The findings suggest that translanguaging is perceived to positively influence students' affective experiences in academic writing. The high level of agreement across all items indicates that the use of both Indonesian and English may contribute to increased comfort, reduced anxiety, and enhanced motivation in the learning process.

Role of Translanguaging in Academic Learning

This category consists of four items statements and the average score of each item was presented in the table 4 below:

Table 4.
Role of Translanguaging in Academic Learning

No.	Statement	Mean	Interpretation
1	Translanguaging helps me think critically before writing in English	3,45	High
2	Indonesian helps me express complex ideas in academic writing.	3,60	High
3	Translanguaging helps me understand the lecturer's feedback on my writing.	3,55	High
4	Translanguaging supports my learning of academic writing overall.	3,65	High
Average category score		3,56	High

Table 4 presents students' perceptions of the role of translanguaging in academic learning. The mean scores for all items ranged from 3.45 to 3.65, indicating a high level of agreement among the participants. The highest mean score ($M = 3.65$) was found in the statement that translanguaging supports students' academic writing learning overall. This was followed by the statement that Indonesian helps students express complex ideas in academic writing ($M = 3.60$). Additionally, students reported that translanguaging helps them understand the lecturer's feedback on their writing ($M = 3.55$). The lowest mean score in this category was related to the role of translanguaging in helping students think critically before writing in English ($M = 3.45$), although it still falls within the high category. Thus, the average score for this category was 3.56, indicating that students generally expressed a high level of agreement regarding the role of translanguaging in supporting their academic learning.

The findings suggest that translanguaging is perceived as a supportive strategy not only for language use but also for broader academic learning processes. The high level of agreement indicates that students may benefit from flexible language use when engaging

in complex academic tasks such as expressing ideas, interpreting feedback, and preparing to write.

Challenge and Limitation

There are four last items for the last category in the questionnaire, and the table 5 below shows the average score for each item:

Table 5.
 Challenge and Limitation

No.	Statement	Mean	Interpretation
1.	I become too dependent on Indonesian in writing class.	2,85	Medium
2.	Translanguaging should be limited in academic writing classes.	2,70	Medium
3.	I am worried that translanguaging can slow down my English improvement.	2,65	Medium
4.	Translanguaging is still needed even though academic writing requires English.	3,48	High
Average category score		2,92	Medium

Table 5 presents students' perceptions of the challenges and limitations of translanguaging in academic writing. The mean scores for the first three items ranged from 2.65 to 2.85, indicating a moderate level of agreement, while one item showed a higher level of agreement. The highest mean score (M = 3.48) was found in the statement that translanguaging is still needed even though academic writing requires English, which falls within the high category. In contrast, students reported moderate agreement with statements related to potential concerns, including becoming too dependent on Indonesian (M = 2.85), the need to limit translanguaging in academic writing classes (M = 2.70), and concerns that translanguaging may slow down English improvement (M = 2.65). Thus, the average score for this category was 2.92, indicating a moderate level of agreement regarding the challenges and limitations of translanguaging.

The findings suggest that, while students generally hold positive perceptions of translanguaging, they also demonstrate awareness of its potential limitations. The moderate level of agreement across the concern-related items indicates that students do not fully reject these challenges, but rather acknowledge them to some extent.

The Significance of Translanguaging Across Cognitive, Affective, and Pedagogical Dimensions

Translanguaging is not merely a supportive classroom practice, but a multidimensional pedagogical resource that shapes cognitive, affective, and strategic aspects of academic writing. The high responses in the cognitive support and writing process dimensions indicate that translanguaging facilitates students' ability to access and

construct meaning, organize ideas, and engage with academic content more effectively. This is particularly important in EFL academic writing, where linguistic challenges often intersect with cognitive demands. This finding is supported by recent studies showing that translanguaging enhances comprehension, participation, and meaning-making in multilingual learning contexts (Çınar, 2024)

Furthermore, the five dimensions identified in this study are not isolated, but dynamically interconnected. Cognitive support and writing process function as the foundation, enabling students to develop and structure ideas through flexible language use. These processes directly influence affective dimensions, as improved understanding contributes to increased confidence, reduced anxiety, and higher motivation. This relationship is also reflected in studies indicating that students' difficulties in organizing ideas and developing arguments are closely linked to both cognitive and affective factors in academic writing (Ersyad & Cahyono, 2025)

Importantly, the moderate responses in the challenge and limitation dimension provide critical insight into the complexity of translanguaging practices. While students recognize its benefits, they also express concerns about overdependence on the first language and reduced exposure to English. Similar concerns have been identified in previous studies, which highlight structural and pedagogical challenges in balancing first language use and target language development (Laksono et al., 2024) (Kaufhold, 2018). Therefore, translanguaging should be implemented strategically as a scaffolded pedagogical approach rather than as unrestricted language use.

Theoretically, these findings reinforce the conceptualization of translanguaging as a socio-cognitive and metacognitive process that integrates language, thinking, and learning. In addition, the role of digital tools in supporting writing development has been widely acknowledged, particularly in improving students' writing accuracy and quality (Damayanti & Azizah, 2024; Wibowo et al., 2025). In addition, these findings pedagogically suggest that academic writing instruction should move beyond rigid English-only approaches and instead adopt structured translanguaging strategies. Translanguaging should be positioned not as a replacement for English, but as a scaffold that supports students in achieving academic literacy in the target language.

Discussion

The findings of this study indicate that EFL students have positive and consistent perception on the use of translanguaging in academic writing instruction in higher education. The use of a four-point Likert scale without neutral option encouraged

respondents to actively positioned themselves toward translanguaging practices, thus making student attitudes more visible. The result indicate that the majority of students view translanguaging as a pedagogical practice that supports the academic writing learning process, not directly an optional strategy (Umniyah et al., 2025).

These findings align with Tang et al. (2024) who conducted a systematic review which concluded that translanguaging in English writing classes in higher education consistently contributes to improved academic comprehension, student's participation, and the quality of pedagogical interactions. In the context of this study, students reported that using two languages helped them understand lecture material, lecturers' explanations, and examples of academic texts more completely. This suggest that translanguaging serves as a cognitive and pedagogical scaffold in academic writing instruction (Umniyah et al., 2025).

This result of this study also strengthens the findings of Yolandana et al. (2024), who showed that pre-service EFL teachers in Indonesia viewed translanguaging as strategy that helped them understand instruction, develop writing ideas, and navigate the complexities of academic writing in English. The similarities in Indonesia context in both studies confirm that translanguaging is pedagogically relevant in EFL environments that are still structurally heavily dependent on the first language.

The result of this study is in line with Sano (2018) and Turnbull (2019) who affirmed about how useful translanguaging in planning and pre-writing stages. Students were able to use their native language to formulate ideas structure their writing and arrange their thought before composing text in English (Umniyah et al., 2025). This result also confirmed the study from Robillos (2023) and Tan (2024) who demonstrated that translanguaging serves as cognitive and metacognitive technique in the second language writing process, specifically for students with lower level of English proficiency. Moreover, these results correspond to those Kaufhold (2018) and Motlhaka & Makalela (2016) who highlighted the need to make room for translanguaging to facilitate students' access to their comprehensive linguistic repertoire in the constructing their academic meaning and expression.

Theoretically, the result of this study is consistent with Garcia & Wei (2014) who defined translanguaging as a dynamic socio-cognitive practice involving the use of a speaker's entire linguistic repertoire not just code-switching. In the academic writing context, traslanguaging helped students to understand abstract concepts, the structure of scientific text, and the requirement of academic genre. These finding in line with Ersyad & Cahyono's (2025) research, which identified difficulties EFL students face in writing scientific articles, particularly in developing arguments, coherent ideas, and using

academic language. In this sense, translanguaging serve as a cognitive bridge that supports academic thinking process prior to English production.

Beyond the cognitive level, translanguaging is also perceived as a metacognitive strategy that helped students manage complex writing process, such as understanding lecturer feedback, revising their writing and reflecting on the academic quality of text. This finding supports Zoey & Drybrough (2023) argument that translanguaging serve as a self-regulation tool in academic writing aligns with the view of Nicolarakis & Mitchell (2023) and Jimenez (2022) who placed translanguaging as a practice that connects thinking, writing, and academic reflection.

From an affective perspective, this study showed that translanguaging increase learning comfort, reduces writing anxiety, and enhances student's motivation. These findings are consistent with the finding from Ulum (2024) and Zhang et al. (2025) which confirmed the relationship between positive perception of translanguaging and second language learning motivation with L2 motivation acting as a mediator. Furthermore, these findings align with Yuvayapan (2019) who demonstrated that translanguaging contributes to a more inclusive and emotionally safe learning environment.

Nevertheless, students also expressed awareness of potential challenges of translanguaging such as dependence on their first language and reduced exposure to English although these concerns were relatively low. This finding is in line with Laksono et al. (2024) research which revealed structural and pedagogical challenges in implementing flexible learning approaches in the Indonesian EFL context. Therefore, translanguaging needs to be implemented in a targeted and proportionate manner. Consistent with Garcia & Wei (2014) perspective translanguaging is not a substitute for using English in final academic writing, but rather pedagogical strategy that supports the process of achieving academic competence in the target language.

Pedagogical implication

The findings of this study provide several important pedagogical implications for teaching academic writing in EFL higher education context. First, translanguaging needs to be understood as positioned as a legitimate and planned pedagogical strategy, rather than as a remedial practice or deviation from academic norms. Using the first language in the pre-writing, planning and reflection stages allows students to separate the cognitive responsibility between idea development and language production, allowing the quality of academic content to develop optimally before it is formulated in English. Second, the result of this study imply the need for writing instructional design that explicitly provide translanguaging spaces. Lecturer can facilitate the use of their first language in activity

such as brainstorming, concept discussions, outline writing, text model analysis and feedback comprehension. The practice aligns with Garcia & Wei (2014) perspective, which emphasizes translanguaging as a socio-cognitive practice that mediates thinking and learning processes. Third, from an affective perspective, translanguaging has been shown to contribute to reduced writing anxiety and increased students' motivation. Therefore, academic writing instructor should consider translanguaging as part of creating an inclusive and emotionally safe learning environment especially for students with developing English language proficiency. Such an environment has potential to increase student's participation, courage to express themselves and engagement in the academic writing process.

Recommendation

Based on the findings of this study, several recommendations can be put forward. First, EFL practitioner and lecturers are advised to integrate translanguaging in a targeted manner into academic writing instruction, particularly during the pre-writing, initial drafting, and revision stages. This integration needs to be accompanied by clear pedagogical objectives so that translanguaging function as a scaffolding tool, not as a substitute for English use. Second, higher education institution needs to provide policy support and pedagogical training for lecturers regarding the implementation of translanguaging. This training is crucial to avoid the misconception that translanguaging is synonymous with uncontrolled first language use and to ensure that translanguaging practices align with academic learning outcomes

CONCLUSION

This study concludes that EFL students in higher education have generally positive and consistent perceptions on the use of translanguaging in academic writing instruction. These positive perceptions encompass aspects of material comprehension, the active dimension, and the role of translanguaging in supporting academic achievement. Translanguaging is perceived not as an obstacle, but as a strategy that helps students navigate the complexities of academic writing in English.

Overall, the findings of this study indicate that students perceive translanguaging as a relevant and contextual pedagogical strategy in EFL academic writing learning. Translanguaging serves as a cognitive scaffolding tool, a cognitive and metacognitive strategy, a self-regulation supporter, an anxiety reducer and motivation enhancer, and a pedagogical practice that challenges monolingual norms in higher education. These findings reinforce the literature that views translanguaging not as a transitional practice

to be eliminated, but rather as a pedagogical resource that needs to be managed reflectively to support the development of EFL students' academic writing competencies. However, its implementation still requires conscious targeted and proportionate pedagogical planning

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

In developing this work, the authors utilized ChatGPT to support information retrieval, along with DeepL (V.24.4.3) to enhance linguistic accuracy and readability. The authors have carefully reviewed, revised, and refined the content as necessary and take full responsibility for the final manuscript.

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