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Translanguaging in the EFL Classroom: Uncovering Strategies and Negotiations of Meaning

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Abstract: *This study investigates translanguaging practices in English as a Foreign Language (EFL) classroom interaction by examining language functions and meaning negotiation processes. The study was conducted in an English for Culinary class at Bali International Polytechnic involving 42 students from two classes. Using a qualitative descriptive design, data were collected through classroom observations and audio recordings across six class meetings (approximately nine hours). The interactions were transcribed and analyzed contextually to identify translanguaging functions and meaning negotiation strategies. Drawing on translanguaging theory and negotiation of meaning theory, the study explores how multilingual resources support learning in vocational EFL contexts. The findings reveal five major functions of translanguaging: clarification, elaboration, repetition, emphasis, and classroom management, with clarification emerging as the most frequent. Five meaning negotiation strategies were also identified: clarification requests, confirmation checks, reformulation, comprehension checks, and repetition. The findings suggest that translanguaging functions not only as a linguistic practice but also as an effective pedagogical resource that facilitates meaning negotiation and enhances students' understanding in multilingual vocational EFL classrooms. This study contributes to the growing body of research on translanguaging in vocational education and multilingual learning environments.*

INTRODUCTION

The development of English as a Foreign Language (EFL) study in recent years has demonstrated a paradigm shift from a monolingual approach to a more flexible and contextual multilingual approach. In the context of globalization and increasing linguistic mobility, the use of more than one language in the learning process is no longer seen as a barrier, but rather as a resource that can be utilized to build more effective understanding. This concept aligns with the

emergence of translanguaging practices, which emphasize the use of an individual's entire language repertoire in communication and learning (Li Wei, 2018; García & Kleyn, 2020). Recent research has shown that translanguaging plays a crucial role in enhancing student engagement, conceptual understanding, and critical thinking skills in language learning (Tai & Li Wei, 2021; Wang, 2023).

In the context of EFL learning, particularly in countries with bilingual or multilingual backgrounds like Indonesia, the practice of translanguaging is an unavoidable phenomenon. Students often combine English with Indonesian or regional languages in various learning activities, such as discussions, presentations, and informal classroom interactions. This practice not only reflects students' linguistic limitations in the target language but also demonstrates cognitive and social strategies for constructing meaning. Translanguaging allows students to bridge gaps in understanding, clarify information, and negotiate meaning collaboratively (Zhang & García, 2022; Lin, 2022).

However, in practice, tensions persist between the English-only policy and the reality of mixed-language use in the classroom. Many lecturers still believe that using a language other than English can hinder the achievement of target language competency. On the other hand, students perceive that using their first language helps them understand complex material. This situation creates an interesting pedagogical dilemma that merits further study, particularly regarding how translanguaging is used as a learning strategy and how the negotiation of meaning occurs in classroom interactions (Fang & Liu, 2020; Sultana, Dovchin, & Pennycook, 2023). Furthermore, most previous research tends to focus on general education or secondary school contexts, while studies of translanguaging in vocational education are relatively limited. However, in vocational education, such as in the culinary arts, the need to use English is not only academic but also practical and professional. Students are required to understand technical terms, work instructions, and communication within the international context of the hospitality industry. This makes translanguaging a potential strategy to help students connect linguistic knowledge to their professional contexts (García & Otheguy, 2020; Poza, 2022).

Recent studies have increasingly highlighted the pedagogical value of translanguaging in multilingual learning environments. Research in higher education has shown that translanguaging promotes student engagement, academic participation, and deeper conceptual understanding by allowing learners to draw on their full linguistic repertoires (Tai & Li Wei, 2021; Wang, 2023; Vu, Ambele, & Phusawisot, 2025). Similarly, studies on multilingual pedagogy have emphasized that flexible language use supports knowledge construction, collaborative learning, and inclusive classroom practices in linguistically diverse settings (Lin, 2022; Sultana, Dovchin, & Pennycook, 2023; Ceyhan Bingöl & Özkan, 2025). More recently, research in vocational and professional EFL contexts has demonstrated that translanguaging can facilitate the learning of specialized terminology and improve students' willingness to communicate in discipline-specific settings (Kuncoroningtyas et al., 2025; Arif, Yulia, & Hidayati, 2025).

Despite the growing body of research, several gaps remain. First, previous studies have predominantly examined translanguaging in general EFL classrooms, secondary education, or broader higher education contexts, while empirical investigations in vocational higher education remain limited. Second, existing research has largely focused on the benefits, attitudes, or pedagogical implications of translanguaging, with less attention given to how translanguaging functions are enacted during authentic classroom interactions. Third, although negotiation of meaning has long been recognized as a crucial mechanism in second language acquisition (Long, 1996), few studies have examined the relationship between translanguaging practices and meaning negotiation processes within vocational EFL classrooms. As a result, there is still

limited understanding of how multilingual resources are strategically utilized to facilitate comprehension and co-construct meaning in professionally oriented learning environments.

This gap is particularly relevant in vocational education, where language learning is closely connected to professional communication and workplace competencies. In culinary education, for example, students are required to understand technical terminology, workplace instructions, food descriptions, and service-related communication in English. Consequently, multilingual learners often draw upon their linguistic resources to bridge conceptual and communicative gaps while engaging with specialized content. Understanding how translanguaging functions and how meaning is negotiated in such contexts is therefore essential for developing effective pedagogical practices that respond to students' linguistic realities.

The present study was conducted at Bali International Polytechnic, where Culinary Arts students come from diverse linguistic backgrounds, including Balinese, Javanese, Chinese-Indonesian, and other regional language communities. This multilingual environment provides a rich context for examining naturally occurring translanguaging practices in classroom interactions. Based on preliminary observations, students frequently alternated between English, Indonesian, and regional languages during discussions, presentations, and lecturer-student interactions to facilitate understanding and communication.

Therefore, this study aims to investigate the functions of translanguaging and the processes of meaning negotiation in an English for Culinary classroom. By analyzing authentic classroom interaction data, this study seeks to contribute to the growing literature on translanguaging in higher education while addressing the limited research available in vocational EFL settings. Furthermore, the study extends previous research by examining not only the pedagogical functions of translanguaging but also its interaction with meaning negotiation processes in multilingual classroom communication.

METHOD

This study uses a qualitative descriptive approach based on applied linguistics, particularly the theory of translanguaging and meaning negotiation. García's (2009) and Li Wei's (2018) translanguaging theory serves as a conceptual foundation for understanding language use practices in multilingual learning, while Creese and Blackledge's (2010) translanguaging function serves as the primary framework for identifying the function of language use in classroom interactions. Furthermore, Long's (1996) and Pica's (1994) meaning negotiation theory serves as a foundation for analyzing the interaction processes that occur when students construct understanding through communication. This approach was chosen because it aligns with the research objective, which is to in-depth describe the function of translanguaging and the process of meaning negotiation in English language learning interactions in EFL classrooms. This study is not oriented towards quantitative measurements, but rather towards contextual interpretations of language use in learning situations.

The data source for this study is the interaction of English learning in the EFL class of students majoring in Culinary Arts at the Bali International Polytechnic. The participants of this study were 42 first-year Culinary Arts students enrolled in an English for Culinary course at Bali International Polytechnic. The students were approximately 18–21 years old and represented diverse linguistic backgrounds, including Balinese, Javanese, Indonesian, and other regional language communities.

As multilingual learners, they regularly used Indonesian as the primary language of instruction while also drawing on local languages and English during classroom interactions. Based on institutional placement and classroom performance records, the students' English

proficiency generally ranged from elementary to lower-intermediate levels (A2–B1 according to the Common European Framework of Reference for Languages). The participant group consisted of both male and female students, reflecting the natural composition of the classes involved in the study. These characteristics made the participants particularly suitable for investigating translanguaging practices and meaning negotiation in a multilingual vocational EFL setting.

The research data consists of speech or verbal interactions that occur during classroom learning, both between lecturers and students and between students. The data includes the use of English, regional languages, and Indonesian, as well as a mixture of the three, indicating practices of translanguaging and negotiation of meaning.

The sampling technique used was purposive sampling, with the following criteria: (1) interactions involve the use of more than one language; (2) there are indications of attempts to understand or explain meaning; (3) data has a clear context within the learning process; and (4) interactions occur naturally in classroom activities. From the total data collected, a number of representative interaction excerpts were selected for in-depth analysis.

Data were collected through non-participant classroom observations and audio recordings conducted over six class sessions during the English for Culinary course. Each session lasted approximately 90 minutes, resulting in a total observation time of about nine hours. The researcher observed naturally occurring classroom interactions without actively participating in instructional activities to minimize potential influence on participants' language behaviour.

The observations focused on lecturer–student and student–student interactions in which multiple languages were used to facilitate communication and learning. Audio recordings were employed to capture authentic instances of translanguaging and meaning negotiation occurring during classroom discussions, explanations, question-and-answer activities, and collaborative tasks. Field notes were also taken to document contextual information that supported the interpretation of interactional data.

Following data collection, all recorded interactions were transcribed verbatim. The transcripts were then analyzed through a qualitative contextual analysis procedure consisting of data identification, classification, coding, and interpretation. Instances of translanguaging were categorized according to their communicative functions, while episodes of meaning negotiation were analyzed based on established interactional strategies such as clarification requests, confirmation checks, comprehension checks, reformulation, and repetition. The findings were subsequently interpreted in relation to translanguaging theory and negotiation of meaning frameworks.

The validity of the data in this study was achieved through theoretical triangulation, using several complementary perspectives, such as translanguaging and meaning negotiation, to strengthen data interpretation. Furthermore, data validity was also supported through peer debriefing, a discussion with colleagues to obtain input on the analysis results and minimize researcher subjectivity. With this method, the study is expected to provide a comprehensive overview of the function of translanguaging and the process of meaning negotiation in English learning in EFL classrooms, as well as contribute to the development of applied linguistics studies in the context of multilingual education.

FINDINGS AND DISCUSSION

This research analysis focuses on two main aspects: the function of translanguaging in learning interactions and the process of negotiating meaning that occurs during these interactions. Based on the analysis of 40 classroom interaction data, it was found that translanguaging practices emerged predominantly in various pedagogical functions, particularly in the form of

clarification, elaboration, and repetition.

These findings indicate that students and lecturers actively utilize multiple languages, such as English, Indonesian, and regional languages, as linguistic resources to support comprehension. This aligns with García's (2009) and Li Wei's (2018) views that translanguaging is a dynamic practice that allows learners to flexibly utilize their entire language repertoire.

The Function of Translanguaging in English Language Learning Interactions

The analysis in this section focuses on answering the first research question, namely identifying the translanguaging functions used by students in English language learning interactions in EFL classrooms. Based on the analysis of 40 interaction data, it was found that translanguaging was used in various pedagogical functions that support student understanding. The distribution of translanguaging functions found in this study is presented in the following table:

Table 1. Distribution of Translanguaging Functions

Translanguaging Function	Amount	Percentage (%)
Clarification	14	35%
Elaboration	10	25%
Repetition	8	20%
Emphasis	5	12.5%
Class Management	3	7.5%
Total	40	100%

Based on Table 1, the most dominant function of translanguaging is clarification (35%), followed by elaboration (25%), and repetition (20%). The dominance of the clarification function indicates that students tend to use their first language, such as Indonesian or regional languages, to understand English terms or concepts they find difficult. This suggests that translanguaging acts as a cognitive bridge in the learning process.

The predominance of clarification as the most frequent translanguaging function may be attributed to the linguistic demands of the instructional context. As learners were required to understand English terminology related to culinary practices, ingredients, cooking techniques, and food preparation procedures, they frequently encountered unfamiliar vocabulary and concepts. Consequently, both lecturers and students relied on translanguaging as a strategy to bridge comprehension gaps and facilitate conceptual understanding. This finding supports Tai and Li Wei (2021), who argue that translanguaging serves as an important meaning-making resource that enables learners to access academic content while simultaneously developing language proficiency.

This finding also aligns with Creese and Blackledge's (2010) theory, which states that translanguaging primarily serves to help learners understand material through the flexible use of multiple languages. Furthermore, the dominance of the elaboration function indicates that students not only translate but also expand meaning by linking new concepts to prior experiences or knowledge.

Meanwhile, the functions of repetition and emphasis indicate that the use of more than one language also plays a role in strengthening understanding and emphasizing important information in learning. Thus, translanguaging in this context is not only spontaneous but also has a

significant pedagogical function in supporting the learning process.

1. Clarification Function

The clarification function was the most dominant function in this study, with 14 data points (35%). This indicates that translanguaging was most often used to explain or clarify the meaning of terms that students did not understand.

Context:

This data was collected while a lecturer was explaining food presentations in an English for Culinary class. Students were asked to understand technical terms frequently used in the international culinary world. One student appeared to be having difficulty understanding a particular term and subsequently asked a question.

T3 Data

Lecturer: "In fine dining, food plating is very important because it affects customer perception."

Student A: "Miss, what does plating mean exactly?"

Student B: "Is it like how we arrange the food on the plate, yes?"

Lecturer: "Yes, correct. Plating refers to the way you design and arrange the food visually."

Student A: " *Oh, jadi kayak presentation ya*, but more specific?"

In this data, the function of translanguaging that emerged was clarification. Students used English as the primary language when asking questions, but included Indonesian elements such as *"ya"* and *"jadi kayak presentation ya?"* to ensure understanding. The use of Indonesian here did not replace English, but served as a tool to clarify concepts that were not yet fully understood. This indicates that translanguaging was used strategically to bridge gaps in understanding.

This phenomenon aligns with Creese and Blackledge's (2010) theory, which states that translanguaging serves as a means of clarification in bilingual learning. Furthermore, this interaction also demonstrates that students actively construct understanding through language combination.

2. Elaboration Function

Context:

This data emerged when the lecturer explained the concept of balanced flavor. Students were asked to provide examples and gain a deeper understanding of the concept.

T7 Data

Lecturer: “A good dish should have balanced flavor.”

Student: “Miss, balanced flavor means not too salty or too sweet, right?”

Lecturer: "Yes, but not only that. It means all elements are in harmony."

Student: “Oh, like sweet, salty, and sour together, *jadi tidak ada yang dominan?”*

Lecturer: “Exactly, that's a good explanation.”

Data T7 demonstrates translanguaging practices that function as elaboration, broadening and deepening understanding of the concepts being studied. A key segment of translanguaging in this data is found in the student's utterance: *" jadi tidak ada yang dominan?"*

Interactionally, students not only responded to the lecturer's explanation but also reconstructed the meaning of the concept of balanced flavor. Initially, they understood the concept simply as "not too salty or sweet." However, after receiving clarification from the

lecturer, they developed a more complex understanding by mentioning flavor combinations (sweet, salty, and sour), which were then emphasized through Indonesian.

The transition to Indonesian in this segment serves to: 1) reformulate the concept within a more familiar cognitive framework, and 2) reinforce conceptual understanding, rather than simply translate the term. Thus, translanguaging in this data is not substitutive (replacing English), but rather expansive, broadening the representation of meaning.

This phenomenon aligns with García (2009) and Li Wei (2018) who stated that translanguaging allows learners to integrate various linguistic resources to build deeper conceptual understanding. Furthermore, from a classroom interaction perspective, the lecturer's response: "Exactly, that's a good explanation." indicates that the student's elaboration is considered academically valid, thus reinforcing the role of translanguaging as an effective cognitive strategy.

3. Repetition Function

Context:

This data was collected during a menu presentation practice session for students. The instructor provided feedback on how the students presented the food descriptions.

T16 Data

Student: "This dish is sweet and soft..."
Lecturer: “You need to speak clearly, clearly, so the audience can understand.”
Student: "Clearly, clearly, okay miss, *biar lebih jelas ya."*
Lecturer: “Yes, and don't speak too fast.”

In this data, the translanguaging function that emerged was repetition, characterized by lexical repetition in the utterance: "clearly, clearly." This repetition was first carried out by the lecturer as a form of instructional emphasis, then followed by the students as a form of internalization and confirmation of understanding.

The translanguaging segment appears in the student's utterance: *" biar lebih jelas ya."* The use of Indonesian in this context has metacognitive functions, namely: 1) Affirming understanding of the lecturer's instructions, and 2) Connecting the target language concepts with the student's internal understanding. Thus, the repetition in this data is not only mechanical (repetition of words), but also processual, namely part of the comprehension process. Translanguaging strengthens this process by providing an additional pathway for processing meaning.

This shows that translanguaging functions as reinforcement in the repetition process. This finding supports the view that in language learning, repetition accompanied by language shift can improve retention and comprehension (Swain, 2006; García & Li Wei, 2014).

4. Emphasis Function

Context:

This data occurred when the lecturer gave directions before students made individual presentations.

T20 Data

Lecturer: “Before you start, remember this: pronunciation is very important.”
Lecturer: “Very important, you must pronounce the words clearly.”
Lecturer: *“Kalau tidak jelas,* the audience *tidak akan paham.”*
Student: “Yes miss, I understand.”

In the T20 data, translanguaging functions as emphasis, which is seen in the combination of repetition in English and the shift to Indonesian:

"Very important…"

"Kalau tidak jelas, the audience *tidak akan paham."*

The repetition of the phrase "very important" demonstrates the lecturer's effort to emphasize a crucial aspect, namely pronunciation. This emphasis is then reinforced through translanguaging into Indonesian. This language shift serves a strategic function: 1) Improving message comprehension, especially for students with varying levels of proficiency, and 2) Providing a stronger rhetorical effect, as the first language (L1) has emotional and cognitive closeness.

Thus, translanguaging in this data functions as:

Meaning intensification strategy. Unlike elaboration, this function does not involve the addition of new concepts, but rather the reinforcement of existing messages. This aligns with Creese and Blackledge (2010), who stated that translanguaging can be used to emphasize key points in learning to ensure optimal understanding.

5. Class Management Functions

Context:

This data occurs when the lecturer organizes the course of group presentations in class.

T17 Data

Lecturer: "Okay everyone, now we will start the presentation session."

Lecturer: "Group one, please come forward."

Lecturer: *"Yang lain tolong perhatikan*, don't make noise."

Students: "Yes, miss."

Lecturer: "Please listen carefully because you will give feedback later."

T17 data shows that translanguaging is used in classroom management functions, particularly in regulating student attention and behavior. The main translanguaging segment is: *" Yang lain tolong perhatikan "* combined with: "Don't make noise."

The use of Indonesian at the beginning of the instructions shows that the lecturer is trying to: 1) Attract attention quickly and effectively, and 2) Ensure compliance with class instructions.

Meanwhile, English remains the primary language of instruction. This combination demonstrates a language distribution function: English is used for academic contexts, while Indonesian is used for classroom control. Thus, translanguaging in this data serves as a classroom interaction regulation tools.

This phenomenon shows that translanguaging plays a role not only in cognitive aspects but also in managing classroom dynamics. This is consistent with Creese and Blackledge's (2010) findings that translanguaging enables lecturers to manage classes more effectively in multilingual contexts.

Based on the research results, translanguaging in English for Culinary classes has five main functions: clarification, elaboration, repetition, emphasis, and classroom management. These functions indicate that translanguaging is used not only to facilitate comprehension but also to strengthen material delivery and manage learning interactions.

English remains the primary language in the classroom, while Indonesian and regional languages are strategically used to support cognitive and communication processes. Thus, translanguaging serves as an effective pedagogical strategy in creating more communicative and understandable learning in multilingual classroom contexts.

The Process of Negotiating Meaning in Learning Interactions

This section discusses the second research problem, namely how the process of negotiating meaning occurs in English language learning interactions in EFL classrooms. The analysis shows that negotiation of meaning occurs actively through various interaction strategies when students experience difficulty understanding utterances. The distribution of meaning negotiation strategies is presented in the following table:

Table 2 Distribution of Meaning Negotiation Strategies

Strategy	Amount	Percentage (%)
Clarification Request	12	30%
Confirmation Check	10	25%
Reformulation	9	22.5%
Comprehension Check	5	12.5%
Repetition	4	10%
Total	40	100%

Based on Table 2, the most dominant strategy was clarification requests (30%), indicating that students asked questions when they had difficulty understanding the material. This demonstrates active student engagement in the learning process. Furthermore, the high frequency of confirmation checks (25%) indicates that students not only received information but also attempted to confirm their understanding. Meanwhile, reformulation (22.5%) demonstrates the lecturer's important role in simplifying and clarifying meaning.

This finding is in line with Long's (1996) theory which states that negotiation of meaning is an important process in language learning because it enables learners to obtain more comprehensible input.

1. Clarification Request

Context:

This data occurs when students don't understand the term "bland" in the lecturer's explanation. Students who don't understand the term then ask questions for further clarification.

T22 Data

Lecturer: “Some Western dishes are considered bland.”
Student: “Miss, bland *itu maksudnya* no taste *atau gimana?”*
Student: “*Kayak hambar gitu ya, apa beda sama* plain?”
Lecturer: “Yes, bland means lacking strong flavor.”
Student: “*Oh, jadi kayak bubur tanpa garam, gitu ya.”*

T22 data shows a clarification request strategy that emerged when students experienced a gap in understanding of the term bland. The statements " bland *itu maksudnya* no taste *atau gimana?”* dan *“apa beda sama* plain?*”* are triggers within Long's (1996) framework, which is a condition where input is not fully understood, triggering further interaction.

The lecturer's response, "lacking strong flavor," is a form of modified input, simplifying language to improve comprehension. The student then demonstrated uptake by paraphrasing *" kayak bubur tanpa garam,"* indicating that meaning is not only understood linguistically but also constructed through everyday experience.

This process shows that clarification requests are not merely requests for definitions, but are a mechanism for activating a process of negotiating meaning that produces new

understanding through interaction.

2. Confirmation Check

Context:

The lecturer verifies the students' understanding of the term "overcooked." The lecturer then checks to ensure that the students' understanding of the term is correct.

T14 Data

Student: "If we cook too long, the food becomes overcooked."
Lecturer: “So overcooked means *terlalu matang*, right?”
Student: “Yes miss, *terlalu matang, sampai kering gitu, kadang gosong dikit.”*
Lecturer: “Okay, good.”

Data T14 demonstrates a confirmation check strategy, where the lecturer checks whether the student's understanding aligns with the target meaning. The statement "so overcooked means *terlalu matang*, right?" is not caused by a communication failure, but rather to ensure the appropriateness of interpretation.

The student's response expanded the meaning to *" terlalu matang, sampai kering gitu, kadang gosong dikit."* indicating that negotiation is not only verification-based but also results in additional elaboration of meaning. From Long's (1996) perspective, this process demonstrates interactional adjustment, where meaning is refined through two-way interaction. Thus, confirmation checks play a role in maintaining harmony of meaning while enriching conceptual representation.

3. Reformulation

Context:

Students use inappropriate sentences to describe the taste of food.

T7 Data

Student: "The taste is very big in my mouth."
Lecturer: “You mean the flavor is very strong?”
Student: “Yes, strong, *kayak nendang gitu rasanya.”*
Lecturer: “Yes, you can say 'strong flavor'.”

T7 data demonstrates a reformulation strategy, which involves improving the form of an utterance without interrupting communication. The lecturer's utterance, "You mean the flavor is very strong?", is a form of recast, which is a restatement of a more appropriate form.

The student demonstrated understanding by adopting the word "strong," indicating that the correction was not explicit but was still effectively processed. The addition of *"nendang gitu rasanya"* indicates that the student was still using translanguaging to connect abstract concepts with sensory experiences. Within Long's (1996) framework, reformulation is an important mechanism for providing comprehensible input while improving language accuracy.

4. Comprehension Check

Context:

This data emerged while the lecturer was explaining food presentation material in an English for Culinary class, specifically the concept of plating. After the explanation, the lecturer checked students' understanding of the terminology before continuing the lesson.

T24 Data

Lecturer: “Plating is how you arrange the food on the plate.”
Lecturer: “Do you get it? *Paham maksudnya plating?”*

Student: "Yes miss, *kayak susunan makanan biar cantik."*
Student: "Aesthetic *gitu ya"*
Lecturer: "Exactly."

T24 data demonstrates a comprehension check strategy, a lecturer's attempt to ensure understanding before continuing the material. The question, "Do you get it? *paham maksudnya plating?"* serves as a direct check of understanding.

Student responses indicate that understanding has been established, as seen in the paraphrases *"susunan makanan biar cantik"* dan "aesthetic *gitu ya".* This demonstrates the adoption of understanding, which is evidence that the input has been processed and understood. According to Long (1996), comprehension checks are essential for maintaining communication continuity and ensuring that input is not only received but also correctly understood.

5. Repetition

Context:

This data emerged when the lecturer introduced new vocabulary in the food description material, namely the term "tender." Students then repeated the term as part of the process of understanding its meaning before using it in the appropriate context.

T5 Data

Lecturer: "Tender means the meat is soft and easy to chew."
Student: "Tender… tender… *oh, empuk ya?"*
Student: "Tender meat, *daging empuk, bukan keras ya?"*
Lecturer: "Yes."

Data T5 demonstrates a repetition strategy, which involves repeating terms to aid meaning processing. The repetition of "tender… tender…" indicates that students are noticing new language forms.

The transformation into *"empuk"* indicates translanguaging as a cognitive strategy for linking new terms to familiar concepts. From Long's (1996) perspective, repetition helps strengthen the input process, allowing it to reach the intake stage, where understanding is truly embedded in the learner's language system. Thus, repetition is not merely mechanical but also plays a role in the internalization of meaning.

The process of negotiating meaning in English learning in the English for Culinary class occurs through five main strategies: clarification request, confirmation check, reformulation, comprehension check, and repetition. These five strategies demonstrate that language comprehension does not occur directly, but through an interactive process involving triggers, input modification, and uptake, as explained in Long's (1996) theory.

Furthermore, the analysis shows that translanguaging plays a supporting role in almost every strategy, particularly in helping students connect English concepts to their experiences and languages. This reinforces the idea that negotiating meaning is an interactive process that is dynamic, collaborative, and based on shared understanding.

The findings further indicate that multilingual resources contributed positively to student participation and comprehension. Throughout the observed interactions, students appeared more willing to ask questions, seek clarification, and engage in classroom discussions when they were permitted to draw upon their full linguistic repertoires. The use of Indonesian and local languages reduced communication barriers and enabled learners to participate more actively in meaning-making processes. Moreover, translanguaging supported comprehension by allowing complex concepts and technical vocabulary to be explained through familiar

linguistic resources. These findings align with recent studies in multilingual pedagogy, which suggest that flexible language practices promote inclusive participation and deeper understanding in linguistically diverse classrooms.

The vocational nature of the course also influenced the occurrence of translanguaging practices. Unlike general English classes, English for Culinary focuses on discipline-specific language that includes technical terminology, procedural instructions, and workplace communication. Students were often required to connect newly introduced English terms with existing knowledge acquired through Indonesian or local languages. As a result, translanguaging functioned as a pedagogical bridge that enabled learners to relate professional concepts to their prior knowledge. This finding suggests that translanguaging plays a particularly important role in vocational education, where conceptual accuracy and practical understanding are essential learning outcomes.

Taken together, the findings demonstrate that translanguaging is not merely a compensatory strategy for addressing linguistic limitations. Rather, it functions as an instructional resource that supports content learning, facilitates negotiation of meaning, and encourages active classroom participation. In the vocational EFL context examined in this study, translanguaging enabled students to navigate specialized culinary content while simultaneously developing communicative competence in English. This suggests that multilingual pedagogical practices can play a significant role in enhancing both language learning and disciplinary understanding in vocational education settings.

CONCLUSION

This study contributes to the growing body of research on translanguaging in multilingual EFL classrooms by demonstrating how learners strategically draw upon multiple linguistic resources to facilitate communication and construct meaning during classroom interactions. The findings highlight the pedagogical value of translanguaging as a resource that supports content learning, fosters interaction, and enables learners to engage more actively in meaning-making processes. In vocational EFL settings, where students are required to understand specialized disciplinary content, translanguaging serves as an important bridge between learners' existing linguistic knowledge and new academic or professional concepts.

The study also underscores the close relationship between translanguaging and meaning negotiation. Rather than functioning merely as a compensatory strategy for linguistic limitations, translanguaging facilitates collaborative understanding and supports learners in navigating complex communicative situations. These findings suggest that multilingual pedagogical approaches can create more inclusive and effective learning environments, particularly in contexts where students possess diverse linguistic backgrounds.

Nevertheless, several limitations should be acknowledged. This study was conducted within a single institution and involved a relatively limited number of participants, which may restrict the generalizability of the findings. In addition, the research focused exclusively on students enrolled in a Culinary Arts program, representing a specific vocational education context. Consequently, the findings may not fully reflect translanguaging practices in other vocational disciplines or educational settings.

Future research may extend this work by examining translanguaging practices across multiple institutions, larger participant groups, and diverse vocational programs. Further studies could also employ longitudinal or mixed-methods approaches to explore the long-term impact of translanguaging on language development, academic achievement, and student engagement in multilingual learning environments.

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