TRANSLANGUAGING IN ARABIC LANGUAGE LEARNING: PATTERNS, IMPACTS, AND PEDAGOGICAL IMPLICATIONS FOR STUDENTS

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Abstract

The phenomenon of translanguaging is increasingly prevalent in language classrooms, including Arabic language learning in higher education. Students not only use Arabic but also blend it with Indonesian or regional languages to clarify meaning and enhance comprehension. This study aims to identify the patterns of translanguaging employed by students, analyze its impact on the learning process, and explore the pedagogical implications of this phenomenon.

Using a descriptive quantitative approach through questionnaires distributed to students in the Arabic Language Development Program at several public and private universities in Malang, data were analyzed using descriptive statistics (percentages and means) alongside simple thematic analysis of open-ended questions to complement quantitative findings. The results indicate that translanguaging not only helps students understand material more effectively but also increases participation and self-confidence. However, this practice may also lead to overreliance on the first language.

Pedagogically, translanguaging holds significant implications. It can be positioned as a teaching strategy in the early stages of language learning. Instructors need to develop their ability to use translanguaging strategically and avoid excessive reliance. Furthermore, accommodating translanguaging in the design of Arabic language curricula in Indonesia is essential. Thus, it is crucial for educators to manage translanguaging strategically in Arabic language instruction.

Keywords *: Translanguaging; Learning; Arabic Language; Pedagogis; Multilingual*

INTRODUCTION

In this era of globalization, the ability to master foreign and multilingual skills has become an essential necessity and a key factor in addressing developments across various aspects of life (Özşen et al., 2020); (Toifah & Supriyanto, 2024). In foreign language acquisition, translanguaging plays a crucial role, particularly as a tool to build bridges between the target language and the learner's existing linguistic repertoire (Bonacina-Pugh et al., 2021). Furthermore, translanguaging can assist learners in enhancing conceptual understanding, reducing anxiety, and strengthening linguistic identity (Salmerón, 2022).

Translanguaging is a pedagogical concept that recognizes multilingual speakers possess a single, flexible internal linguistic system (Pham Thi Khai Hoan & Vu Thi Phuong Anh, 2023). Translanguaging is distinct from code-switching, which involves shifting between separate language systems; instead, translanguaging emphasizes the dynamic integration of diverse linguistic resources to construct meaning (Huang & Chalmers, 2023).

In the context of Arabic language learning in Indonesia, particularly in higher education, students not only face challenges related to grammar (Khasanah & Tantowi, 2023) and unfamiliar vocabulary (Pratama et al., 2022); (Hamim et al., 2024) but also the reality of living in a multilingual environment (Bukhori Muslim et al., 2024). Additionally, Arabic possesses complex syntactic and morphological structures that differ significantly from Indonesian (Roziqi et al., 2025). This often complicates students' comprehension of both classical and modern Arabic texts. Here, translanguaging emerges as a spontaneous strategy employed by students to bridge these comprehension gaps. This phenomenon gives rise to translanguaging practices, defined as the simultaneous use of two or more languages in teaching and learning interactions (Luchenko & Doronina, 2024); (Lubis et al., 2025).

Translanguaging is not merely about mixing languages, but rather a complex and intentional communication strategy (Sugiharto, 2024); (Haryanto et al., 2025). In Arabic language classrooms, translanguaging occurs when students explain the meaning of *mufradat* (vocabulary) in Indonesian, ask questions in their regional language, and then respond in Arabic (Hidayanti et al., 2025). This reality underscores the need for further examination of how translanguaging influences the learning process and how educators can pedagogically manage it (Cenoz & Gorter, 2022).

Therefore, this study seeks to answer questions regarding the patterns of translanguaging that emerge in Arabic language classrooms, its impact on students' learning processes and outcomes, and the pedagogical implications of this practice for educators and higher education institutions.

The phenomenon of translanguaging has been extensively studied in the context of foreign language learning, such as English and Chinese, particularly in countries with high bilingual populations. Based on a search in the Scopus database using the keywords: ("translanguaging") AND ("Arabic language" AND "classroom

practices" OR "language pedagogy")**,** 15 document articles were found. However, when the search was refined to include Indonesia, using the query**:** ("translanguaging") AND ("Arabic language" AND "classroom practices" OR "language pedagogy") AND ("Indonesia")**,** no articles related to these keywords were found. The search results were then analyzed using VOSviewer to provide a clear visualization.
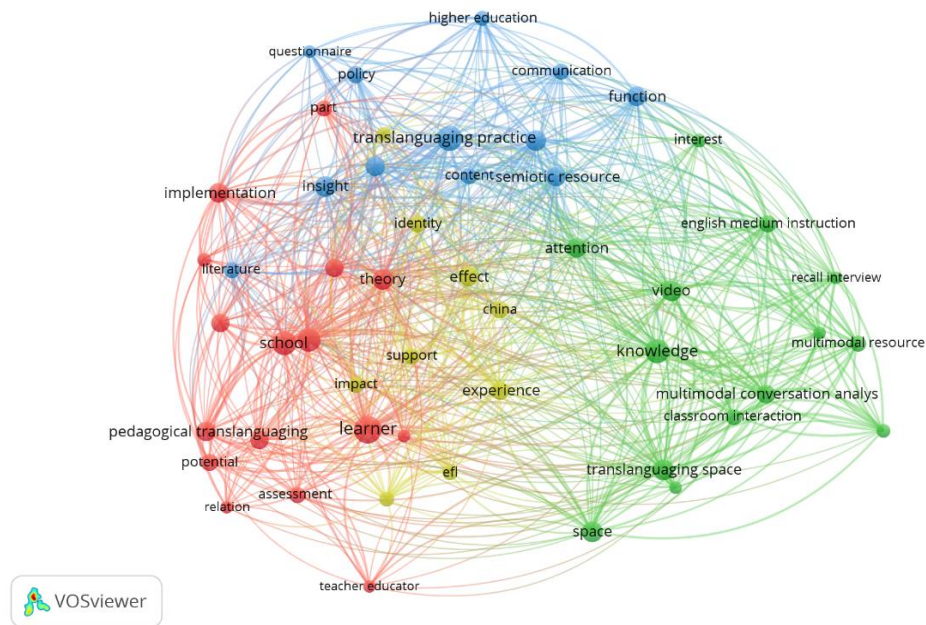

Figure 1. Literature Review Using VOSviewer

Based on this bibliometric mapping, research on translanguaging in language learning predominantly focuses on three major aspects: (a) Translanguaging practices in classrooms (particularly in higher education and EFL contexts); (b) Pedagogical and theoretical implications for curriculum development, assessment, and learner identity; (c) The use of translanguaging in multimodal interactions (classrooms, digital media, translanguaging spaces). This highlights the need for specialized attention to research on translanguaging in the context of Arabic language learning (Fahrudin Nur et al., 2024); (Ubaidillah & A'yun, 2025). On the other hand, quantitative approaches utilizing questionnaires as data collection tools to measure students' perceptions and practices of translanguaging in Arabic language classrooms remain scarce and underexplored.

State hypotheses and their correspondence to research design

Therefore, this study focuses on translanguaging in Arabic language classrooms in higher education, an area that has remained underexplored. It provides new insights into how translanguaging functions in the learning of a language not commonly used in students' daily lives. The research identifies that students' translanguaging practices occur not only between Arabic and Indonesian but also involve regional languages such as Javanese and others. This highlights the

unique complexity of translanguaging practices in the Indonesian context. Unlike previous studies, which are predominantly qualitative, this research employs questionnaires as the primary instrument, thereby yielding numerical and statistical data on patterns, impacts, and pedagogical implications. This approach offers a novel contribution to a literature still dominated by narrative and observational methods. Furthermore, this study not only documents translanguaging practices but also systematically examines their positive and negative impacts on learning, as well as the pedagogical implications that educators can leverage.

METHOD

This study employs a descriptive quantitative approach. The primary focus is to measure and describe students' perceptions of translanguaging practices in Arabic language classrooms. The research subjects are students enrolled in the Arabic Language Development Program at several public and private universities in Malang. Participants range from third to seventh semester and were selected purposively based on their active enrollment in Arabic language courses.

Data were collected through closed and open-ended questionnaires distributed online. The questionnaire was designed based on indicators derived from three main focuses: (a) Translanguaging patterns (types of languages used, when and in what contexts translanguaging occurs); (b) Impact on learning (comprehension, engagement, self-confidence); (c) Student perceptions of pedagogical implications (effectiveness of translanguaging, expectations toward teaching methods, and suggestions for educators' use of translanguaging). The combination of closed and open-ended questions allows for both quantitative measurement of trends and qualitative insights into student experiences and contextual nuances.

To measure the validity of the data, the researchers conducted validity and reliability tests. The criteria for determining validity were based on the Pearson Product Moment correlation coefficient (r-calculated) between each item's score and the total score. With a total of 105 respondents, the critical r-value (r-table) at a 5% significance level was 0.192. An instrument item was deemed valid if the r-calculated value > r-table and the significance value (Sig. 2-tailed) < 0.05. For reliability testing, Cronbach's Alpha was used, with a value of 0.6 indicating high reliability. The data were analyzed using descriptive statistics, including percentages and means, supplemented by simple thematic analysis of open-ended questions to complement the quantitative findings. The results were then visualized in the form of tables and diagrams.

RESULT AND DISCUSSION

The research findings begin with an exposition of data related to the validity and reliability tests of the instrument, confirming the questionnaire's feasibility. This is followed by findings on students' translanguaging patterns, their impact on the

learning process, and pedagogical implications that guide more effective Arabic language teaching strategies.

The results of the research instrument validity test indicated that out of the 15 statements tested, 14 items were deemed valid and 1 item was invalid. Based on the analysis, items P1 to P15 were proven valid as they exhibited correlation coefficients greater than the critical r-value (*r* table), with coefficients ranging from 0.335 to 0.913, and a significance value of $0.000 < 0.05$. This demonstrates that these items consistently measured the intended constructs. However, item P10 had a correlation coefficient of 0.092 with a significance value of 0.324 (> 0.05), rendering it invalid.

Therefore, the majority of the items in this research instrument have been proven valid. These results indicate that the instrument used demonstrates a high degree of appropriateness in measuring the research variables.

Table 1. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	15

Furthermore, as shown in Table 2, the reliability test using Cronbach's Alpha yielded a value of 0.922, well above the minimum threshold of 0.6. This indicates that the instrument has a very high level of internal consistency, making the data obtained from the questionnaire reliable and suitable for further analysis in this study.

a. **Students Translanguaging Patterns**

Based on the questionnaire data, it was found that 67% of students actively use translanguaging in Arabic language classrooms. This finding indicates that the majority of students utilize language switching between Arabic and Indonesian, particularly in sections perceived as difficult or requiring more in-depth explanation.

Table 2. Translanguaging Patterns

No	Category	Number of Respondents	Percentage %
1	**Intra-sentential**	88	89
2	**Inter-sentential**	10	10
3	**Context-based switching** (formal/informal)	1	01
	Most Frequently Occurring Situations		
1	**Explaining vocabulary**	22	22
2	**Asking the instructor**	3	3
3	**Group discussion**	52	52

Based on the analysis of translanguaging usage patterns, Table 2 reveals that intra-sentential switching is the most dominant pattern, used by 89% of

respondents**.** This pattern occurs when students insert Indonesian elements into a single Arabic sentence, typically to clarify the meaning of specific vocabulary or concepts. Inter-sentential switching is used by 10% of respondents, where language alternation happens between two or more sentences, generally when students answer questions or provide lengthy explanations. Meanwhile, context-based switching (formal/informal) is used by only 1.01% of respondents, where translanguaging is applied selectively based on the learning situation and needs.

When examining the contexts of its use, translanguaging most frequently occurs during vocabulary explanation, accounting for 22% of instances. This indicates that translanguaging plays a critical role as a bridge to comprehension, particularly in introducing and clarifying the meaning of new vocabulary. This finding suggests that translanguaging tends to be utilized in interactions between students and instructors.

b.   The Impact of Translanguaging on Student Competence

Pemahaman Konsep — 18% / 73.33%
Percaya Diri — 20% / 55.24%
Pemahaman Kosakata — 22% / 69%
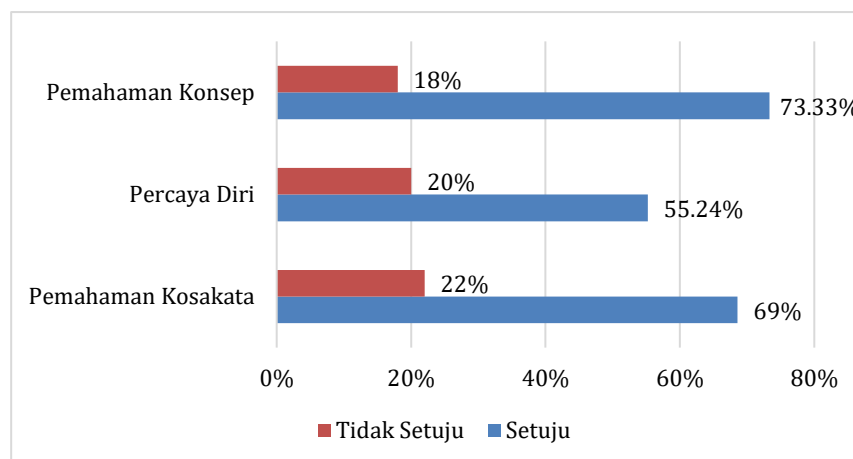
0% 20% 40% 60% 80%

■ Tidak Setuju ■ Setuju

Figure 2. Chart of the Positive and Negative Impacts of Translanguaging on Competence.

The diagram, as shown in Figure 2, illustrates that the majority of respondents (approximately **66%**) feel that translanguaging significantly aids Arabic language learning, both in understanding vocabulary, accelerating concept comprehension, and boosting self-confidence. Meanwhile, a small portion (around **20%**) acknowledge its benefits but caution that overuse may lead to several issues, such as hindering the habit of thinking directly in Arabic, potential overreliance on the first language, impeding the practice of communication in the target language, and requiring careful management of timing and proportion of use.

c.   Pedagogical Implications

The translanguaging approach observed in this study has yielded several

important findings that can be succinctly mapped to clarify its implications and the direction of pedagogical recommendations.

Table 3. Findings, Pedagogical Implications, and Recommendations

No	Findings	Pedagogical Implications	Recommendations
1	Translanguaging aids in understanding vocabulary & difficult concepts.	Effective as a comprehension support tool.	Use in the initial stages and reduce gradually.
2	Increases confidence & participation.	Functions as an affective tool.	Encourage during discussions or Q&A sessions, then gradually transition to full Arabic practice.
3	Excessive use becomes a barrier.	May reduce exposure to the target language.	Limit to difficult concepts only; increase pure Arabic practice.
4	Some students remain neutral.	Requires differentiated strategies.	Apply flexibly based on individual needs and proficiency levels.
5	Effective when used strategically and purposefully.	Demands teacher pedagogical competence.	Design translanguaging pedagogy with clear objectives.

From a pedagogical implication perspective, Table 3 confirms that translanguaging can be an effective strategy to support students' initial comprehension, boost their confidence, and encourage classroom participation. However, teachers need to regulate its intensity to avoid reducing full exposure to Arabic. This demands instructors' ability to design balanced learning: allowing translanguaging space for difficult vocabulary or concepts while gradually increasing full immersion in Arabic. Additionally, since student responses vary, the implementation of translanguaging must also be flexible and tailored to proficiency levels and learning needs. Thus, the success of translanguaging depends on purposeful pedagogical planning and adaptability to the classroom context.

Based on the analysis of 105 student responses, findings were obtained regarding the patterns of translanguaging usage, its impacts, and its pedagogical implications in Arabic language learning.

From the perspective of usage patterns, three main tendencies were identified. *First,* the practice of intra-sentential translanguaging. The dominance of intra-sentential translanguaging indicates that students flexibly insert elements of Indonesian (or local languages) into Arabic utterances within single sentences to

bridge comprehension gaps. This aligns with the findings of (Zahra et al., 2025), which suggest that translanguaging facilitates understanding of complex Arabic language materials and reduces students' cognitive load, where linguistic scaffolding is crucial for comprehension and skill development. ***Second***, the highly significant role of translanguaging in group discussions. This indicates that during social interactions with peers, students feel more comfortable using mixed-language structures. This is consistent with the findings of (Alasmari et al., 2024), who state that translanguaging helps students understand complex terminology and enhances engagement in the learning process. ***Third***, Vocabulary Explanation and Teacher-Student Interaction. The situations of explaining vocabulary and asking questions to teachers show that translanguaging is used as a clarificatory tool. Consistent with the study by (Alasmari et al., 2022), bilingual teachers consider translanguaging productive in helping students grasp difficult concepts and maintaining smooth communication, especially in online learning contexts.

These results confirm that translanguaging plays a significant role in facilitating students' understanding of Arabic language learning materials. However, its excessive use, particularly in intra-sentential patterns, may reduce students' exposure to full Arabic usage. Therefore, a balance between the application of translanguaging and exclusive use of Arabic must be carefully considered in the learning process.

From these patterns, two types of impacts emerge. Positive impacts include: Ease in understanding new vocabulary and concepts, Increased student confidence, and The ability to accommodate learners from diverse linguistic backgrounds. These findings are reinforced by research (Oosting, 2024) indicating that translanguaging benefits reducing language barriers. Among these three positive impacts, comprehension of language concepts stands out as the most influential aspect.

However, there is also the potential for negative impacts, including: Reduced exposure to the target language due to overreliance on the first language (Shoecraft, 2023), and The demand for instructors to undergo additional training to effectively manage multilingual classroom environments (Barratt, 2021).

This study also confirms that translanguaging plays a significant role in Arabic language learning, both cognitively and affectively. Most students indicated that translanguaging facilitates the understanding of new vocabulary and concepts, functioning as an effective linguistic scaffolding tool. These results align with the notion that translanguaging as a pedagogy allows students to access knowledge through their full linguistic repertoire to facilitate comprehension of complex materials (Duarte, 2020).

From the affective domain, translanguaging has been shown to boost learners' self-confidence and reduce anxiety (Ali et al., 2023). Furthermore, in educational contexts, translanguaging enhances academic engagement and provides emotional support for multilingual students (Wei, 2023).

However, this study also identified potential drawbacks of excessive translanguaging use**,** which may reduce exposure to the target language and weaken

the habit of thinking in Arabic. Previous literature underscores the importance of selective and planned implementation of translanguaging to avoid hindering target language acquisition (Ticheloven et al., 2021; Cenoz & Gorter, 2020).

This data confirms that translanguaging is not merely a spontaneous code-switching phenomenon, but rather a pedagogical strategy that must be designed with clear intentionality (purposeful translanguaging pedagogy). Planned and proportional implementation can strengthen target language proficiency (Yilmaz, 2021).

CONCLUSION

This study confirms that translanguaging is a highly prominent phenomenon in Arabic language learning among Indonesian university students. Based on the analysis, translanguaging is not only used sporadically but has become a dominant communication strategy emerging in various classroom activities, ranging from explaining vocabulary, asking instructors questions, to group discussions. The identified patterns include intra-sentential translanguaging, inter-sentential translanguaging, and context-based language switching (formal/informal). This demonstrates that translanguaging is not merely a linguistic habit but a cognitive strategy that helps students bridge their Arabic language limitations with their existing linguistic resources.

In terms of impact, translanguaging has proven to deliver tangible benefits, such as enhancing material comprehension, fostering self-confidence, and reducing anxiety in learning Arabic. However, this study also identified negative aspects, particularly the potential for students to become overly reliant on their first language and the limited opportunities to practice using Arabic in its full form.

Pedagogically, translanguaging holds significant implications for both educators and educational institutions. It can be positioned as a valuable teaching strategy, particularly in the early stages of learning or when students face difficulties in understanding the material. Educators should receive training to enable them to utilize translanguaging strategically and avoid excessive reliance on it.

Thus, this study makes a significant contribution to understanding the dynamics of translanguaging in Arabic language classrooms. The findings are expected to serve as a practical reference for Arabic language instructors in designing more effective learning strategies, while also opening opportunities for further research using experimental approaches to measure the impact of translanguaging on academic achievement in greater depth.

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