



The Impact of Translanguaging Strategies on Students' Speaking Confidence

Muhammad Toza Dwi Wahyudi¹, Hefy Sulistyawati²

^{1,2} *Sebelas Maret University, Indonesia*

Corresponding Author: ✉ muhammadtoza@student.uns.ac.id

ABSTRACT

This study examines the conflict between monolingual teaching policies and the multilingual realities found in Indonesian EFL classrooms. It explores how translanguaging strategies influence students' confidence in speaking English. The objectives are to identify the types of translanguaging practices used by teachers to support students' confidence and to examine their impact on learners' perceived speaking ability, anxiety levels, and willingness to communicate. A qualitative research design with a single instrumental case study approach was applied. The study was conducted in an eleventh-grade class in Surakarta, involving one teacher and three selected students through purposive sampling. Data were obtained through classroom observations and in-depth interviews, then analyzed using the interactive model of data condensation, data display, and conclusion drawing and verification. The findings indicate that the teacher frequently alternated between English and Indonesian to explain difficult grammar points, clarify misunderstandings, and provide corrective feedback during speaking activities. These translanguaging practices contributed positively to students' learning by improving comprehension, strengthening perceived speaking competence, lowering anxiety, and increasing participation in oral communication. However, the extent of these effects differed among students depending on their proficiency levels and emotional readiness. Overall, the study suggests that flexible language use is more effective than strict monolingual instruction in supporting students' psychological readiness and confidence in speaking English, thereby enhancing classroom interaction and communicative engagement.

ARTICLE INFO

Article history:

Received
05 May 2026
Revised
22 June 2026
Accepted
15 July 2026

Key Word

EFL Classroom, Case Study, Translanguaging, Speaking Confidence.

How to cite

<https://pusdikra-publishing.com/index.php/josr>



This work is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

In contemporary English as a Foreign Language (EFL) pedagogy, a significant issue revolves around the tension between institutional monolingual policies and the multilingual realities of the classroom. While many educational systems advocate for English-only instruction, classroom-based research consistently shows that teachers and students naturally draw upon their full

linguistic repertoires to facilitate communication and understanding (Cenoz & Gorter, 2020; Fang & Liu, 2020). This creates a pedagogical dilemma, particularly in a linguistically diverse nation like Indonesia. The insistence on a monolingual approach often positions students' home languages as obstacles, potentially increasing cognitive load and generating anxiety, which stands in direct conflict with the goal of fostering communicative competence. The emergence of translanguaging as a pedagogical strategy directly confronts this issue by proposing that the fluid use of multiple languages is not a deficit but a natural and effective resource for learning.

The study of translanguaging is increasingly important because it responds to the need for more inclusive and effective teaching practices in multilingual EFL contexts. Translanguaging allows learners to utilize their full linguistic repertoire, which can reduce anxiety, increase comfort, and improve comprehension of complex material (Agustin & Wahyudi, 2024; Sakkir et al., 2024). In this sense, translanguaging is not only a linguistic strategy but also an affective support system that can influence students' psychological readiness to speak English. Therefore, examining how translanguaging contributes to students' speaking confidence is essential for developing more supportive and effective classroom practices.

A growing body of research has explored translanguaging in EFL classrooms and generally reports positive outcomes, particularly in affective and participatory dimensions. Studies in Indonesia show that students often feel more confident, motivated, and comfortable when translanguaging is used in classroom interaction (Raja et al., 2022; Sakkir et al., 2024). It also helps reduce speaking anxiety and makes learning more accessible (Agustin & Wahyudi, 2024), while functioning as an effective scaffold for understanding and interaction (Rasman, 2018; Yuvayapan, 2019). In addition, translanguaging has been associated with improvements in English skills, including speaking ability (Yuzlu & Dikilitas, 2022). However, some studies also highlight complexities, showing that positive perceptions do not always translate into improved performance outcomes (Rabbidge, 2019; Ratminingsih et al., 2024), indicating that the relationship between translanguaging and learning outcomes is not always linear.

Despite these findings, there is still a gap in understanding the specific mechanisms through which translanguaging strategies influence students' speaking confidence. While many studies report that translanguaging improves confidence in general terms (Harahap & Tambunan, 2023; Raja et al., 2022), fewer studies have examined how particular classroom practices directly shape this psychological construct. Moreover, the inconsistency between affective

improvements and academic performance outcomes suggests that confidence should be examined as a central variable rather than a secondary effect. Therefore, this study focuses on identifying teacher translanguaging strategies and analyzing how they influence students' speaking confidence in English.

This research is framed by Translanguaging Theory proposed by (García & Wei, 2014), which views multilingual speakers as possessing a single integrated linguistic repertoire rather than separate language systems. From this perspective, translanguaging is a natural meaning-making process that allows learners to draw flexibly from all their linguistic resources. This theory is particularly relevant because it explains how translanguaging can reduce affective barriers such as anxiety and encourage students to take risks in speaking English. By using this framework, the study analyzes how classroom translanguaging practices support the development of students' confidence in speaking English.

Speaking performance refers to learners' actual use of spoken language in communication, which involves fluency, accuracy, and coherence shaped by cognitive and situational factors (Brown, 1994; Richards, 2006). It is distinguished from speaking competence, which refers to underlying linguistic and communicative knowledge (Canale & Swain, 1980; Hymes, 1972). In contrast, speaking confidence is defined as students' belief in their ability to communicate effectively in English, including both cognitive and affective dimensions such as perceived competence and anxiety levels (MacIntyre et al., 1998). This confidence is also shaped by self-efficacy factors such as mastery experiences, social persuasion, vicarious experiences, and physiological states (Bandura, 1977), as well as psychological needs of competence, autonomy, and relatedness (Deci & Ryan, 2000). In this study, speaking confidence is understood as a combination of perceived ability, emotional readiness, and social support that influences students' willingness to communicate in English.

RESEARCH METHODE

This research will be conducted in an English as a Foreign Language (EFL) classroom at a public senior high school located in Surakarta, Indonesia, which is situated in an urban area with a diverse student population. The participants will consist of an eleventh-grade English teacher and students from one selected class that provides a relevant context for observing authentic classroom interaction, particularly the use of translanguaging strategies. The study will be carried out from December 2025 to March 2026, with data collection planned at the beginning of the second semester (January 2026) to ensure stable classroom

conditions and consistent participant availability, allowing the researcher to observe teaching and learning processes from the early stage of instruction.

This study employs a qualitative approach using a single instrumental case study design, which is appropriate for exploring in depth how translanguaging strategies are used and how they influence students' speaking confidence in a natural classroom setting (Yin, 2018). The focus of this research is not generalization but rather a detailed understanding of interaction, process, and meaning within the classroom context. Data will be collected from one English teacher and approximately 30 students selected purposively based on their relevance to the phenomenon under study, while classroom teaching and learning activities will serve as the main events of observation. The analysis of data will follow the interactive model proposed by (Miles et al., 2020), which includes data condensation, data display, and drawing and verifying conclusions to ensure a systematic and meaningful interpretation of findings.

In this study, the researcher functions as the main instrument of data collection and interpretation by acting as an external observer in the classroom environment. With a background in English education, the researcher is expected to have sufficient theoretical understanding to identify translanguaging practices and analyze their impact on students' speaking confidence; however, the researcher also acknowledges the possibility of subjective bias. Therefore, techniques such as triangulation and member checking will be used to ensure the validity of findings, while ethical principles such as informed consent, confidentiality, voluntary participation, and secure data storage will be strictly applied throughout the research process to maintain academic integrity and protect participants (Berger, 2013; Creswell & Poth, 2018; Tracy, 2020).

RESULT AND DISCUSSION

Results

This study found that the teacher employed a range of translanguaging strategies to support students' speaking confidence in the EFL classroom. These strategies were not applied randomly, but were adaptive, context-sensitive, and closely linked to students' proficiency levels, classroom interaction patterns, and immediate learning needs.

Flexible Language Switching for Instruction and Comprehension Support

The teacher predominantly used English as the main instructional language, while strategically shifting to Indonesian when students experienced difficulties in understanding or expressing ideas. This switching was described

as an intentional “emergency” strategy to maintain communication and prevent breakdowns in learning (I/EN). The teacher explained:

“Boleh, saya perbolehkan karena memang ciri-ciri kelasnya seperti itu... kalau dipaksakan pakai bahasa Inggris malah tidak keluar” (I/EN).

This indicates that language switching was not seen as a failure of instruction, but as a realistic response to students’ limited proficiency. The teacher also adjusted language use based on class level, stating that lower-achieving students required more Indonesian to stay engaged. In this sense, translanguaging functioned as a flexible instructional tool that helped sustain classroom interaction, reduce anxiety, and encourage students’ willingness to participate in speaking activities.

Translanguaging as a Scaffold for Explaining Complex Language Forms

Translanguaging was also used to explain grammar, sentence patterns, word order, and other complex linguistic structures. The teacher consistently relied on Indonesian when clarifying abstract grammatical concepts, while maintaining English for vocabulary development, listening practice, and communicative tasks. This selective use shows that translanguaging functioned as pedagogical scaffolding to ensure comprehension without reducing exposure to English.

The teacher further emphasized encouraging students to attempt meaning-making in English first before shifting to Indonesian:

“Saya encourage aja, ‘What is this in English?’ kalau tidak bisa baru saya bantu sedikit” (I/EN).

This highlights that translanguaging was not used to replace English, but to support gradual cognitive engagement. By balancing both languages, students were able to process difficult material more effectively while still being exposed to target language input.

Clarification and Continuous Comprehension Checking

Translanguaging was also used as a tool for clarification and ongoing comprehension monitoring. The teacher continuously checked students’ understanding through facial expressions, classroom behavior, and direct questioning such as “You get it?” (I/EN). When confusion occurred, Indonesian was used to clarify meaning and maintain interaction flow. The teacher stated:

“Kalau mereka bingung, saya jelaskan lagi pakai bahasa Indonesia supaya mereka paham” (I/EN).

This practice was particularly important in lower-proficiency classes, where students often struggled with English-only explanations. Students’ responses such as “Oh, gitu to, Bu” indicated that understanding improved after translanguaging was applied. Overall, this strategy helped maintain

engagement, reduce misunderstanding, and support students' readiness to participate in speaking activities.

Translanguaging as Support in Speaking Activities

The findings also show that translanguaging played a central role in supporting students during speaking activities such as presentations, question-and-answer sessions, and classroom discussions. When students struggled to express ideas in English, the teacher provided immediate assistance by correcting pronunciation, giving sentence models, clarifying ideas, and allowing temporary use of Indonesian so students could continue speaking (I/EN). The teacher explained:

"Kalau presentasi, kalau tidak bisa lanjut ya saya bantu pakai contoh kalimat" (I/EN).

This shows that translanguaging functioned as real-time scaffolding in oral performance. Instead of allowing students to remain silent due to limited vocabulary or fear of making mistakes, the teacher encouraged continuation of speech. This helped reduce speaking barriers and ensured that students remained actively involved in oral communication.

The teacher also justified this approach by referring to students' low proficiency level, emphasizing that strict English-only instruction often hindered participation. Therefore, translanguaging was used to maintain communication flow and gradually build students' speaking ability through supported practice.

Corrective Feedback and Peer Support through Translanguaging

Translanguaging was also evident in corrective feedback practices involving both the teacher and peers. Errors in pronunciation and language use were addressed collaboratively, often using a mix of English and Indonesian to ensure clarity. Students reported that corrective feedback helped them understand their mistakes and increased their confidence rather than discouraging them:

"Ya lebih percaya diri karena dikasih tahu salahnya di mana" (I/SK).

Peer support also contributed to this process, as classmates helped each other during speaking tasks, especially in correcting pronunciation or word usage. Although occasional negative reactions such as teasing were observed (I/MR), overall classroom interaction was generally supportive. A student explained:

"Kalau salah pengucapan, teman-teman bantuin" (I/AS).

This indicates that translanguaging was not only a teacher-led strategy but also naturally occurred among students in peer interaction. Such collaborative

correction helped create a more inclusive learning environment where students felt safer to attempt speaking.

Overall, the findings indicate that translanguaging helped students participate more actively in speaking activities by reducing linguistic barriers, maintaining communication flow, and providing continuous support during learning. It functioned as a dynamic pedagogical strategy that combined instruction, scaffolding, clarification, and feedback within a multilingual classroom environment, ultimately supporting students' speaking confidence development.

Discussion

The findings of this study demonstrate that translanguaging plays a significant role in mediating the tension between English-only policies and the multilingual realities of the classroom. As highlighted by (Fang & Liu, 2020), EFL classrooms often operate within institutional expectations of monolingual instruction, yet actual classroom practices reveal a more flexible use of language. In this study, the teacher's dominant use of English combined with strategic shifts to Indonesian reflects this tension. Rather than strictly adhering to an English-only approach, the teacher utilized both languages to ensure effective communication, supporting the argument that multilingual practices are a natural and necessary part of language learning.

The strategic use of Indonesian observed in this study aligns with translanguaging theory proposed by (García & Wei, 2014), which emphasizes that multilingual learners draw from a unified linguistic repertoire rather than separate language systems. The teacher's practice of using Indonesian as an "emergency" tool illustrates how languages are used dynamically and situationally to maintain meaning-making. This supports the idea that translanguaging is not a deficiency, but a cognitive resource that enables learners to process and construct meaning more effectively.

Furthermore, the findings confirm that translanguaging functions as a pedagogical scaffold, particularly when explaining complex grammar and sentence structures. This is consistent with (Lewis et al., 2012), who emphasize the importance of flexible input and output in supporting comprehension. Similarly, (Celic & Seltzer, 2013) argue that the use of L1 helps clarify instructions and complex concepts. In this study, the teacher's use of Indonesian during grammar explanations reduced misunderstanding and allowed students to engage more actively in the lesson.

In addition to its cognitive role, translanguaging also supported classroom interaction through clarification and comprehension checking. The teacher's practice of switching languages to confirm understanding reflects a responsive

teaching approach, which aligns with (Rasman, 2018; Yuvayapan, 2019), who highlight translanguaging as an effective tool for interaction and comprehension. By continuously monitoring students' understanding and adjusting language use, the teacher ensured that communication remained accessible and meaningful.

The findings also demonstrate that translanguaging contributes significantly to students' speaking performance by supporting their ability to participate in real-time communication. According to (Brown, 1994; Richards, 2006), speaking is an interactive process that involves producing and processing meaning. In this study, students were able to engage in speaking activities such as presentations and discussions, even when their linguistic competence was limited. This suggests that translanguaging helped bridge the gap between competence and performance, allowing students to use available resources to communicate.

Moreover, the study supports the notion that speaking performance is influenced by situational and psychological factors, as proposed by (Luoma, 2004; Sintayani & Adnyayanti, 2022). Students' ability to speak was not solely determined by their knowledge of English, but also by their level of understanding, confidence, and emotional state. Translanguaging reduced cognitive overload, enabling students to focus on meaning rather than struggling with unfamiliar language forms.

The findings further reveal that translanguaging enhanced students' perceived speaking competence. According to (MacIntyre et al., 1998), perceived competence is a key component of self-confidence in language learning. In this study, students reported that they felt more capable of speaking when they understood the material and received support from the teacher. This aligns with (Bandura, 1997) concept of self-efficacy, where successful experiences and guided support contribute to a stronger belief in one's ability.

In terms of affective factors, translanguaging was found to reduce anxiety and create a more comfortable learning environment. This supports the findings of (Agustin & Wahyudi, 2024; Sakkir et al., 2024), who argue that translanguaging lowers anxiety and increases comfort in EFL classrooms. When students were allowed to rely on Indonesian for clarification, they felt less pressured and more willing to participate, indicating a lower affective filter.

This reduction in anxiety is also consistent with the concept of "lack of anxiety" as a component of confidence proposed by (Clément, 1980; MacIntyre et al., 1998). In this study, students expressed feeling calmer when explanations were supported by Indonesian, suggesting that translanguaging helped create a

psychologically safe environment for communication. This calmness enabled students to engage more actively in speaking activities.

Additionally, the findings highlight the role of translanguaging in encouraging students to attempt speaking. According to (Ryan & Deci, 2000), motivation and confidence are influenced by the need for competence, autonomy, and relatedness. Translanguaging supported these needs by allowing students to express themselves more freely (autonomy), understand the material (competence), and interact with peers (relatedness). As a result, students became more willing to take risks in speaking.

The role of teacher support in conjunction with translanguaging was also crucial in building students' confidence. (Bandura, 1997) emphasizes the importance of social persuasion and feedback in developing self-efficacy. In this study, corrective feedback combined with encouragement helped students understand their mistakes and improve their performance. The use of translanguaging ensured that this feedback was comprehensible, making it more effective in supporting learning.

Peer interaction also contributed to students' confidence, supporting Bandura's concept of vicarious experience. Observing peers successfully participate in speaking activities encouraged students to try themselves. This finding is consistent with (Rasman, 2018), who highlights the role of social interaction and identity in language learning. The collaborative classroom environment allowed students to learn from each other and reduced the fear of speaking.

However, the findings also reveal that translanguaging does not have a uniform impact on all students. While many students reported increased confidence, others still experienced hesitation due to fear of mistakes or peer reactions. This supports (Rabbidge, 2019), who argues that translanguaging does not automatically lead to increased participation if other factors, such as classroom dynamics, are not supportive. Similarly, (Ratminingsih et al., 2024) found that positive perceptions of translanguaging do not always translate into measurable outcomes.

This variation in impact highlights the importance of individual differences in language learning. Factors such as prior experience, proficiency level, and emotional readiness influence how students respond to translanguaging. As noted by (MacIntyre et al., 1998), confidence is shaped by both cognitive and affective components, which vary across individuals. Therefore, translanguaging should be seen as a supportive strategy that interacts with these factors rather than a one-size-fits-all solution.

Overall, this study contributes to the existing literature by providing a detailed explanation of how translanguaging strategies influence students' speaking confidence. While previous studies (Raja et al., 2022; Sakkir et al., 2024) have highlighted the positive effects of translanguaging, this study offers deeper insight into the mechanisms behind these effects. By linking classroom practices with theoretical frameworks, the findings demonstrate that translanguaging supports confidence through improved comprehension, reduced anxiety, increased participation, and supportive interaction.

In conclusion, the findings reinforce the relevance of translanguaging theory (García & Wei, 2014) in EFL classrooms, particularly in multilingual contexts like Indonesia. Translanguaging not only facilitates understanding and communication but also plays a crucial role in building the psychological foundation for speaking, namely confidence. Therefore, it should be recognized as an essential pedagogical approach that supports both linguistic development and students' emotional well-being in language learning.

CONCLUSION

This study concludes that the teacher applied translanguaging in a strategic, flexible, and purposeful way to support students' speaking development in the EFL classroom. English was used as the dominant language of instruction, while Indonesian was selectively employed to explain grammar and sentence patterns, clarify difficult concepts, check students' understanding, and support speaking activities. Translanguaging was also integrated through corrective feedback and peer support, which helped students recognize their mistakes and improve their performance. Overall, it functioned as a pedagogical scaffold that maintained communication, enhanced comprehension, and encouraged active participation in speaking tasks.

The findings also show that translanguaging had a generally positive influence on students' confidence in speaking English. It helped students understand lesson content more clearly, organize their ideas, and feel more prepared to speak. In addition, it improved perceived speaking competence, reduced anxiety, and created a more supportive classroom environment that encouraged participation. However, the level of impact varied among students depending on their proficiency, experience, and personal confidence. Despite these differences, translanguaging overall contributed significantly to the gradual development of students' speaking confidence in English.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to Allah SWT for His blessings and guidance in completing this research. I also thank my supervisor for their valuable guidance, advice, and support throughout the writing process. My appreciation goes to the lecturers, the English teacher, and the students who participated in this study for their cooperation and assistance. Finally, I am grateful to my family and friends for their continuous support and encouragement.

REFERENCES

- Agustin, S., & Wahyudi, R. (2024). Indonesian university students' practices and perspectives on translanguaging. *Journal on English as a Foreign Language*, 14(1), 238-260. <https://doi.org/10.23971/jefl.v14i1.7817>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Berger, R. (2013). Now I see it, now I don't: Researcher's positionality and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234. <https://doi.org/10.1177/1468794112468475>
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Prentice Hall Regents.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/i.1.1>
- Celic, C. M., & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB.
- Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 300-311. <https://doi.org/10.1111/weng.12462>
- Clément, R. (1980). *Ethnicity, contact, and communicative competence in a second language BT - Language: Social Psychological Perspectives* (H. M. Giles, W. P. Robinson, & P. M. Smith (eds.)). Pergamon.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
- Fang, F., & Liu, Y. (2020). "Using all English is not always meaningful":

- Stakeholders' perspectives on translanguaging at a Chinese university. *Lingua*, 247, 1–18. <https://doi.org/10.1016/j.lingua.2020.102959>
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Harahap, R. F., & Tambunan, A. R. S. (2023). *Translanguaging used by EFL teacher in the process of teaching in speaking*.
- Hymes, D. H. (1972). *On communicative competence*. Penguin.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a second language. *Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.2307/329923>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th (ed.)). SAGE Publications.
- Rabbidge, M. (2019). The effects of translanguaging on participation in EFL classrooms. *Journal of Asia TEFL*, 16(4), 1305–1322. <https://doi.org/10.18823/asiatefl.2019.16.4.15.1305>
- Raja, F. D., Suparno, S., & Ngadiso, N. (2022). Students' attitude towards translanguaging practice in Indonesian EFL classes. *Al-Ishlah: Jurnal Pendidikan*, 14(1), 979–988. <https://doi.org/10.35445/alishlah.v14i1.1149>
- Rasman, R. (2018). To translanguange or not to translanguange? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687–696. <https://doi.org/10.17509/ijal.v7i3.9819>
- Ratminingsih, N. M., Padmadewi, N. N., Nitiasih, P. K., Artini, L. P., & Ana, I. K. T. A. (2024). Does translanguaging enhance learning? Examining EFL students' perceptions and success in Bali. *VELES: Voices of English Language Education Society*, 8(3), 605–617. <https://doi.org/10.29408/veles.v8i3.27261>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sakkir, G., Amir, F. A., Atmowardoyo, H., & Limbong, S. (2024). Students' voice towards the translanguaging practices in EFL classroom. *Journal of English Education and Teaching (JEET)*, 8(1), 1–14.
- Sintayani, N. L., & Adnyayanti, N. L. P. E. (2022). Analysis of self-assessment

- effect on EFL students' speaking performance. *Journal of Educational Study*, 2(1), 83-91. <https://doi.org/10.36663/joes.v2i1.263>
- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd (ed.)). Wiley-Blackwell.
- Yin, R. K. (2018). *Case study research and applications*. Sage Publications.
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678-694. <https://doi.org/10.17263/jlls.586811>
- Yuzlu, M. Y., & Dikilitas, K. (2022). Translanguaging in the development of EFL learners' foreign language skills in Turkish context. *Innovation in Language Learning and Teaching*, 16(2), 176-190. <https://doi.org/10.1080/17501229.2021.1892698>