



Translanguaging Practices in Jigsaw-Based Collaborative Learning in Indonesian EFL Classrooms

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Abstract. In multilingual English as a Foreign Language (EFL) classrooms, students often draw on multiple linguistic resources to support comprehension and interaction during collaborative learning activities. However, translanguaging practices within structured cooperative learning techniques, such as the Jigsaw method, remain underexplored in Indonesian higher education contexts. This study investigates how students employ translanguaging during Jigsaw-based collaborative activities and how they perceive its role in supporting their participation and understanding in an Indonesian EFL classroom. The study adopted a qualitative classroom-based case study design conducted at a pesantren-based university in East Java, Indonesia. Data were collected through semi-structured interviews with five fifth-semester students who participated in Jigsaw learning activities across different English-related courses. The data were analyzed using thematic analysis to identify patterns in students' language practices and perceptions. The findings reveal that translanguaging played several important roles in facilitating collaborative learning. First, students used translanguaging to clarify complex concepts and ensure shared understanding during group discussions. Second, translanguaging functioned as peer scaffolding, enabling students to assist classmates by explaining ideas and translating unfamiliar terms. Third, the flexible use of multiple languages helped reduce anxiety and encouraged more active participation in group interaction. Finally, students expressed positive perceptions toward translanguaging, viewing it as a helpful strategy that supported comprehension while still maintaining the importance of English for academic communication. These findings suggest that integrating translanguaging into cooperative learning strategies such as the Jigsaw technique can create more inclusive and interactive learning environments in multilingual EFL classrooms.

Keywords: Collaborative Learning; EFL Classroom; Jigsaw Technique; Multilingual Practices; Translanguaging.

1. INTRODUCTION

In English as a Foreign Language (EFL) contexts such as Indonesia, teachers are continuously challenged to design learning experiences that encourage active participation, interaction, and deeper engagement with learning materials. However, classroom practices often remain dominated by teacher-centered approaches in which students act primarily as passive recipients of knowledge (Sah & Li, 2020). Such approaches tend to limit opportunities for meaningful communication and critical engagement with language learning (Richards & Rodgers, 2014). As a result, many students struggle to develop collaborative learning skills and confidence in using English in academic discussions.

To address these challenges, cooperative learning has been widely recognized as an effective pedagogical approach for promoting interaction, motivation, and shared responsibility in language learning. Cooperative learning encourages students to work together to achieve common goals while supporting one another's learning processes (Aronson & Patnoe, 2011; Bygate, 2018).

Among various cooperative learning strategies, the Jigsaw technique is particularly notable because it promotes positive interdependence, individual accountability, and collaborative knowledge construction (Banaruee et al., 2025). In this method, students work in small groups where each member becomes responsible for mastering and teaching a specific part of the learning material. Through this collaborative structure, learners actively construct knowledge while simultaneously supporting their peers' understanding.

Previous studies have shown that the Jigsaw technique can enhance student engagement, communication, and comprehension in language classrooms (Banaruee et al., 2025; Cochon Drouet et al., 2023). As a cooperative learning strategy, Jigsaw shifts classroom interaction from teacher-centered instruction to student-centered collaboration. In this approach, learning materials are divided into several sections, and each student is responsible for understanding one part of the material. Students who study the same section first meet in expert groups to discuss and strengthen their understanding before returning to their home groups to share and explain the information to their peers. This structure promotes positive interdependence and individual accountability, two key principles of cooperative learning that encourage students to actively contribute to group learning (Elsayed, 2023; Yu, 2024). Research suggests that structured cooperative activities such as Jigsaw can increase student participation and interaction because learners rely on one another to complete the learning task (Gillies, 2016).

In English language education, the Jigsaw technique has been widely recognized as an effective approach for promoting communicative interaction, collaborative skills, and deeper comprehension of learning materials. Through peer explanation and discussion, students are encouraged to clarify ideas, negotiate meaning, and construct knowledge together—processes that are essential for language development in EFL contexts (Banaruee et al., 2025). When learners explain concepts to their peers, they actively reorganize their understanding, which can support deeper cognitive processing and better retention of the material (Elsayed, 2023; Gillies, 2016). Studies have also shown that Jigsaw activities can increase students' confidence and participation in language classrooms because the cooperative structure encourages mutual support and reduces learning anxiety (Aronson & Patnoe, 2011). For these reasons, the Jigsaw technique has been widely adopted as a strategy to create more interactive, collaborative, and learner-centered language learning environments.

At the same time, increasing attention has been given to the role of translanguaging in multilingual classrooms. Translanguaging refers to the dynamic use of multiple languages by multilingual speakers to make meaning, communicate, and learn (García & Wei, 2014).

Rather than viewing languages as separate systems, translanguaging emphasizes the flexible use of learners' entire linguistic repertoires as integrated resources for communication and learning (Cenoz & Gorter, 2020). In classroom contexts, translanguaging enables students to access complex content, clarify concepts, and participate more actively by strategically drawing on their different languages (Wei, 2018a).

In multilingual EFL settings such as Indonesia, translanguaging practices are particularly common because students often speak several languages, including Indonesian, regional languages, and other foreign languages such as Arabic. These linguistic resources frequently appear in classroom interactions when students explain ideas, negotiate meaning, or support peers during collaborative activities (Hamied, 2012; Hamied & Lengkanawati, 2018; Siregar, 2020). Studies have shown that allowing students to utilize their multilingual repertoires can enhance comprehension, reduce anxiety, and promote more inclusive participation in language learning (Yuliana & Imperiani, 2017).

Despite the growing body of research on cooperative learning and translanguaging, studies that explore the intersection of these two approaches remain limited, particularly in Indonesian higher education contexts. Existing research on cooperative learning has mainly focused on its effects on academic achievement or classroom interaction (Yu, 2024), while translanguaging research has often examined general classroom discourse or informal learning practices in multilingual settings (Kiramba & Scott, 2021; Seltzer & García, 2020). Few studies have investigated how translanguaging practices emerge within structured cooperative learning techniques such as Jigsaw, especially in English language classrooms where students collaboratively construct knowledge while navigating multiple languages (Kuncoroningtyas et al., 2023; Tai & Li, 2021; Wei, 2018a).

This gap is particularly relevant in pesantren-based universities in Indonesia, where students typically come from diverse linguistic backgrounds. Many students speak Indonesian and regional languages such as Javanese or Madurese, while also learning Arabic and English as additional languages (Lukens-Bull, 2010). Moreover, many of them live in language-focused dormitories (*asrama bahasa*) that encourage daily communication in Arabic and English. These multilingual environments shape students' communicative practices both inside and outside the classroom, creating rich opportunities for translanguaging during collaborative learning activities. Based on the gap identified above, the present study investigates how translanguaging practices emerge during the implementation of the Jigsaw cooperative learning technique in English language courses within an English Department at a pesantren-based university in Indonesia.

In this multilingual educational setting, students frequently navigate multiple linguistic resources—including Indonesian, regional languages, Arabic, and English—during both formal and informal learning interactions. Understanding how these linguistic resources are mobilized during structured collaborative learning activities can provide valuable insights into how multilingual practices support language learning and classroom participation.

Specifically, this study seeks to answer the following research questions:

- a) How do students employ translanguaging practices during Jigsaw-based collaborative learning in English courses in an Indonesian EFL context?
- b) How do students perceive the role of translanguaging in supporting their participation and understanding during Jigsaw activities?

The objective of this research is to explore how students utilize their multilingual repertoires to facilitate collaboration, comprehension, and knowledge construction during Jigsaw-based learning activities. By examining both classroom interactions and students' perspectives, this study aims to reveal how translanguaging functions as a pedagogical resource that supports collaborative learning processes in multilingual EFL classrooms.

The novelty of this study lies in its integration of translanguaging pedagogy with the Jigsaw cooperative learning technique in a multilingual higher education context. While previous studies have examined cooperative learning strategies or translanguaging practices separately (Kirsch & Seele, 2020; Wei, 2018a; Yu, 2024), limited research has explored how these two pedagogical approaches interact within structured collaborative learning environments. Furthermore, this study is situated in a pesantren-based university context, where students' multilingual experiences are shaped by diverse linguistic backgrounds and by the institutional culture that promotes the use of multiple languages in both academic and residential settings. By investigating how translanguaging operates within Jigsaw activities in this unique environment, the study contributes new insights into how multilingual resources can be strategically leveraged to enhance collaborative learning, participation, and pedagogical understanding in English language education.

2. LITERATURE REVIEW

Translanguaging in Multilingual EFL Classrooms

Translanguaging has become a prominent framework in multilingual education, particularly in contexts where learners regularly navigate multiple languages in their daily lives.

It is commonly conceptualized as the flexible and strategic use of an individual's full linguistic repertoire to make meaning, communicate, and support learning processes (García & Wei, 2014). This perspective challenges monolingual ideologies that have traditionally dominated English language teaching (ELT), which often treat languages as separate and hierarchical systems. Instead, translanguaging views multilingual learners' language practices as dynamic, integrated, and socially situated, allowing speakers to draw on all their linguistic resources in a fluid manner during communication and learning (Otheguy et al., 2015; Wei, 2018b). From this perspective, multilingualism is seen as a valuable cognitive and communicative resource that can enhance understanding and interaction in educational settings (Cenoz & Gorter, 2020).

In multilingual educational settings, translanguaging often emerges naturally as learners draw on different languages to negotiate meaning, clarify concepts, and support understanding during learning activities. Lewis, Jones, and Baker (2012) argue that translanguaging enables students to access prior knowledge embedded in their linguistic repertoires, which can facilitate deeper comprehension of academic content. Similarly, Li (2018) suggests that translanguaging practices allow learners to mobilize their linguistic and cognitive resources more effectively when engaging with complex tasks. Rather than restricting students to the exclusive use of the target language, translanguaging-oriented approaches encourage flexible language use that reflects the realities of multilingual communication (Cenoz & Gorter, 2020). As a result, translanguaging has increasingly been recognized as both a natural communicative practice and a pedagogical approach that supports learning in multilingual classrooms (García & Wei, 2014; Lin, 2019).

In the Indonesian context, EFL classrooms are inherently multilingual. Students typically speak Indonesian as the national language, one or more local languages such as Javanese or Madurese, and English as a foreign language. In pesantren-based universities such as Universitas Ibrahimy Sukorejo, this multilingualism is further intensified by the coexistence of formal academic learning and religious education. Students often shift between Indonesian, local languages, Arabic for religious studies, and English in both classroom and dormitory interactions. This linguistic diversity influences how students communicate, collaborate, and construct meaning in their daily academic lives.

Research on multilingual classroom practices in Indonesia shows that students frequently use multiple languages to explain ideas, negotiate meaning, and support peers during learning activities (Widodo, 2018; Hamied & Kuswandono, 2020; Lamb & Arisandy, 2020; Setyono & Widodo, 2019). In this context, translanguaging reflects students' natural communicative practices rather than a deviation from language learning norms (Fauziati, 2022).

Empirical studies in EFL contexts have also demonstrated that translanguaging can support learners' comprehension and participation in classroom interaction. For example, Canagarajah (2011) argues that translanguaging practices enable multilingual students to draw on their linguistic resources to mediate understanding and co-construct knowledge. Similarly, Cenoz and Gorter (2017) highlight that flexible language use can reduce cognitive load and help learners engage more confidently in academic tasks. In classrooms where students have varying levels of English proficiency, translanguaging may serve as a scaffold that allows learners to clarify complex ideas and participate more actively in group discussions (Li, 2018; Lin, 2019). These findings suggest that translanguaging can play an important role in facilitating collaborative learning processes in multilingual EFL classrooms.

Despite these benefits, translanguaging remains relatively under-examined in Indonesian higher education contexts, particularly within structured pedagogical approaches in English language classrooms. Most studies in Indonesia have focused on general multilingual classroom practices, language attitudes, or informal language use among students (Widodo, 2018; Hamied & Kuswandono, 2020; Setyono & Widodo, 2019). While these studies provide valuable insights into the multilingual nature of Indonesian classrooms, they offer limited discussion of how translanguaging functions within specific instructional strategies that require structured collaboration among learners. In addition, existing research often examines translanguaging at the level of classroom discourse rather than exploring how it supports collaborative learning processes during pedagogically designed activities (Cenoz & Gorter, 2020; Li, 2018). Therefore, examining how translanguaging emerges within structured cooperative learning techniques may provide important insights into how multilingual resources support interaction, comprehension, and participation in EFL classrooms.

Collaborative Learning and the Jigsaw Technique in EFL

Collaborative learning is grounded in sociocultural theory, which posits that learning occurs through social interaction and is mediated by language (Vygotsky, 1978). In ELT, collaborative approaches have been shown to increase learners' opportunities for interaction.

Negotiation of meaning, and shared knowledge construction (Storch, 2013). One cooperative learning strategy that embodies these principles is the Jigsaw technique. The Jigsaw technique requires learners to work in small groups where each member becomes an “expert” on a particular subtopic and is responsible for teaching it to peers. This structure promotes positive interdependence, individual accountability, and peer scaffolding (Aronson & Patnoe, 2011; Johnson & Johnson, 2009). In EFL classrooms, Jigsaw has been associated with increased student talk, improved engagement, and reduced teacher-centered instruction (Meng, 2010). Within pesantren-based universities, collaborative learning holds particular pedagogical value. Traditional pesantren education has historically emphasized teacher authority and lecture-based instruction, commonly practiced through instructional models such as *bandongan* and *sorogan*, where students primarily receive knowledge from religious teachers (Dhofier, 2011; Lukens-Bull, 2005). These instructional traditions shape the learning culture of pesantren, which places strong emphasis on respect for teachers and the transmission of knowledge through guided instruction. Nevertheless, scholars have noted that pesantren institutions have gradually adapted to broader educational developments while maintaining their distinctive traditions (Azra, Afrianty, & Hefner, 2007; Tan, 2014). As a result, contemporary pesantren-based universities increasingly seek ways to integrate modern pedagogical approaches within their academic programs.

In recent years, many pesantren-based universities have begun incorporating more student-centered pedagogies alongside traditional teaching practices. These developments are influenced by broader reforms in Indonesian higher education that encourage active learning, critical thinking, and collaborative classroom interaction (Azra et al., 2007; Tan, 2014). Within English language education in particular, teachers are encouraged to move beyond lecture-based instruction toward more interactive approaches that promote student participation and communicative practice (Richards & Rodgers, 2014; Jacobs & McCafferty, 2006). Such pedagogical shifts aim to balance traditional values of communal learning with contemporary approaches that emphasize student engagement and collaborative knowledge construction.

Among various collaborative learning strategies, the Jigsaw technique offers a particularly suitable model for promoting interaction and shared responsibility among learners. Originally developed by Aronson and colleagues, the Jigsaw method structures classroom activities so that each student becomes responsible for mastering and teaching a portion of the learning material to peers (Aronson & Patnoe, 2011).

This structure promotes positive interdependence and individual accountability, key principles of cooperative learning that encourage active participation and peer support (Gillies, 2016; Slavin, 2014). In language classrooms, Jigsaw activities also provide opportunities for students to engage in meaningful interaction, explain concepts to peers, and negotiate meaning during collaborative discussions (Johnson & Johnson, 2018; Jacobs & McCafferty, 2006).

Nevertheless, much of the existing research on Jigsaw in EFL contexts primarily focuses on learning outcomes such as academic achievement, motivation, or students' attitudes toward cooperative learning (Slavin, 2014; Meng, 2010; Sahin, 2011). While these studies demonstrate the effectiveness of the technique in improving engagement and comprehension, they often pay limited attention to the interactional processes that occur during group work. In multilingual classrooms, collaborative discussions frequently involve the flexible use of multiple languages as students negotiate meaning, clarify ideas, and support their peers' understanding (García & Wei, 2014; Li, 2018). However, how students mobilize their multilingual resources while explaining content and teaching peers during Jigsaw activities remains relatively underexplored in EFL research, particularly in multilingual higher education contexts such as pesantren-based universities (Cenoz & Gorter, 2020).

Translanguaging in Collaborative Learning Practices

From a sociocultural perspective, translanguaging can function as a mediational tool that supports collaborative meaning-making and peer interaction in multilingual classrooms. Sociocultural theory views language as a central resource through which learners construct knowledge through social interaction (Lantolf & Thorne, 2006; Swain, 2006). Within this perspective, learning occurs when learners engage in dialogue and shared problem-solving, allowing language to mediate cognitive processes and support the development of new understanding. Translanguaging extends this view by recognizing that multilingual learners do not rely on a single language but draw on their full linguistic repertoires to facilitate communication and learning (García & Wei, 2014; Li, 2018). As a result, translanguaging can be understood as a dynamic process through which learners use multiple languages to negotiate meaning and co-construct knowledge in collaborative learning environments. In collaborative learning settings, translanguaging often emerges naturally as students interact with peers to accomplish shared tasks.

During group-based activities, learners frequently draw on shared linguistic resources to explain concepts, organize tasks, and support peers who may have lower levels of proficiency in the target language (Li, 2018; García & Lin, 2017).

Such interactions illustrate how multilingual learners strategically mobilize different languages as cognitive tools to facilitate understanding and sustain participation. Research in multilingual education suggests that allowing flexible language use during collaborative tasks can promote deeper engagement with learning materials and strengthen peer interaction (Creese & Blackledge, 2015; Cenoz & Gorter, 2020). In this way, translanguaging contributes not only to comprehension but also to the social processes that support collaborative knowledge construction.

Empirical studies have further demonstrated that learners strategically alternate between languages during collaborative activities to facilitate communication and understanding. For instance, students may shift between languages to clarify instructions, confirm comprehension, or negotiate the meaning of complex academic concepts during group discussions (Seltzer & García, 2020; Tai & Li Wei, 2021). These multilingual practices often function as scaffolding strategies that enable learners to support each other and co-construct knowledge while completing learning tasks (Canagarajah, 2011; Lin, 2019). Through such interactions, translanguaging can help sustain collaborative dialogue and encourage learners to participate more actively in group work, particularly in contexts where students have varying levels of proficiency in the target language.

These practices are particularly salient in EFL contexts where English is not the dominant language of daily communication. In such settings, students frequently rely on their first language or other shared languages to support understanding before expressing ideas in English (Cenoz & Gorter, 2020; Li, 2018). In Indonesian educational contexts, multilingual interaction is common as students typically use Indonesian alongside local languages such as Javanese or Madurese in everyday communication (Widodo, 2018; Hamied & Kuswando, 2020). Within pesantren-based universities, students also engage with Arabic as part of religious education, creating a highly multilingual learning environment. Consequently, translanguaging often becomes a natural strategy through which students negotiate meaning and support one another during academic discussions.

Despite the growing interest in translanguaging as a pedagogical approach, existing studies have largely examined translanguaging within unstructured group work or general classroom interaction.

Limited attention has been given to how translanguaging operates within structured cooperative learning techniques, such as the Jigsaw method, where peer teaching, role differentiation, and individual accountability are key components of the learning process (Aronson & Patnoe, 2011; Gillies, 2016).

As a result, there is still limited understanding of how multilingual practices support interaction and knowledge sharing within highly structured collaborative learning environments. This gap is particularly evident in Indonesian EFL higher education and pesantren-based contexts, where multilingual practices are deeply embedded in students' academic and social lives (Cenoz & Gorter, 2020; Fauziati, 2022). Investigating translanguaging within Jigsaw-based collaborative learning may therefore provide valuable insights into how multilingual resources facilitate participation, comprehension, and peer learning in EFL classrooms.

3. RESEARCH METHOD

This study adopts a qualitative classroom-based research design to explore translanguaging practices within Jigsaw-based collaborative activities and to examine students' perceptions of these practices in an Indonesian EFL classroom. A qualitative approach is appropriate because the study aims to understand naturally occurring classroom interactions, language use, and participants' perspectives within a specific sociocultural context (Creswell, 2013). In line with the theoretical framework of this study, sociocultural theory and translanguaging pedagogy view learning as a socially mediated process in which multilingual language use functions as a resource for meaning-making and collaborative learning.

More specifically, the study is framed as a qualitative case study focusing on English language classrooms in a pesantren-based university. A case study design allows for an in-depth and context-sensitive examination of a particular phenomenon within its real-life context (Yin, 2014). By focusing on a specific institutional and classroom setting, the study seeks to capture the complexity of multilingual interaction that occurs during Jigsaw-based collaborative learning activities and how students interpret their experiences with translanguaging during English learning.

The research was conducted at Universitas Ibrahimy Sukorejo, a higher education institution affiliated with a pesantren (Islamic boarding school) in East Java, Indonesia. The university environment is characterized by linguistic diversity, where students commonly use Indonesian and local languages such as Madurese or Javanese, Arabic for religious studies, and English as a foreign language for academic purposes. English learning takes place in both formal classroom settings and informal dormitory-based language programs that encourage the use of English and Arabic in daily communication.

This multilingual and pesantren-based context provides a rich setting for examining translanguaging practices, particularly during collaborative learning activities that require intensive peer interaction and shared meaning-making.

The participants of the study were students from the English Education Department who were enrolled in English courses in the second and fourth semesters. These students were selected because they regularly participated in collaborative classroom activities and were accustomed to multilingual communication in both academic and dormitory environments. Classroom observations were conducted in three different classes that implemented Jigsaw-based collaborative learning activities. In addition, five students were selected as interview participants to provide deeper insights into their experiences and perceptions of translanguaging during collaborative learning.

Data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted during three Jigsaw-based learning sessions in order to document how students interacted and utilized their linguistic resources during collaborative activities. Field notes and audio recordings were used to capture students' language use and interaction patterns. In addition, semi-structured interviews were conducted with five students to explore their perceptions of translanguaging and its role in supporting their participation and understanding during Jigsaw activities. Semi-structured interviews were chosen because they allow researchers to explore participants' experiences and perspectives in depth while maintaining flexibility during the interview process (Dörnyei, 2007).

The collected data were analyzed using thematic analysis, which is commonly used in qualitative research to identify patterns and themes within textual data (Braun & Clarke, 2006). Classroom interaction data were first transcribed and reviewed to identify instances of translanguaging during group discussions and peer teaching activities. These instances were then categorized according to their communicative functions, such as explaining concepts, clarifying instructions, or supporting peers during collaborative tasks. Interview data were coded inductively to identify recurring themes related to students' perceptions of translanguaging in collaborative learning.

Through this process, the analysis aimed to provide a comprehensive understanding of how translanguaging practices emerged during Jigsaw-based activities and how students perceived their role in facilitating learning and participation in the classroom. All participants were informed about the purpose of the study, and their participation was voluntary. Pseudonyms were used to ensure participants' anonymity.

4. FINDING AND DISCUSSION

Translanguaging as a Strategy for Clarifying Understanding

The interview data indicate that translanguaging was frequently used by students as a strategy to clarify understanding during Jigsaw-based collaborative learning activities. When discussing learning materials, students often switched between English and Indonesian to ensure that the ideas being discussed were clearly understood by all group members. This practice occurred particularly when students encountered unfamiliar terminology or when they needed to explain complex concepts related to the learning material.

One participant described how mixing languages helped maintain communication during group discussions:

“When I cannot or I don't know what to say in English, I mix with Indonesian.” (P1)

This response suggests that translanguaging enabled students to continue participating in discussions even when they lacked the linguistic resources to express their ideas fully in English. Instead of remaining silent or withdrawing from the interaction, students strategically used Indonesian to maintain the flow of communication within the group.

Another participant also emphasized the role of Indonesian in helping group members understand the material more easily:

“*Pakai bahasa Indonesia biar lebih dipahami.*” (P5)

“We use Indonesian so it can be understood more easily.”

This statement indicates that students intentionally used their shared first language to simplify explanations and ensure collective understanding. During Jigsaw activities, each student is responsible for explaining a specific part of the learning material to their peers. Therefore, ensuring that group members understand the explanation becomes an important part of the collaborative learning process. Translanguaging allowed students to clarify meanings, elaborate explanations, and confirm comprehension before continuing the discussion in English. The findings also suggest that translanguaging helped students manage the cognitive demands of discussing academic content in English.

By briefly switching to Indonesian, students were able to process ideas more efficiently and then return to English to complete the task. In this way, translanguaging functioned not only as a communication strategy but also as a learning strategy that supported comprehension and collaborative interaction during Jigsaw-based activities. Overall, the data show that translanguaging played an important role in facilitating shared understanding during collaborative discussions.

Rather than hindering English use, the flexible use of Indonesian and English enabled students to maintain participation, clarify concepts, and successfully complete their collaborative learning tasks.

Translanguaging as Peer Scaffolding in Collaborative Learning

Another important finding from the interviews is that translanguaging functioned as a form of peer scaffolding during the collaborative learning process. Students frequently used Indonesian or mixed languages to support classmates who had difficulty understanding explanations delivered in English. This practice often occurred during group discussions when students attempted to clarify concepts or ensure that all members of the group could follow the conversation.

One participant explained how students repeated explanations using Indonesian when their peers struggled to understand English explanations:

“Ketika teman di kelas sudah tidak paham bahasa Inggris, kita jelaskan lagi dengan bahasa Indonesia.” (P5)

“When classmates no longer understand the explanation in English, we explain it again using Indonesian.”

This response illustrates how students used translanguaging as a strategy to maintain shared understanding within the group. Instead of leaving classmates behind, students collaboratively ensured that all members could follow the discussion and understand the learning material. By switching to Indonesian when necessary, group members were able to clarify explanations and continue working together during the activity.

Another participant also highlighted the supportive role of translanguaging in group interaction:

“Membantu banget miss.” (P2)

“It really helps, Miss.”

Although brief, this response indicates that students perceived translanguaging as a helpful strategy for assisting peers and sustaining productive collaboration during Jigsaw activities.

The use of Indonesian allowed students to provide quick explanations when misunderstandings occurred, enabling the group to maintain effective communication while completing the task. Overall, the findings suggest that translanguaging helped students support each other during collaborative learning.

By drawing on shared linguistic resources, students were able to clarify explanations, assist peers who struggled with English, and maintain group interaction throughout the Jigsaw activity.

Translanguaging Facilitating Participation and Confidence

The interview findings also suggest that translanguaging played an important role in fostering students' participation and confidence during Jigsaw-based collaborative discussions. Many participants reported that the ability to mix languages created a more relaxed and supportive learning atmosphere. When students were allowed to use Indonesian alongside English, they felt more comfortable expressing their ideas and participating in group interaction. One participant described the classroom experience as follows:

“Enjoy ga tertekan, dan mudah untuk berbicara.” (P5)

“It feels enjoyable, not stressful, and it becomes easier to speak.”

This response indicates that translanguaging helped reduce the anxiety often associated with speaking in English as a foreign language. Instead of worrying about producing grammatically correct English at all times, students were able to rely on Indonesian when necessary to express their thoughts. This flexibility allowed them to remain actively engaged in group discussions during the Jigsaw activity.

Another participant also emphasized the positive learning experience created by translanguaging:

“Seru dan mudah dipahami.” (P5)

“It is fun and easy to understand.”

This statement suggests that translanguaging contributed to a more enjoyable and accessible learning environment. By allowing students to draw on their familiar linguistic resources, the collaborative discussions became easier to follow and more interactive. As a result, students appeared more willing to share their ideas and contribute to the group task.

Overall, the findings indicate that translanguaging helped reduce linguistic barriers during Jigsaw discussions. The flexible use of Indonesian and English enabled students to communicate more freely, which in turn increased their participation and confidence in collaborative learning activities.

Students' Perceptions of Translanguaging in Jigsaw Learning

In addition to describing their language practices, students also shared their perceptions of translanguaging during Jigsaw-based collaborative learning. Overall, the interview data indicate that participants held positive attitudes toward the use of multiple languages in classroom interaction.

Students reported that mixing Indonesian and English helped them understand the learning material more easily while still allowing them to practice English during discussions and presentations.

One participant explained that using both languages was beneficial as long as it was adjusted to the learning context:

“I think better mix but kita menyesuaikan.” (P5)

“I think it is better to mix languages, but we adjust depending on the situation.”

This statement suggests that students viewed translanguaging as a strategic and purposeful practice rather than a random mixture of languages. Participants indicated that different stages of the learning process required different language choices. For example, Indonesian was often used when discussing ideas or clarifying explanations within the group, while English was used when presenting information or summarizing key points of the discussion.

The interview responses also reveal that students were aware of the importance of English for their academic and professional development. Although translanguaging helped them understand the material more easily, they still recognized that English remained essential for their future roles as English teachers. As a result, students attempted to balance the use of Indonesian and English during the learning process.

Overall, the findings suggest that students perceived translanguaging as a helpful strategy that supported both comprehension and participation during Jigsaw activities. By allowing flexible language use, the learning environment became more accessible and collaborative while still maintaining opportunities to practice English.

5. DISCUSSION

Translanguaging as Meaning-Making in Collaborative Learning

The findings indicate that translanguaging functioned as an important strategy for meaning-making during Jigsaw-based collaborative learning. Students frequently switched between English and Indonesian to clarify explanations, negotiate understanding, and ensure that all group members comprehended the learning material.

This practice enabled students to maintain interaction even when they encountered difficulties expressing ideas fully in English. Rather than interrupting the learning process, translanguaging allowed students to sustain communication and remain actively involved in collaborative discussions.

These findings support García and Wei's (2014) conceptualization of translanguaging as the flexible use of multilingual speakers' full linguistic repertoire for meaning-making and communication. From this perspective, multilingual learners do not separate their languages into rigid systems but instead draw on their entire linguistic resources to support understanding and interaction. Similarly, Li (2018) emphasizes that translanguaging enables learners to mobilize their cognitive and linguistic resources more effectively when engaging in complex academic tasks. In the present study, students used Indonesian strategically to process ideas and then continued the discussion in English, demonstrating how multilingual resources can facilitate collaborative learning.

The findings are also consistent with previous studies that highlight the role of translanguaging in negotiating meaning during classroom interaction. Canagarajah (2011) argues that multilingual learners often shuttle between languages to manage communication and construct knowledge collaboratively. In addition, Seltzer and García (2020) note that translanguaging practices allow students to clarify meanings and support mutual understanding in multilingual classrooms. Similar patterns have been observed in collaborative learning contexts where students alternate between languages to ensure that all group members follow the discussion (Tai & Li Wei, 2021). These findings suggest that translanguaging is not simply a compensatory strategy but a productive communicative practice that supports collaborative meaning-making.

Furthermore, the findings can also be interpreted through the lens of cognitive load theory, which suggests that learners benefit from using familiar linguistic resources when processing complex academic content (Sweller, 2010). By briefly relying on Indonesian, students were able to reduce the cognitive burden associated with explaining new concepts in English. Cenoz and Gorter (2017) similarly argue that translanguaging can facilitate deeper comprehension by allowing learners to access their prior knowledge across languages. In collaborative learning environments such as Jigsaw activities, this flexibility enables students to engage more actively in discussions and contribute to shared understanding.

In the context of pesantren-based universities, where students regularly navigate multiple languages including Indonesian, local languages, Arabic, and English, translanguaging represents a natural communicative practice.

Research on multilingual classrooms in Indonesia suggests that students frequently draw on multiple linguistic resources to support learning and peer interaction (Widodo, 2018; Hamied & Kuswandono, 2020).

The findings of the present study therefore reinforce the view that translanguaging should not be regarded as a barrier to English learning. Instead, it can serve as a valuable pedagogical resource that facilitates collaborative meaning-making and supports student participation in multilingual EFL classrooms.

Translanguaging as Peer Scaffolding in Collaborative Learning

The findings indicate that translanguaging played an important role in facilitating peer scaffolding during collaborative learning. Students used Indonesian strategically to help classmates understand explanations and follow group discussions. This suggests that translanguaging functioned as a collaborative resource that supported interaction and knowledge sharing among group members. Rather than relying exclusively on English, students drew on their shared linguistic repertoire to ensure that all members of the group could participate and contribute to the discussion.

From a sociocultural perspective, this practice reflects Vygotsky's (1978) view that learning occurs through socially mediated interaction. Within collaborative learning environments, learners support one another's development through explanation, dialogue, and shared problem-solving. When learners interact with peers who possess slightly different levels of understanding, they create opportunities for scaffolding that facilitate knowledge construction within the Zone of Proximal Development. In the present study, translanguaging functioned as a mediational tool that enabled students to scaffold each other's understanding by drawing on familiar linguistic resources during group interaction.

This finding is also consistent with Swain's (2006) concept of collaborative dialogue, which emphasizes the role of interaction in language learning. Through dialogue, learners jointly construct knowledge and refine their understanding of academic concepts. During collaborative discussions, learners often articulate ideas, clarify meanings, and respond to peers' explanations, which contributes to deeper learning. Similarly, Storch (2013) argues that collaborative learning environments encourage learners to pool their linguistic and cognitive resources when solving problems collectively. In multilingual classrooms, this process frequently involves the flexible use of multiple languages as students negotiate meaning and assist peers who experience difficulty with the target language. The present findings also resonate with research on translanguaging in multilingual classrooms.

García and Wei (2014) argue that translanguaging enables multilingual learners to mobilize their entire linguistic repertoire to support communication and learning. Li (2018) further explains that translanguaging practices allow learners to access shared linguistic resources that facilitate comprehension and collaboration during classroom interaction.

Empirical studies have similarly shown that translanguaging can function as a scaffolding strategy that supports peer interaction and collaborative learning, particularly in contexts where learners have varying levels of proficiency in the target language (Cenoz & Gorter, 2017; Seltzer & García, 2020; Tai & Li Wei, 2021).

In the context of Jigsaw-based learning, peer scaffolding is especially important because each student is responsible for explaining a specific portion of the material to their group members. The success of the activity therefore depends on the group's collective understanding of the learning content. The findings of this study suggest that translanguaging helped students fulfill this responsibility by enabling them to clarify explanations and support classmates who struggled to understand English. Rather than replacing English, the use of Indonesian functioned as a supportive mechanism that facilitated collaborative learning and ensured inclusive participation within the group. This finding highlights the potential pedagogical value of translanguaging in multilingual EFL classrooms, particularly in collaborative learning environments where interaction and peer support are essential for learning.

Translanguaging and Student Participation in Multilingual Classrooms

The findings suggest that translanguaging can play an important role in encouraging student participation and confidence during collaborative learning activities. When students were allowed to draw on both Indonesian and English, they reported feeling less pressure when speaking and more willing to engage in classroom discussions. This indicates that translanguaging may create a more supportive learning environment in which students feel comfortable expressing their ideas even when their English proficiency is limited.

This finding aligns with previous research suggesting that multilingual practices can foster more inclusive and supportive classroom environments. Carson and Kashihara (2012) argue that translanguaging enables learners with different levels of language proficiency to participate more confidently in classroom interaction. Similarly, García and Wei (2014) highlight that translanguaging allows multilingual learners to utilize their full linguistic repertoires as resources for communication and learning. By allowing flexible language use, students can focus more on expressing meaning rather than worrying about linguistic accuracy.

The findings also resonate with research on learner anxiety in second language classrooms. Macaro (2018) notes that strict target-language-only policies may discourage participation, particularly among learners with lower proficiency levels. When students are required to use only the target language, they may become reluctant to speak due to fear of making mistakes.

Similarly, Horwitz, Horwitz, and Cope (1986) emphasize that foreign language anxiety can significantly affect students' willingness to communicate. Allowing the strategic use of learners' first language can therefore reduce anxiety and help sustain classroom interaction.

In addition, several studies have highlighted the role of translanguaging in promoting meaningful engagement during collaborative learning. Seltzer and García (2020) argue that translanguaging practices allow learners to participate more actively in classroom interaction by enabling them to clarify ideas and negotiate meaning with peers. Tai and Li Wei (2021) similarly show that translanguaging supports collaborative dialogue by allowing students to mobilize shared linguistic resources when discussing academic tasks. These practices can help sustain discussion and encourage learners to contribute more confidently during group activities.

In multilingual EFL contexts such as Indonesia, this flexibility is particularly relevant. Students often have limited opportunities to use English outside the classroom, which can influence their confidence when speaking. Widodo (2018) notes that multilingual practices are a natural feature of Indonesian classroom communication and can be pedagogically leveraged to enhance student engagement. Similarly, Cenoz and Gorter (2017) argue that translanguaging can create more inclusive learning spaces where learners' linguistic resources are recognized as valuable assets rather than obstacles to language learning.

In the context of Jigsaw-based collaborative learning, where students must actively discuss and explain ideas to their peers, participation is essential for the success of the activity. The findings of this study suggest that translanguaging helped students overcome linguistic barriers and express their ideas more freely. Rather than hindering English use, the flexible integration of Indonesian supported students' confidence and enabled them to participate more actively in collaborative discussions.

Pedagogical Implications for EFL Teacher Education

The findings suggest that students perceived translanguaging as a useful and strategic practice that supported their learning during Jigsaw-based collaborative activities. Rather than viewing the use of multiple languages as problematic, participants considered it a practical way to balance comprehension and language practice.

This perspective indicates that students recognized the pedagogical value of drawing on their full linguistic repertoire during collaborative learning. These findings resonate with the concept of pedagogical translanguaging, which refers to the purposeful integration of multiple languages to support learning and classroom interaction (Cenoz & Gorter, 2020).

In this approach, different languages are used strategically to facilitate understanding and engagement while still promoting the development of the target language. The students in the present study appeared to adopt a similar perspective by adjusting their language use depending on the learning activity.

The results also support García and Lin's (2017) argument that translanguaging does not undermine target language learning. Instead, it enables learners to access their prior knowledge and linguistic resources in order to develop deeper understanding of academic content. García and Wei (2014) similarly emphasize that multilingual learners naturally draw on their entire linguistic repertoire to support communication and meaning-making during learning activities.

In multilingual educational contexts, such practices can help create more inclusive learning environments. Research has shown that allowing flexible language use can promote student engagement and participation, particularly among learners with varying levels of language proficiency (Cenoz & Gorter, 2017; Li, 2018; Seltzer & García, 2020). When students are allowed to draw on familiar linguistic resources, they are more likely to contribute to discussions and collaborate effectively with their peers.

The students' perceptions in this study also reflect the broader multilingual reality of Indonesian higher education, particularly within pesantren-based institutions. As noted by Hamied and Kuswando (2020), students in pesantren environments frequently navigate multiple languages—including Indonesian, regional languages, Arabic, and English—in both academic and social settings. Widodo (2018) further highlights that multilingual practices are a natural part of classroom communication in Indonesian EFL contexts.

In this context, translanguaging is not an unusual practice but rather a natural feature of communication and learning. Integrating translanguaging into collaborative pedagogical techniques such as the Jigsaw method therefore aligns with students' everyday multilingual experiences. The findings of this study suggest that recognizing and strategically incorporating translanguaging in classroom interaction can support more meaningful engagement and participation in multilingual EFL classrooms.

6. CONCLUSION AND RECOMMENDATIONS

Conclusion

This study explored how translanguaging practices emerged during Jigsaw-based collaborative learning and how students perceived the role of translanguaging in supporting their participation and understanding in an Indonesian EFL classroom.

The findings indicate that translanguaging served several important functions during collaborative learning activities. First, students used translanguaging as a strategy to clarify understanding when discussing complex concepts. By combining English and Indonesian, students were able to negotiate meaning and ensure that all group members understood the learning material. Second, translanguaging functioned as a form of peer scaffolding, enabling students to support classmates who had difficulty following explanations in English. Through the flexible use of shared linguistic resources, students collaboratively constructed understanding and maintained productive group interaction.

The findings also suggest that translanguaging contributed to increased participation and confidence during Jigsaw discussions. Allowing students to use Indonesian when necessary reduced the pressure associated with speaking exclusively in English, which encouraged more active involvement in collaborative tasks. In addition, students expressed generally positive perceptions of translanguaging in the learning process. They viewed it as a strategic practice that helped balance comprehension and English language practice rather than as a replacement for the target language.

Overall, the study highlights the pedagogical value of translanguaging in multilingual EFL classrooms, particularly in collaborative learning contexts such as the Jigsaw technique. By allowing students to draw on their full linguistic repertoires, translanguaging can support comprehension, peer collaboration, and classroom participation. However, these findings should be interpreted within the specific context of this study and should not be generalized to all EFL settings without further investigation.

Despite these contributions, the study has several limitations. First, the research was conducted in a limited context involving three English classes in one pesantren-based university, which may not represent other EFL learning environments. Second, the data were collected from a relatively small number of interview participants, which may limit the range of perspectives captured in the study. In addition, the research relied primarily on interviews and classroom observations, which may not fully capture the complexity of students' language practices during collaborative interaction.

Recommendations

Based on the findings of this study, several recommendations can be proposed for future research and pedagogical practice. For language educators, the results suggest that allowing flexible use of learners' linguistic resources may support collaborative learning and student participation in multilingual classrooms.

Teachers may consider incorporating translanguaging strategies into collaborative activities such as Jigsaw learning in order to facilitate comprehension and peer interaction.

For future research, further studies could explore translanguaging practices in different EFL contexts, educational levels, or instructional settings to examine how multilingual resources are used across various learning environments. Researchers may also investigate translanguaging in other collaborative learning techniques or examine how teachers intentionally design pedagogical translanguaging strategies in the classroom. In addition, future studies could employ larger samples or combine qualitative and quantitative approaches to provide a more comprehensive understanding of translanguaging practices in EFL education.

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