

Reframing English Language Education Policy Through Translanguaging: A Conceptual Framework for Multilingual Indonesia

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MANUSCRIPT HISTORY

Submitted: 06/10/2025

final revision: 10/07/2026

accepted: 13/07/2026

ABSTRACT

This study aims to highlight the importance of an adaptable English language teaching and learning curriculum as a strategic approach to strengthening English language education policy in Indonesia. Specifically, it seeks to improve students' English proficiency while preserving local languages and cultural values. This conceptual study employs a descriptive qualitative narrative review to synthesize evidence on translanguaging and English language education policy in Indonesia. The findings indicate that a translanguaging-based English language curriculum should be context-sensitive by accommodating linguistic diversity while maintaining national learning standards. Its implementation requires adaptability in instruction, assessment, and policy to respond effectively to the linguistic dynamics of diverse educational contexts. The study's novelty lies in reconceptualizing translanguaging from a classroom pedagogical approach into a conceptual foundation for English language education policy that reflects Indonesia's multilingual reality. The study concludes that integrating translanguaging into the national curriculum, teacher professional development, and multilingual instructional materials is essential for strengthening the policy in Indonesia. It recommends establishing supportive policy mechanisms, developing an adaptable curriculum, strengthening teacher professional development, and providing flexible learning resources aligned with local contexts.

KEYWORDS

english language education policy; translanguaging; english language teaching and learning; multilingualism; policy framework

Introduction

With more than 700 regional languages and diverse geographical and sociocultural contexts, Indonesia is inherently multilingual. The country is characterized by rich cultural and linguistic diversity, providing abundant opportunities for intercultural communication. English is one of the foreign languages taught in Indonesia and remains the most widely used international language in the country. Initially introduced as a foreign language alongside other school subjects, English has increasingly become a medium of instruction for selected non-language subjects (Lamb et al., 2021; Lie, 2017; Zein et al., 2020). Nevertheless, English language teaching and learning continue to rely predominantly on a monolingual approach that positions English as the sole language of instruction. Within this approach, the use of other languages during classroom interaction is often regarded as interference with language acquisition and as potentially reducing linguistic accuracy (Canagarajah, 1999; Putrawan, 2022; Vettorel, 2018; Zein, 2018).

Current foreign language education policies frequently overlook local linguistic ecologies, resulting in implementation challenges and educational inequities (Tupas, 2018, 2020). In Indonesia, policy initiatives seek to improve students' English proficiency by increasing English exposure through instructional materials and by establishing English an essential subject in junior and senior secondary schools and, more recently, at the primary school level. However, English language teaching and learning continue to rely primarily on a monolingual approach that privileges English as the dominant language of instruction while discouraging the use of students' first language (L1) as a learning resource (Zein, 2019). This approach has caused many students to feel alienated when they are perceived as not performing adequately in the target language (Rozi, 2023). Consequently, the learning process has not fully achieved its intended outcomes and has contributed to educational inequities among students (Veliz, 2024). These practices are increasingly being challenged by translanguaging, a contemporary pedagogical approach that encourages learners to draw upon their full linguistic repertoires to construct meaning and facilitate communication (Chau et al., 2022; Putrawan, 2022; Sugiharto, 2024; Turner & Lin, 2024; Zhang, 2022).

Although several studies have explored translanguaging in Indonesian English language classrooms (Kurniati, 2023; Liando et al., 2023; Permana & Rohmah, 2024; Putrawan, 2022), they have focused primarily on classroom implementation. Comparatively little attention has been given to the implications of translanguaging for English language education policy in Indonesia. Accordingly, this study examines translanguaging not only as a classroom pedagogical approach but also as a conceptual foundation for reframing English language education policy in Indonesia. It proposes a translanguaging-informed policy framework that reflects Indonesia's multilingual reality while complementing the principles of *Kurikulum Merdeka*. In this study, "reframing English language education policy" refers to examining conventional monolingual policy from a sociocultural perspective and proposing a conceptual framework for integrating translanguaging into Indonesia's English language teaching (ELT) curriculum. The study further discusses the potential development of English language education policy that is responsive to Indonesia's multilingual context.

A central policy challenge is the persistent mismatch between the intended goals of English language education—preparing students to use English as an international lingua franca—and the continued reliance on monolingual teaching practices and deficit-oriented perspectives in classrooms. Accordingly, this study addresses two research questions: (1) How can translanguaging be integrated into English language teaching and learning within the Indonesian curriculum? (2) What conceptual framework can guide the integration of translanguaging into English language education policy? To address these questions, this study proposes a conceptual framework for integrating translanguaging into English language education policy in Indonesia. Drawing upon international and Indonesian literature, it examines how translanguaging has been implemented in English language teaching and learning and discusses its implications for multilingual education policy in the Indonesian context.

Literature Review

Translanguaging in Global English Language Teaching (ELT)

Translanguaging generally refers to language practices in which speakers draw upon their full linguistic repertoires to facilitate meaning-making and meaning transfer in interpersonal or intercultural communication (Chau et al., 2022; Pennycook, 2017; Putrawan, 2022; Sugiharto, 2024). *Meaning-making* refers to the process of interpreting concepts or ideas and constructing meaning for individual or shared purposes, whereas *meaning transfer* refers to communicating those concepts or ideas to achieve mutual understanding. In multilingual settings, translanguaging has been shown to effectively support both processes (Canagarajah, 1999; Zhang, 2022).

Translanguaging has been widely discussed among English language teaching (ELT) practitioners and language researchers. It has been regarded as a significant development in language education (Dikilitaş & Öztüfekçi, 2024; García & Wei, 2014; Permana & Rohmah, 2024; Zhang, 2022). Conversely, it has also been criticized as an idealistic approach to linguistic

inclusivity because it may conflict with national language policies and formal language practices (Saleem et al., 2023; Sugiharto, 2024; Tupas, 2020).

Despite these debates, translanguaging has gained increasing recognition as an effective approach for bridging the linguistic gap between learners and their communicative goals in the target language (i.e., English). Numerous studies have demonstrated its effectiveness in promoting intercultural communication and improving academic outcomes across diverse multilingual contexts (Leblebici & Rostom, 2025; Lee & Wei, 2025; Saleem et al., 2023; Witari & Sukamto, 2023; Zhang, 2022). Within Association of Southeast Asian Nations (ASEAN), translanguaging is considered compatible with regional language policies because it accommodates the coexistence of local languages and English, the region's official working language (Zhang et al., 2025).

Indonesian Multilingual Context vs. Historical Monolingual ELT Policies

In Indonesian classrooms, it is common for students to use *Bahasa Indonesia* when communicating with teachers and to switch to their local languages when interacting with peers. Students may also use other foreign languages offered in the curriculum, such as English, Mandarin, or Arabic. This multilingual practice is common in Indonesia but is often overlooked by educators and language teachers (Lie, 2017; Sugiharto, 2024). While such practices have existed for many years, they have only recently been discussed within the framework of translanguaging (Putrawan, 2022; Witari & Sukamto, 2023).

Language policies in Indonesian schools vary according to institutional contexts. Many schools implement a single-language policy, either by using *Bahasa Indonesia* as the primary language of instruction in accordance with the national curriculum or, conversely, by adopting an English-only or, in some cases, a Mandarin-only policy (Nguyen, 2025; Sugiharto, 2024; Tupas, 2020; Zhang et al., 2025). These monolingual language practices are not necessarily intended to reflect curriculum requirements but often arise from institutional characteristics, such as whether a school is a national school or a *Satuan Pendidikan Kerjasama* (SPK) school, a collaborative education framework integrating Indonesian and international educational standards (Al-Kahtany & Alhamami, 2022; Jacobs & Lie, 2022; Lie, 2017, 2025; Permana & Rohmah, 2024; Putrawan, 2022).

The current implementation of English language education policy has been reflected in the national English language curriculum, *Kurikulum Merdeka*. The curriculum has given more attention to the local student needs and adjusted more to the local context. *Kurikulum Merdeka* encompasses the following features: student-centered learning approach, alignment with the Common European Framework of Reference for Languages (CEFR), and six language skills: listening, speaking, reading, writing, viewing, presenting (Anggraena et al., 2021). The policy directly supports greater flexibility and adaptability in learning at the school level, which is a good practice. However, there has been a regulatory gap in the implementation. While the government's aim is to foster the students' various needs and local context, the approach for ELT practices at schools is found to still adopt the monolingual approach (Permana & Rohmah, 2024; Sinaga & Marbun, 2025).

Historically, English has been taught in Indonesia as a foreign language. The target language, or monolingual, approach has been adopted for practical reasons: language is a habit; the more you practice it, the more you are good at it. Students generally have limited opportunities for English language exposure (Alrajafi, 2021; Gozali et al., 2022; Kirkpatrick, 2011; Lie, 2017). Therefore, students must select the language exposure most relevant to their needs to maximize the internalization process. These linguistic beliefs have created a long-standing practice of monolithic ELT in Indonesia (Alrajafi, 2021; Hamied & Musthafa, 2019; Jalaluddin & Jazadi, 2020).

Socio-Cultural and Pedagogical Framework of Translanguaging

Language is fundamentally a social practice that develops through interactions among individuals, groups, and communities (Cruz Arcila et al., 2022; Mirvahedi, 2024; Mirvahedi & Jafari, 2021). People express themselves through language, and the ways languages are used within communities reflect both social identity and cultural representation. Language evolves within social contexts and is shaped by social and cultural norms (Canagarajah, 1999; Poedjiastutie et al., 2021; Rifa'i, 2020; Taly & Paramasivam, 2020; Zhang, 2022). Rather than functioning merely as

a formal linguistic system, language serves an essential social function by enabling individuals to construct meaning and connect with other people, communities, and cultures.

People are often identified by the language they speak (Al-Kahtany & Alhamami, 2022; Hu et al., 2024; Kohn, 2018). However, globalization has increasingly challenged this traditional perspective. Concepts such as *Global Englishes* and *World Englishes* recognize English as a language shared by diverse communities rather than one belonging exclusively to native speakers (Baker et al., 2024; Cameron & Galloway, 2019; Low & Pakir, 2022; Sirijanchuen, 2024; Xu, 2018). Consequently, English is increasingly viewed as a lingua franca that facilitates communication among multilingual speakers from different linguistic and cultural backgrounds (Baker et al., 2024; Roshid & Chowdhury, 2024; Zein, 2018). Within this perspective, successful communication depends less on strict adherence to native-speaker norms than on the ability to achieve shared understanding.

These developments have important implications for English language teaching (ELT). As English increasingly serves multilingual and intercultural purposes, pedagogical approaches have gradually shifted from traditional monolingual methods, such as the Direct Method and the Audio-Lingual Method (Tanjung, 2018), toward more flexible and context-responsive approaches that recognize multilingual communication as a legitimate educational goal. Rather than restricting learners to the exclusive use of English, contemporary ELT increasingly encourages students to draw upon their full linguistic repertoires to construct meaning and develop communicative competence (Pérez-Llantada, 2018; Permana & Rohmah, 2024; Zhang, 2022). Translanguaging represents one of the most prominent pedagogical approaches supporting this multilingual orientation.

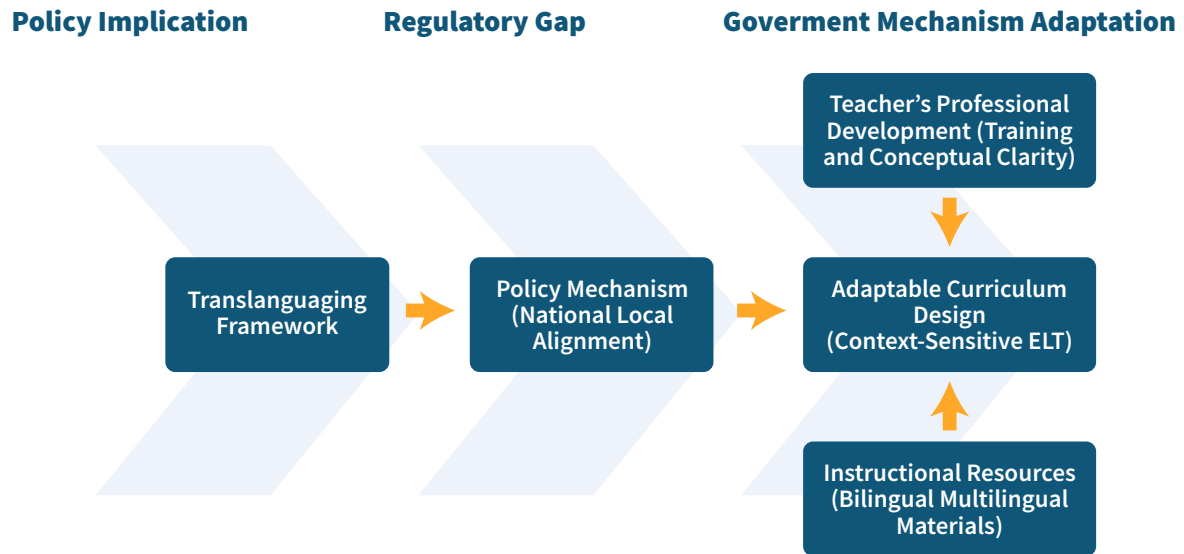
Indonesia's linguistic ecology exemplifies this multilingual reality (Badwan & Simpson, 2022; Sugiharto, 2024; Zein et al., 2020). Linguistic diversity varies across geographical regions, historical developments, generations, and social contexts (Hackert et al., 2024; Lie et al., 2023; Mushin & Doehler, 2021; Popova & Cuffari, 2018). Likewise, the purposes for using English, cultural values, and socioeconomic backgrounds differ considerably across communities. Given this diversity, English language teaching should be contextualized to local multilingual realities rather than implemented through uniform instructional approaches.

Research Methods

This study adopted a narrative review, using a descriptive qualitative narrative review of translanguaging research, sociocultural perspectives, and English language education policy. This conceptual study synthesizes theoretical and empirical literature on translanguaging to inform English language education policy in Indonesia, specifically employing a conceptual review to examine the integration of translanguaging into English language education policy. Drawing on the literature on translanguaging, sociocultural theory, and English language education policy, this study proposes a conceptual framework for integrating translanguaging into English language education policy that is more responsive to Indonesia's multilingual context and regional linguistic diversity. A conceptual review synthesizes theoretical perspectives, historical developments, central propositions, underlying assumptions, contemporary relevance, and existing critiques of a concept (Biala, 2025). Unlike systematic reviews that emphasize empirical synthesis, conceptual reviews aim to clarify theoretical constructs and generate new conceptual insights. Accordingly, this approach facilitates a focused examination of translanguaging within English language teaching (ELT), contributing to a deeper understanding of its theoretical foundations and policy implications (Hall & Leeder, 2024).

Translanguaging in ELT: A Conceptual Framework Proposal

The overall framework of how translanguaging can be implemented in Indonesian ELT is presented in Figure 1. The policy implication is the implementation of the Translanguaging framework in the Indonesian English language education policy. There are four key aspects that are incorporated in the implementation of this framework: 1) the policy mechanism; 2) an adaptable curriculum; 3) teachers' professional development (regarding skill-based training and conceptual clarity); and 4) the instructional resources. The following parts discuss how each aspect is addressed and implemented.

Figure 1*Proposed Translanguaging Framework for English Language Education Policy*

Source: Authors' Analysis

Policy Mechanism: National-Local Alignment

Language is rooted primarily in its local cultural resources and emerges from the local context of interaction (Badwan & Simpson, 2022; Bhargavi & Rasheed, 2020; Poedjiastutie et al., 2021). Therefore, learning and teaching materials are best developed from the local context of a particular language. However, in a translanguaging context, since the goal is to make use of any possible linguistic resources of the learners in learning a target language, the teaching and learning policy should incorporate the local wisdom and context of the learners, beyond the target language. In terms of ELT, the target learning is primarily global, such as coping with the international academic qualifications or being competent in international business communication. However, the resources during the learning process are still local to support comprehension of a concept, to enrich vocabulary storage, and to make meanings in the target language.

Adaptable Curriculum

Because translanguaging draws upon all available lexical and grammatical resources for meaning-making (Saleem et al., 2023; Tai & Zuo, 2024; Turner & Lin, 2024), a translanguaging-based curriculum should remain adaptable to the linguistic dynamics surrounding the language learners. The first consideration is what (or how) the status of the target language (e.g., English) is in that particular region. Another important consideration is the linguistic background of the learners (as well as teachers). These two can be recognized by having an initial needs analysis, either quantitatively (by survey and assessments) or qualitatively (by observation and interviews). The results of the needs analysis are then utilized as the main consideration in developing the English language curriculum.

Teacher's Professional Development: Training and Conceptual Clarity

As a relatively new approach in ELT, translanguaging, undoubtedly, has been understood differently by scholars and educators, based on individual, communal, or regional perspectives. Moreover, many works and studies of translanguaging are at the conceptual and framework levels (Bailey et al., 2025; Cenoz & Gorter, 2022; Sugiharto, 2024; Turner & Lin, 2024), although some have been addressing operational implementation (Briceño et al., 2025; Permana & Rohmah, 2024; Ulum, 2024). It means that there is a clear need for adequate teacher training in implementing translanguaging in ELT.

The other urgent need in the teachers' training of translanguaging is to develop a shared understanding of what translanguaging is. There should be conceptual clarity on translanguaging

practices. In many cases, teachers are in doubt about implementing translanguaging because they are not very sure about what translanguaging is (Escobar-Lluch & Ruiz-Madrid, 2025; Jiang et al., 2024), what the difference is with the other related practices such as code-mixing and code switching, whether they share the same grounds or contexts or entail totally different notions.

Instructional Resources: Bilingual-Multilingual Materials

Since translanguaging requires any possible linguistic resources from any relevant and possible languages (adjusting to the students' linguistic background), the materials for translanguaging implementation should accommodate at least bilingual or multilingual features. For example, in a learning unit discussing a certain topic and particular language features, the materials can be a mix of the students' local language, the regional language, and English. However, at the end of every learning unit, there should be a concluding section that connects all the different linguistic resources to the target learning or learning outcome in English.

Research Findings

Opportunities for Translanguaging-Integrated English Language Education Policy

A central policy paradox is that educators are trying to establish the general purpose of learning English in Indonesia to enable students to use English as a lingua franca, which consequently embraces multilingualism and multiculturalism (Lie, 2025; Zein, 2018). On the other hand, many Indonesian educators are still practicing the deficit mindset and monolingual language learning approach in teaching English (Calafato, 2019; Liando et al., 2023). This highlights the gap between the aims of language learning policies and what happens in practice.

Meanwhile, studies have shown that translanguaging has improved students' confidence in using English (Cenoz & Gorter, 2022, 2025). Translanguaging has also been investigated to improve students' comprehension on a particular topic presented in another language besides L1 (Cenoz & Gorter, 2022). In addition, translanguaging has been found to improve the sense of language ownership, which in turn improves the learner's interest and motivation in learning a language (Dikilitaş & Öztüfekçi, 2024). Therefore, integrating translanguaging into a curriculum and policy of language learning and teaching (including English) may benefit language learners.

Given the potential benefits and direct impacts of translanguaging, this approach offers a promising alternative for English language teaching and learning, particularly in multilingual and multicultural contexts such as Indonesia. Educators and policymakers are encouraged to integrate translanguaging into everyday instructional practice and, ultimately, into English language education policy. The integration of translanguaging into English language education policy represents an important innovation because it has the potential to reshape how students learn English and how teachers teach it.

Numerous studies have demonstrated how translanguaging improves comprehension, vocabulary development, and student motivation. Tai and Zuo (2024) showed that translanguaging enhances students' attention, comprehension, and understanding of sentence structure and verb functions. Their study combines Multimodal Conversation Analysis (MCA) and Interpretive Phenomenological Analysis (IPA) to examine translanguaging practices, highlighting how speakers draw upon linguistic and semiotic resources beyond named languages during social interaction. In an interview with Prof. Suresh Canagarajah, Zhang (2022) argues that languages evolve through the social and historical practices of communities and continually hybridized as linguistic norms change.

Therefore, language speakers have the potential to integrate the vocabulary in some languages to convey meanings and enhance comprehension. A study by Shoecraft et al. (2024) also shows that the use of translanguaging in English for academic purposes can increase students' motivation in learning the target language. In the study, a translation into the local language of what was originally documented in English about human anatomy managed to improve the self-confidence of the first-year medical students learning the anatomy course in English. This increased self-confidence subsequently enhances their motivation in learning academic English. These translanguaging practices are evidence of how translanguaging in language learning

and teaching pedagogically leads to increasing language learners' motivation, improving their vocabulary mastery, and enhancing their comprehension.

However, there is a debatable issue regarding the need for standardized tests for a specific reason such as scholarship applications, which definitely cannot be directly addressed by a translanguaging approach. Having been discussed, translanguaging is making use of any possible linguistic resources to achieve comprehension and meaning-making, and additionally increase motivation in language learning. Translanguaging is not for short-term urgent goals; it is intended for long-term goals and maintaining communication flow in multilingual communities that use English as a lingua franca (Dikilitaş & Öztüfekçi, 2024; Turner & Lin, 2024). While translanguaging is often criticized for not meeting the immediate demands of standardized testing, Jiang et al. (2024) demonstrate its value in test prep. By utilizing both the learners' L1 and English, the study found that translanguaging clarifies complex content and makes prep materials more meaningful.

This evidence shows that translanguaging is still useful to some extent for English standardized test preparation. In general, it has to be admitted that for addressing short-term and urgent needs such as scholarship applications, the most appropriate strategy is intensive drilling and intensive practice on the targeted aspects of the proficiency test (Safitri et al., 2021; Zulmaini, 2021). These needs are considered extracurricular and not to be put in the regular curriculum.

Kurikulum Merdeka (Chandra, 2023; Lie, 2025) has also created opportunities for innovation in English language learning. The curriculum, in the context of English language learning, has emphasized learners' diverse contexts, autonomy, and flexibility (Kurniati, 2023; Liando et al., 2023). The purpose of learning English is no longer to use the language as accurately as possible according to the grammatical rules and language aspects, but more for intercultural communication and embracing multilingualism and multiculturalism (Anggraena et al., 2021). However, in reality, many school systems still apply the monolingual approach (English-only learning policy) and deficit mindset in learning English (that Indonesian students' English differs from "standard" English) (Nguyen et al., 2025; Sugiharto, 2024). Moreover, the commonly adopted standard for assessing the students' English proficiency is CEFR (Common European Framework of Reference for Languages), which tends to measure English achievement from the L1 English users' point of view. Therefore, the most popular reason among educators to doubt translanguaging practices in the curriculum is because language learners are still evaluated by the skills in a monolingual manner (e.g., the skills correspond to English proficiency tests for scholarship applications) (Permana & Rohmah, 2024; Turner & Lin, 2024). Consequently, translanguaging is often a last-resort approach in language learning.

Policy Landscape in Indonesia: A Proposed Policy Framework

The recommended implementation of the translanguaging framework at the policy level can be best described in the following outline, presented in Table 1.

Table 1

An Outline of Proposed Policy Framework for Translanguaging Implementation

Aspect	Instrument	Lead Authority	Supporting Authority/Agent
Policy Mechanism	Amendment to <i>Permendikdasmen</i>	Central (Kemendikdasmen)	Local (<i>dinas pendidikan</i>)
Adaptive Curriculum	Local Content Addendum -containing modified parts of adaptive curriculum for English language teaching (ELT)	Local (<i>dinas pendidikan</i>)	Central-Directorate General of Teachers and Education Personnel

Aspect	Instrument	Lead Authority	Supporting Authority/Agent
Teacher Development	Through Centre for Development and Empowerment of Teachers and Education Personnel (PPPPTK) Modules & MGMP Workshops	Central (PPPPTK)	Local (BBGTK & MGMP)

Source: Authors' Analysis

To close the regulatory gaps between the ideal concept in the central government and the implementation at the local level, a general policy implementation outline is offered, involving three levels of governance: the central government, the local government, and the schools (teacher and administration execution). The central government is to set up the mandate and boundaries and to formally recognize translanguaging as a pedagogical approach by adapting the national policy mechanism. This involves creating the legal framework for local adaptation while ensuring accountability towards national proficiency goals, such as issuing a *Permendikdasmen* (Ministerial Regulation of the Ministry of Primary and Secondary Education) with the enclosed policy brief implementation. Meanwhile, the local government (*Dinas Pendidikan*) is to translate the national mandate into actionable plans that fit the specific linguistic landscape of their region (e.g., Javanese, Sundanese, or Papuan contexts). This action is legitimized by some points stated in the *Permendikdasmen*. Eventually, the schools and teachers are to execute the adaptive curriculum and utilize resources in the classroom, providing feedback to the local and central levels.

The policy mechanism in implementing a translanguaging-based English language curriculum is a collaborative principle. The policy points are to be set at the national level so that they reflect the national standards in teaching and learning English. Yet, the implementation, including decisions regarding the resources to be used, should be entrusted to local authorities. Local authorities are best positioned to determine what resources would support the ELT practices in every level of its implementation. The principle of the policy implementation can be characterized as a glocal approach, going global (reflected in the national standards of ELT) but utilizing local resources (the local wisdom, context, materials, norms, and values). In short, there should be a national and local alignment in the policy mechanism.

Discussion

Practical Implications of Translanguaging in Classroom Practice

Translanguaging refers to the dynamic use of learners' complete linguistic repertoires—including vocabulary, grammar, and other linguistic resources—to facilitate communication, meaning-making, and learning (Turner & Lin, 2024; Zhang, 2022). In a translanguaging English class, learners and teachers commonly draw from various linguistic resources. Even when the core subject matter is a rudimentary English sentence, interactions often occur predominantly in bahasa Indonesia. Additionally, colloquial bahasa Indonesia or local languages may surface at specific moments during the interaction (Lee & Wei, 2025). In principle, the comparison between the translanguaging learning model and the conventional language learning model is outlined in Table 2.

Table 2*Comparison of Translanguaging Learning and the Conventional Language Learning Model*

Principles	Translanguaging Learning Model	Conventional Learning Model
Basic Principle	Language as a continuous, fluid, and adaptable system	Language is viewed as a separate, bounded system, and languages should not be mixed during instruction
Instructional Approach	Allowing multiple languages in communication, expecting the students to draw from all linguistic resources	English-only instruction, expecting the students to only use the target language
Pedagogical Orientation	Sociocultural, values linguistic, and students' linguistic identities	Standard norms and correctness, value an ideal model of a target language
Language Use	Promotes code-switching, code meshing, and code-mixing in understanding expressions and meanings	Restricts code-switching; language mixing is often viewed as interference or lack of proficiency
Teaching and Learning Style	Encourages collaborative, dialogic, and culturally responsive learning, integrating real-life linguistic experiences	Emphasizes formal instruction and standardized assessment, often detached from students' linguistic realities

Source: Authors' Analysis

For policymakers, the implication is clear and significant: English language teaching needs to be reframed through adaptability and inclusivity. A translanguaging-informed curriculum would establish clear national standards while allowing local schools and teachers to adapt instruction based on their students' linguistic backgrounds. This does not imply lowering expectations; it means creating conditions where students can reach national targets by using the languages they already know as bridges toward mastering English. In practical terms, bilingual or multilingual teaching materials should be developed so that students see their own languages reflected in the classroom alongside English.

Minority Language Maintenance and Multilingual Identities

Translanguaging practices can contribute to the continued coexistence of local languages and the target language, such as English. The practices provide space for the local language to develop alongside the target or learned language. This practice would also preserve the minority language, which is in danger of extinction if no further action is taken (especially when the language is only orally spoken and preserved only among the older generation). The preservation effect is not without prerequisites, meaning that there is a requirement for a language to be useful for translanguaging practices. The language that co-exists with the learned language should be the one frequently used as the mother tongue or the L1, alongside the L2 (Pennycook, 2017; Putrawan, 2022).

The preservation of local languages alongside English provides strong evidence of multilingualism within a community. It strengthens the multilingual identity of the region and at the same time, exhibits social justice and linguistic equality. This phenomenon is an indicator of another issue in education, which corresponds to sustainability in education, including language education. Once again, translanguaging acknowledges and supports the multilingual identity of a region.

Potential to Promote Inclusivity and Equity in Education

Applying standardized monolingual practices across diverse multilingual contexts risks marginalizing local linguistic resources and reducing the relevance of English language learning. Conversely, excessive emphasis on local languages without adequate English exposure may limit students' opportunities to develop communicative competence in English. Translanguaging offers a balanced pedagogical approach by bridging learners' first-language resources with English, enabling them to construct meaning while gradually developing English proficiency (Chau et al., 2022; Sugiharto, 2024). Consequently, translanguaging provides a strong sociocultural and pedagogical foundation for contextualizing English language education policy in multilingual Indonesia.

By applying translanguaging, the educational environment in Indonesia can become more inclusive and supportive of equity. Because translanguaging draws upon learners' full linguistic repertoires, it promotes Indonesia's rich local linguistic resources while fostering greater educational equity. Learning English (and teaching English) is no longer perceived as a sign of exclusiveness and a threat to the local and national languages. On the contrary, learning (and teaching) English is a bridge to participating in global communication and at the same time, practicing social justice in education by the practice of translanguaging in the English teaching curriculum.

Possible Challenges in the Implementation

The implementation of this translanguaging-accommodated curriculum is not without challenges. Some educators might argue that the institutions, the schools, need to follow the regional or national language policy and the national curriculum (Hamied & Musthafa, 2019; Lie, 2017). In addition, there are even more needs to fulfill the standardized test requirement due to scholarship applications that the schools or the students are applying for (Monfared, 2022; Safitri et al., 2021; Zulmaini, 2021). Those scholarship agencies and related entities, such as language proficiency testing institutions, generally expect students to demonstrate standardized English proficiency.

The main challenge of using extra materials from other languages is probably due to the classroom linguistic environment. The language used in the English classroom may not be predominantly English, but a mix of several other languages. Another challenge relates to how learning outcomes are assessed. Teachers may question how English language features can be evaluated when the language(s) used in classroom interaction are not always English. To address this issue, it should be remembered that the subject of learning is still English, and translanguaging is just a medium, a tool, to achieve the learning goal. Assessment should continue to measure and evaluate the aspects in the target language, English.

Therefore, the assessment output and the presentation are still in English. A key consideration is how to tailor translanguaging practices in the right composition during the teaching and learning activities so that the target or the learning outcome is still achieved. Nevertheless, determining the optimal balance of translanguaging within classroom instruction still requires further empirical and experimental research (Pérez-Llantada, 2018; Puspitasari & Yumarnamto, 2020; Sinaga & Marbun, 2025; Tai & Zuo, 2024; Turner & Tour, 2025).

To address the issue of regional-national curriculum and the national language policy, before this translanguaging-integrated ELT curriculum is implemented, successful implementation requires agreement between the parties involved, namely the local and national education boards, and the field operators (the schools and regional educational institutions) on how much translanguaging provides opportunities in the curriculum and the instructional implementation, up to the grassroots level (the schools and classroom implementation). This translanguaging-integrated ELT curriculum should first be endorsed at the national level (for widespread implementation). Otherwise, the implementation would be just at the local level and only up to the teaching techniques level.

Conclusion and Policy Recommendations

This study underscores the importance of integrating translanguaging into Indonesia's English language teaching (ELT) curriculum, teacher professional development, and the provision of

bilingual or multilingual instructional materials to strengthen English language education policy. Given Indonesia's inherently multilingual sociolinguistic context, the application of a uniform or English-only pedagogical approach has increasingly proven ineffective. A monolingual perspective has been insufficient to represent the multilingual realities in which learners fluidly navigate among bahasa Indonesia, local languages, and English, drawing upon their entire linguistic repertoire to construct knowledge and meaning. Therefore, a translanguaging-informed English language education policy is now proposed to align with this multilingual reality, fostering more authentic, meaningful, and empowering dimensions for English language learning. In line with *Kurikulum Merdeka*, such a policy would preserve local contextual flexibility and at the same time improve students' English competencies without eroding the local linguistic values. Through this alternative approach, English education is evolving as a powerful communicative tool, enhancing confidence and global participation while sustaining the cultural and linguistic richness of local communities.

Despite these potentials, conceptual ambiguities surrounding translanguaging persist among educators, often leading to misconceptions that mix up translanguaging with code-switching or regard it as conceptually complex, impractical, or irrelevant in the practices. Addressing these challenges, teacher education and professional development should also be strengthened which then would lead to robust theoretical grounding and practical pedagogical strategies. English teachers must be empowered with systematic approaches for implementing translanguaging in classroom practices, including assessment models that acknowledge the role of multiple languages in facilitating English language teaching and learning outcomes.

In the broader educational landscape, integrating translanguaging principles into Indonesia's ELT framework would promote linguistic justice and inclusivity. English could then be reconstructed as a collectively accessible communicative resource rather than a social exclusivity marker. Future research could examine the longitudinal impacts of translanguaging-informed pedagogy on learners' linguistic development, identity formation, and intercultural competence, thereby establishing an evidence-based foundation for the sustained advancement of equitable and context-sensitive English education in Indonesia.

At the policy level, policymakers at both the national and local levels should ensure alignment between the national vision and local realities. As a proposed policy, the Indonesian Ministry of Primary and Secondary Education can adopt a glocal approach in ELT, setting national benchmarks that reflect international standards while giving regional education authorities the flexibility to manage the local linguistic resources that best support their learners. The regional education authority may allow schools to adapt the English language curriculum to local linguistic contexts in ELT and determine their own ways of accommodating local languages and the national language (bahasa Indonesia) into the local ELT practices, as long as the result would meet the national standard of learning goals in English education.

This practice will ensure that English language teaching and learning does not erode the local languages or identities. Most importantly, translanguaging also has broader implications for linguistic justice and educational equity. By creating space for minority and local languages in English classrooms, the Indonesian government can help preserve linguistic diversity while making education more equitable. Students no longer have to feel that learning English means leaving their own languages or, more importantly, their own cultural identity behind. Instead, they learn that their voices, shaped by multiple languages, are valuable resources in both local and global contexts.

However, at the same time, the limitation of translanguaging practice cannot be ignored. Many students still need to prepare for high-stakes exams like TOEFL or IELTS. Translanguaging may not directly prepare learners for such tests, so additional targeted programs should be offered alongside the main curriculum. In this way, immediate needs are met without undermining long-term goals.

Three policy recommendations emerge from this review: (1) To reframe English language teaching and learning through inclusivity and adaptability. This calls on schools and teachers to maintain national standards while adapting implementation to students' local contexts, including making use of all the linguistic resources possible; (2) To adopt a glocal (global-local) model to align the vision and context. The local units (government-*dinas pendidikan* and schools) are free to

adopt the national benchmark of English language teaching into the local model of teaching and learning; and (3) To balance the limitations, long-term needs, and immediate goals. All parties, the government-*dinas pendidikan* and schools, have to realize that there are limitations in the local context. Priorities must be established considering what is needed in the long run and in the near future for the students in each region.

Acknowledgment

This study was supported by a 2026 Research Grant awarded by the Directorate General of Research and Development, Ministry of Higher Education, Science, and Technology of the Republic of Indonesia. It was prepared under the supervision of the doctoral advisory team in the Doctoral Program in English Language Education, Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University, Indonesia.

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