High school L2 teachers' enactment of translanguaging in English speaking classrooms

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ABSTRACT
Translanguaging has gained significant attention in English teaching, especially in multilingual English settings; nevertheless, how teachers enact translanguaging in English language teaching remains underexplored in English as a second/foreign language (ESL/EFL) contexts, particularly in regions with less established multilingual teaching frameworks. This qualitative study delved into EFL teachers' enactment of the translanguaging approach in English-speaking classrooms at a high school in Vietnam. A group of four high school L2 teachers teaching English-speaking classes participated in this study, and class observations and in-depth interviews were conducted to gain comprehensive insights into their translanguaging practices. The data were qualitatively analyzed using the thematic analysis approach. The findings showed that L2 teachers used a translanguaging approach widely to support students' cognitive learning, particularly in enhancing grammar and vocabulary. Additionally, using students' L1 helped to reduce their anxiety levels, encouraged their active participation, and created a more inclusive learning environment. While this study is believed to offer some insights into L2 teachers' enactment of translanguaging in Vietnamese EFL classrooms, it indicates the need for more discussions among EFL educators on integrating translanguaging into English language classrooms. Furthermore, it suggests that policymakers should consider establishing clear guidelines for its implementation across language classrooms.

Keywords: English speaking; L2; qualitative approach; translanguaging approach

INTRODUCTION

In today's interconnected world, English has emerged as the dominant global language for international business, science, and cultural exchange, facilitating collaboration and the exchange of knowledge and resources across borders. As many nations worldwide strive to participate more fully in the global economy, fluency in English has become a critical skill for professional success and international collaboration (Enever, 2020). In Vietnam, rapid economic growth, scientific and technological advancements, and increased cooperation with neighboring and Western countries have made it a promising destination for foreign investors and tourists (Nguyen et al., 2021).

This dynamic environment has created a significant demand for a workforce proficient in foreign languages, particularly English, alongside strong technical and professional skills.

Since English is an international language and one of the main foreign languages taught and is a required subject at all education levels (Nguyen et al., 2021), educational institutions and Vietnamese society prioritize the teaching and promoting of English communication skills for students, employees, and citizens, recognizing it as essential for integration into the global economy and for meeting the nation's development goals. However, students' English proficiency at the high school level is still low, and they have to struggle with

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using English appropriately and effectively. Consequently, Vietnamese remains the primary language spoken by both teachers and students in most English-speaking classrooms. Unquestionably, teachers still utilize Vietnamese in English classes to varying degrees. This practice is closely related to the translanguaging approach. Additionally, since there is no required instructional material that addresses the utilization of English and Vietnamese in language classes, there has been growing concern regarding how teachers utilize these languages in their classes (Ngo, 2025; Nguyen et al., 2022). This lack of consistency may result in inconsistent English instruction across institutions since some might support a monolingual approach. In contrast, others would welcome the first language (L1) because of its advantages in English classes. Even though translanguaging is known as "an elephant in the room" (Kharchenko & Chappell, 2020), little is known about its perceptions, namely among high school EFL teachers and students.

Different studies on the use of translanguaging in English language teaching and learning have been found in the body of literature. For example, in the international context, Liu and Fang (2022) investigated teachers' and students' attitudes and practices of translanguaging in China, and Yuvayapan (2019) did a study on EFL teachers' perceptions regarding the use of mixed language learning strategies in Turkey. In the local context, Dang (2022), Nguyen et al. (2022), Vu (2022), and did studies on the use of translanguaging in English language teaching and learning. Nevertheless, few studies so far have attempted to get opinions from high school teachers and students. Furthermore, limited research has been done in Vietnam to examine how high school teachers enact the use of translanguaging in English-speaking classrooms (ESC). Thus, the study's goal is to investigate translanguaging perspectives and practices of teachers and their purposes in ESC based on these research questions:

1. What are high school L2 teachers' perceptions of the translanguaging approach in ESC?
2. How do high school L2 teachers use the translanguaging approach in ESC?

Translanguaging

When teachers in Welsh schools noticed that their children often responded in English even though they were speaking Welsh, they realized that translanguaging was taking place (García & Wei, 2013). According to Canagarajah (2011), Translanguaging "not only involves a person drawing from all the languages in his/her repertoire to communicate, but it also involves shuttling between the languages brought by the other to co-construct meaning" (pp. 4–5). García and Kleyn (2016) further defined translanguaging as blending

languages, linguistics, and repertoires to enhance comprehension and communication between students and teachers, enabling them to generate meaningful discourse that broadens their subject-matter knowledge. In summary, translanguaging is a specific linguistic activity that enables the attainment of instructional goals for both teachers and students.

Tran (2021) differentiated between code-switching and code-mixing, stating that the former refers to inter-sentential changes that happen between sentences, that is, words, phrases, or sentences within a single conversation; whereas the latter refers to intra-sentential change within the same utterance, such as phonology, morphology, grammatical structures, or lexical items. Both are considered alternative linguistic strategies (Keller, 2020; Kremin et al., 2021). Tran (2021) also stated that translanguaging denotes the utilization of two distinct languages for communicative objectives, and the process of code-switching is utilized as a means by which individuals who speak many languages are able to derive meaning in educational settings and communities that speak multiple languages. (Cenoz & Gorter, 2021; Hofweber et al., 2020; Tran & Nguyen, 2025). Thus, for the present, translanguaging may be a more fluid and dynamic perception of integration. It is not code-switching but extends further to include a meld of personal experiences and cultural realities in language. Here, the use of languages is less of a switch than a very nuanced messiness in communication that reflects the speaker's complex linguistic and cultural identity.

Researchers argue that translanguaging challenges monolingualism and sees the use of complex discursive practices as a "normative practice" for bi/multilingual students to exercise identity, creativity, and criticality (Dryden et al., 2021; Fang, 2020; Liu et al., 2023; Prilutskaya, 2021; Ren et al., 2022). Furthermore, unlike earlier techniques that strongly emphasized language separation in the classroom, translanguaging acknowledges that rigid language barriers do not authentically reflect the experiences of bilingual or multilingual speakers (Charamba, 2020; Schissel et al., 2021; Yilmaz, 2021). Instead, it recognizes that language users effortlessly move between languages in everyday communication, making it a more sincere and effective tactic.

Despite growing interest, several definitions of translanguaging have generated debate since the term was first used; an accurate meaning has not yet been established. Some define translanguaging as the process by which bilingual or multilingual students use their language as an integrated communication system (Pierson et al., 2021; Zhang-Wu & Tian, 2023). In addition to fluidly controlling complex social and cognitive processes, bilingual and multilingual language students purposefully use

a variety of semiotic sources for action, knowledge, and identity (García & Wei, 2013). Lewis et al. (2012, p. 643) wrote of language use motivated by concerns about the production of language and effective communication, and the function of the language and the mental processes involved in the phrase of "planned and systematic use of two languages for teaching and learning inside the same lesson" originally described the practice of switching up the input and output languages in the classroom to encourage bilingualism in Welsh education programs. This definition has since evolved, and the term is now widely adopted in bilingualism studies (Dovchin, 2022; García & Kleifgen, 2020; Pierson & Garpin, 2021; Suárez, 2020).

Translanguaging in Education

In today's globalized world, the demand for learning another language has dramatically changed how people learn and use it. Due to the recent surge in interest in multicultural classrooms, the ideology of translanguaging as a new example has changed people's understanding of ESC and frequently has had a symbolic effect on the practice of language teaching and research. According to Sayer (2013), translanguaging is best understood as a term used to describe multilingual discourse practices employed by teachers and students for both academic and non-academic purposes. Additionally, he advises teachers to put these strategies into reality by identifying and using the students' native tongues as teaching aids through the many opportunities that translanguaging methodologies provide.

Lewis et al. (2012) mentioned that students initiate translanguaging in the classroom as it allows them to design and participate in courses they conceptualize, design, and/or lead. García (2011) explained that the students in the bilingual kindergarten class, in fact, utilized translanguaging to scaffold recognition, create meaning for themselves, include and exclude others, and show knowledge among other meta-functions. Additionally, bilingual or multilingual students use translanguage daily, so by making links between valued classroom activities and students' real language practices, teachers may and should take advantage of these practices (Hernandez, 2023; Pérez, 2022).

Teachers' Perception

The concept of "teachers' perception" appears simple, but, in fact, it is highly subtle and open to interpretation. Pajares (1992) observed that defining the exact nature of perception was difficult, often leading to debate, and understanding how perception affects action. According to Rokeach (1968), all perception consists of three essential components: a behavioral component that is triggered when action is necessary, an emotional dimension that can evoke sensations, and a cognitive component that transmits knowledge.

Pajares (1992), in alignment with Rokeach (1968), enumerates an extensive array of terminology, such as attitudes, values, judgments, and opinions, among others, utilized in the literature to define perception. Pajares (1992) defined perception as an individual judgment about a proposition's truth. He emphasizes the role of teachers' perceptions, or opinions, about learning, instruction, and students, which encompass both educational beliefs and broader views on politics, society, and the environment. According to Pajares (1992), these perceptions greatly influence teachers' instructional decisions, as beliefs are difficult to change. Furthermore, Fives and Buehl (2012) conducted an extensive survey of about 300 pieces of work concerned with perception in education with a view to checking for any possible advances in concept. They note that reaching a consensus on a singular interpretation of perspectives is difficult due to the diverse definitions presented in the literature. Nonetheless, teacher education programs and the literature acknowledge the significance of the values held by teachers. A significant amount of research has been undertaken on beliefs over the past 20 years by Fives and Buehl (2012), as evidenced in their research that examined 74 studies over seven dimensions. Nevertheless, research has insufficiently explored teachers' perspectives on translanguaging within West Asian educational settings, particularly in Iran.

Teachers' Use of Translanguaging

Teachers are said to facilitate translanguaging for various causes. Macaro (1997) identified the primary functions of translanguaging as classroom management, rapport building, and clarification of intricate grammar. Littlewood and Yu (2011) contended that teachers primarily utilize translanguaging for three purposes: to tackle significant disciplinary concerns, elucidate intricate grammar, and engage in personal discussions with students. Validation of prior investigations has been carried out by Ölmez and Kirkgöz (2021), indicating that teachers employ translanguaging chiefly for instruction, offering commendation, and classroom administration. This suggests that teachers prioritize emotive objectives equally with cognitive ones, as evidenced by the use of translanguaging for both affective and cognitive functions, such as building rapport, delivering instruction, and clarifying grammar.

Several studies in various educational settings have explored teachers' attitudes toward translanguaging. Liu and Fang (2022) researched the attitudes and practices of translanguaging among teachers and students in China and found that the students' attitudes were neutral and favorable. On the other hand, teachers' feelings were shown to be

inconsistent. In addition, they discovered that teachers were aware of the advantages of translanguaging when instructing students with a low level of English proficiency on the subject matter. Additionally, Yuvayapan (2019) investigated EFL teachers' perceptions regarding the use of mixed language learning strategies and found that teachers believed that translanguaging strategies could assist students with low English proficiency in becoming more active in the educational process. On the other hand, teachers continued to experience difficulty when attempting to deploy translanguaging due to language policy. Moreover, Ghajarieh and Aghabozorgi (2024) examined the translanguaging approaches and perspectives among Iranian English for General Purposes (EGP) teachers and identified any inconsistencies that existed between teachers' methods and perspectives working with the presence of bilingualism and multilingualism in the Iranian educational context. They found that teachers with multilingual backgrounds might positively influence their openness to translanguaging, leading to more inclusive and flexible language instruction methods in multilingual classrooms.

In the Vietnamese context, Dang (2022) investigated the shifts in the views of university instructors and students regarding the utilization of translanguaging. A majority of the teachers and children had a more optimistic disposition as a result of the intervention. Vu (2022) also found that even though most students agreed that L1 should be used, they underlined that it should be used flexibly, taking into account the students' level and the topic being taught. Nguyen et al. (2022) found that English teachers in EMI classes strategically used translanguaging for instructional, managerial, and emotional purposes, viewing English and Vietnamese as complementary rather than competing languages. Furthermore, Pham and Vu (2023) reported that EFL secondary teachers viewed translanguaging as essential for supporting students' cognitive learning, especially in explaining grammar and vocabulary, with public school teachers using it more frequently than those in private institutions.

METHOD
Research design and Research setting
For the purpose of achieving a comprehensive understanding of the research focus, the researchers employed a qualitative approach that employed interviews and observations for data collection. As explained by Nancy et al. (2014), this triangulation provides a fuller understanding of the phenomenon and validates findings through consistency checks among the different sources of data. In this case, the interviews and observations provide richer context and details that explain and illuminate the complexity of translanguaging in the EFL context.

This study was conducted at a high school located in one of the provinces of Vietnam. There are two types of English programs: non-English majors and English majors. Non-English majors take three English classes per week, while English majors take five English classes weekly. The non-English major program focuses on reading comprehension, writing, listening, and speaking skills in each 45-minute class, and sometimes, at the end of a unit in the textbook, students are required to do a project with their peers. Teachers organize different activities in ESC (e.g., discussions, role-plays, debates) in which students are allowed to use translanguaging to explain instructions or brainstorm ideas.

Participants
The sample for the research project consisted of four Vietnamese instructors of English (pseudonyms: Teacher Ha, Teacher Thuy, Teacher Thang, and Teacher My), ranging in age from 25 to 50 years old, and they were teaching non-English majors in grade 10, chosen through the process of convenience sampling. The reason why the researchers asked them to join is that they were the most experienced instructors. On average, each teacher taught a maximum of five non-English major classes in both grades 10 and 11. The four instructors who participated in the program earned master's degrees in TESOL.

Data Collection
This research involved the collection of essential information through two distinct stages of data collection. During the initial stage, lasting two weeks, the researchers conducted observations of the behaviors, activities, and teaching techniques employed by the participating teachers, each for 45-minute intervals. Comprehensive notes were documented, and each session was recorded to guarantee the precision and reliability of the qualitative data. This study aimed to gain comprehension of how participating teachers implemented translanguaging. After a comprehensive analysis of the observation reports for each instructor, the next phase in the data collection process involved conducting interviews as the second stage. The principal purpose of commencing observations before interviews was to mitigate the effect that interview investigations and discussions have on the perception and behavior of the participants. A reason for this was that participants might become aware of translanguaging practices in the interviews, which resulted in changes to both their beliefs and their methods of translanguaging. Observations took place prior to the interview to collect data that accurately reflected the instructors' behaviors and perspectives. The research ensured a thorough and reliable analysis by minimizing biases during the interview process,

thereby enhancing the objectivity of the collected data. After obtaining informed consent and ethical clearance, in-depth semi-structured interviews were conducted with the teachers in order to lessen misunderstandings and elicit richer responses. In addition, the interviews were conducted in English and Vietnamese. The interview items were adapted from Saha's (2021) study, with adjustments made based on recommendations from a translanguaging expert. Participants were informed about the confidentiality of their data before and after the interviews. The researchers also communicated the study's objectives to teachers and students during observation sessions, assuring them that recordings would remain confidential. The interviews, which lasted between ten and thirty-five minutes, explored personal insights into the use of multiple languages in education and the intentional or unintentional integration of additional languages, with all discussions accurately recorded and transcribed. The transcriptions and field notes documented the outcomes of the two distinct data collection techniques. The participants were provided the transcriptions for verification.

According to Gay et al. (2011), field notes are characterized by a detailed account of the observer's sensory experiences during the observation process. Hult and Hornberger (2016) advocated for the use of inductive analysis alongside deductive analysis when applying Ruíz's orientations as heuristic tools. Consequently, our analytical strategy incorporated both deductive and inductive reasoning. The investigation was conducted in phases. Upon completing the transcription of the interviews, we discarded our initial analytical notes that indicated connections to the literature and subsequently provided each participant with a clean copy of their transcribed interview. Following the participants' approval of their transcripts, each researcher reviewed all ten transcripts comprehensively and identified sections of the participants' writings pertinent to the six distinct language orientations. The intentional incorporation of the first language in educational settings, alongside vocabulary instruction, is identified as the language skill that poses minimal challenges for translanguaging practices. The development of motives and an enhanced readiness to communicate, the ambiguity between translation and translanguaging, and the challenges related to the implementation of translanguaging, including constraints set by policymakers, the emergence of classroom management issues, and the lack of practical guidelines for executing translanguaging. This deductive method facilitated the establishment of connections among participants regarding their discussions on translanguaging within the specific contexts of their classrooms. In the next phase, the researchers employed inductive thematic analysis to identify themes that arose from the data content both

within and between each language orientation (Al-Harbi & Madini, 2024). This was conducted to highlight the similarities and contrasts in the responses given by the participants.

Data Analysis
The thematic analysis approach was adapted for data analysis. Additionally, the analytical approach utilized both deductive and inductive reasoning and was conducted in stages. After transcribing the interviews, the researchers provided each participant with a clean copy of their transcript. They summarized key concepts shared by participants, highlighting connections to existing literature. Once the participants approved their transcripts, the researchers thoroughly reviewed all four transcripts, identifying segments related to the three main themes. These themes were as follows: the importance of using translanguaging for cognitive purposes, the significance of Vietnamese in English classes, and the frequency of acceptable translanguaging. Through the use of this deductive method, the researchers were able to establish links between the participants in terms of the manner in which they discussed their perspectives on translanguaging within the specific contexts of their speaking classrooms.

The researchers then moved on to the following stage, which consisted of using inductive theme analysis (Cheng, 2025) to identify similarities and variations among the tales of the participants. At this stage, when the researchers were analyzing the perspectives of the instructors based on the themes that were presented earlier, they noticed that the participants displayed a variety of language opinions depending on the context, the frequency with which translanguaging was used when teaching speaking in the classroom, the language level, the students' level, the significance of using Vietnamese in the classroom, and so on. This observation prompted us to investigate the possibility that, despite the fact that translanguaging may be perceived as a tool that assists teachers and encourages students in the process of teaching and learning English, it may also be perceived as a difficulty for both classroom teachers and students. After coming to this realization, the researchers were able to clearly differentiate between each observation that was made in each class. By approaching the process of analysis via both a deductive and an inductive lens, it was possible to conduct a more comprehensive study of the qualitative data (Azungah, 2018).

FINDING
High school teachers' perceptions of the translanguaging approach in ESC
Perceived Benefits
While engaged in teaching at the school, one of the two researchers sought authorization to observe four

instructional sessions conducted by four teachers involved in this study, all of whom instructed non-English major Grade 10 students utilizing the identical textbook unit, "Humans and the Environment" from Unit Two. During the observation and documentation of the spoken classes, the researcher identified a consistent trend in classroom language utilization: the majority of teachers transitioned to Vietnamese when elucidating activities or clarifying textbook instructions to enhance students' comprehension. In this situation, translanguaging served essentially as a scaffolding mechanism. Excerpt 1 illustrated that translanguaging frequently transpired following the teacher's implementation of an English-only strategy, which resulted in a communication impediment. When students exhibited challenges in understanding or replying in English, the teacher transitioned to Vietnamese to deconstruct the sentence, emphasizing essential grammar and vocabulary.

Excerpt 1

Teacher: Today, we will practice with the topic "Living Green". Who can give me an example of SHOULD do and SHOULD NOT do to live green?

(One student raised his hand and talked in Vietnamese)

Student 1: Thưa cô, Chúng ta nên tắt thiết bị điện trước khi đi ra ngoài ạ.

[Teacher, we should turn off the household appliances before going out.]

Teacher: Can you talk about it in English, please?

Student 1: Dạ em không biết dịch ạ.

[Teacher, I don't know.]

(Then the teacher wrote the Vietnamese sentence on the board and started to explain)

Teacher: Chúng ta là We, nên là should, tắt là turn off, thiết bị điện là household appliances, trước khi là before, đi ra ngoài là go out. Tuy nhiên sau before chúng ta sẽ dùng động từ thêm đuôi ING nên sẽ là going out.

[Chúng ta" is We, "nên" is should, "thiết bị điện" is household appliances, "trước khi" is before, "đi ra ngoài" is go out. However, after "before", we often use the verb adding ING so the sentence will be "going out".]

As can be noticed in Excerpt 1, the student comprehended the material in Vietnamese but was unable to articulate it in English. The instructor thereafter offered a word-for-word translation and grammatical elucidation in Vietnamese. This enabled the student to establish a connection between the two languages and enhanced recall of the target sentence. During informal discussions with the researchers post-class, teachers conveyed the conviction that this style of translanguaging not only bolstered students' confidence but also enhanced the reinforcement of structure and vocabulary more successfully than exclusive English explanations.

From the observation, numerous teachers regarded translanguaging as advantageous for enhancing student comprehension and alleviating affective barriers like as anxiety and fear of failing. Teachers indicated that the utilization of the first language facilitated a more comfortable environment for students, especially during speaking exercises where the apprehension of errors frequently obstructed engagement. This corresponds with Saruwatashi (2020), who highlighted that the judicious employment of L1 can reduce student fear and enhance classroom involvement. Teachers contended that permitting the use of L1 throughout the ideation process facilitated students in connecting their thoughts to verbal expression in English, hence fostering more substantive responses when they attained linguistic readiness.

Concerns and Challenges

Nonetheless, Excerpt 2 offers a somewhat divergent viewpoint and illustrates a change in methodology contingent upon the student's competency level and the teacher's pedagogical choices. The teacher originally dissuaded the use of Vietnamese, recommending that students articulate their thoughts in English first. Nonetheless, when the student requested permission to communicate in Vietnamese and offered a thorough explanation in their own language, the teacher did not dissuade this but rather utilized the content to further develop the lesson. This underscores a fundamental contradiction between preserving the target language environment and facilitating comprehension and participation.

Excerpt 2

Teacher: Who can give me one example about what we should do or should not do to live green?

(For a while, none of the students raised their hands, so the teacher asked a random student)

Teacher: You, please. Can you give me an example?

Student: Thưa thầy, em không biết

[Teacher, I don't know.]

Teacher: Sit down, please. Monitor, can you give me an example?

Monitor: Teacher, we should plant more trees.

Teacher: Good! But why should we plant more trees?

Monitor: Because trees produce oxygen to help us breathe the fresh air and absorb carbon dioxide into them.

Teacher: Good job, you can sit down. Who can give me an example of what we should not do, please?

Student: Teacher, can I talk to you in Vietnamese?

Teacher: You can, but try to use less Vietnamese in the classroom.
(The student started to talk in Vietnamese)
Student: Dạ, thưa thầy, chúng ta không nên sử dụng túi nhựa khi đi shopping.
[Yes, teacher. We should not use plastic bags when we go shopping.]
Teacher: Do you often use plastic bags when you go shopping?
(the student continued to use Vietnamese to answer the question)
Student: Dạ, em có, thưa thầy. Nhưng em đang cố gắng hạn chế sử dụng vì túi nhựa không tốt cho môi trường và mất nhiều thời gian để phân hủy.
[Yes, I do, teacher. But I am trying to use fewer plastic bags because they are not good for our environment, and it takes a lot of time for them to be destroyed.]
Teacher: That's right. Thank you for your information. Now, you will work with your partner and find more examples about what we should or should not do to live green in 5 minutes. Then come to the board and write your answer.

We could not deny that the level of the students in each class was not the same. Sometimes the teacher used English all the time in the classroom, but not all the students could respond to the questions in English. As we could see, the teacher tended to call the learner, who had better English ability than the rest in the class, to answer the question and to avoid wasting time when no learner volunteered to answer the question, which inadvertently sidelined the weaker ones. A lesson only had 45 minutes to be taught and practiced in the classroom, so if the teacher stopped the time for the students to think and volunteer to answer, the teacher would not have enough time, and the remaining lesson would have to be continued in the next period. One more thing, the researchers realized that the students recognized easily the questions when hearing from the teacher, but in response to the inquiry, they were at a loss for words or found a suitable answer in a short time. Besides, the researchers conjectured that students had little fear when answering questions in English and lacked motivation to give answers. It was also observed that many students feared making mistakes in front of their peers, which further discouraged them from participating. The researchers could not deny that using L1 could help students partly gain confidence when standing up to speak in front of teachers and a crowd of students in class. It was also the teachers' desire to be able to apply translanguaging in teaching English to students so that each could be confident in speaking English at the same level.

Despite recognizing these benefits, teachers also articulated concerns regarding the possible disadvantages of excessive L1 utilization. Concerns were raised that over-dependence on Vietnamese would impede pupils' acquisition of English fluency. This concern was particularly apparent when contrasting the two pedagogical approaches presented in Excerpts 1 and 2. In Excerpt 1, the teacher employed Vietnamese frequently, potentially constraining student exposure to English input. Conversely, the teacher in Excerpt 2 emphasized the use of English, allowing Vietnamese solely after students had attempted their responses in English. Teachers also saw external constraints, including the necessity to assess pupils according to their English competence and comply with curricular standards that tacitly promote English-only education. These institutional constraints rendered some educators reluctant to implement translanguaging more extensively, despite recognizing its instructional merit.

Thus, to effectively address the tension between lesson pacing and equitable participation, teachers must move beyond a one-size-fits-all approach. This means that the technique should not be the same for all students. Some of the techniques that improve the participation of all students are differentiated questioning, structured turn-taking, and extended wait time. However, even when the student is not proficient, the teacher should be able to reach him or her. Another element is translanguaging, which can be planned through supportive classroom activities, bridging the efficiency and inclusiveness gap in educational participation. However, there is an intersection point for this. Most importantly, teacher training and reflection will ensure that translanguaging does become a tool for empowerment. This will ensure that students participate and learn at their own pace, while also ensuring that lesson goals are met.

High school teachers' classroom use of translanguaging approach in ESC
Specific strategies used in ESC
After observation, the researchers started to invite four teachers of English to join the semi-interviews to explore the purposes they used translanguaging in their classrooms. When asked about the frequency and contexts in which they used translanguaging, the majority of participants, as displayed in Excerpts 3 and 4, indicated that they utilized it primarily to explain grammar structures or teach vocabulary, particularly when those concepts were challenging to clarify in English.
    Excerpt 3
    "Most of my teaching periods that I use Vietnamese in the classroom are mainly to teach and explain grammar in the textbook. I also teach vocabulary in Vietnamese because some words are difficult to help students

understand the meaning if I only teach in English, for example, the word "hữu cơ" [organic], I have to describe its meaning in Vietnamese." (Teacher Ha).

Excerpt 4
"I agree with Miss Ha that using Vietnamese to explain not only grammar structures but also teaching vocabulary. For me, when I teach the past perfect tense, I illustrate the way how to use it in Vietnamese because when I give examples or describe its usage in English, most of my students cannot understand what I have just said. So, I prefer using Vietnamese to using English." (Teacher Thuy).

The interviews disclosed that teachers employed diverse ways to execute translanguaging. One prevalent instance was intentional code-switching, especially when elucidating grammatical principles and vocabulary. As indicated in Excerpts 3 and 4, teachers deemed it essential to transition to Vietnamese when instructing on intricate structures such as the past perfect tense or new terminology like "hữu cơ" (organic). Collaborative translation was employed as a tactic when students provided responses in Vietnamese; teachers would engage with them to co-create English sentences derived from their L1 contributions. Although translanguaging was extensively employed for academic objectives, it was infrequently utilized for emotional support. For instance, teacher My (Excerpt 5) favored commending students with straightforward English expressions such as "Very good" or non-verbal signals, considering these adequate for conveying encouragement.

Excerpt 5
"Praising students in Vietnamese is unnecessary, because you can give them compliments by using short phrases like: Very good or by giving a thumb up can effectively convey commendation. Students are capable of understanding that" (Teacher My).

Purposes for translanguaging use in ESC
An additional dimension is revealed in teachers' emphasis that the curriculum and examination-focused structure of English instruction in Vietnam profoundly impacted their translanguaging techniques. Teacher Ha and Teacher Thuy underscored the need to utilize Vietnamese to elucidate grammar and vocabulary, as these elements are crucial in national evaluations and university admission examinations. The purpose of translanguaging in this context beyond immediate classroom comprehension; it fulfilled a long-term academic objective: to equip students for high-stakes assessments where a profound mastery of grammatical and lexical elements is crucial for success.

Excerpt 6
"All you know is that our students are required to engage in numerous competitions, and achieving high scores is typically of significant importance. It is essential for students to comprehend grammar thoroughly in order to attain superior outcomes." (Teacher Ha)

Excerpt 7
"Well, the fact that our students are required to pass the university entrance exam, it is essential for them to have a profound understanding of grammar and vocabulary because these subjects play significant roles in the examination. Our top objective is to ensure that all of the students comprehend the grammar and vocabulary." (Teacher Thuy)

Integrating or Restricting Student L1 Use in ESC
When the researchers asked teachers how they thought about letting the students use Vietnamese to express their ideas in the classroom, in Excerpts 8 and 9, Teachers Ha and Teacher My articulated a supportive position, highlighting that Vietnamese served a crucial scaffolding function, particularly for students with little English competence. Their conviction was that incorporating Vietnamese in discussions and explanations fostered a more inclusive classroom atmosphere, enabling all students—irrespective of ability—to engage with the topic.

Nonetheless, not all participants concurred with this perspective. In Excerpt 10, Teacher Thang articulated unease with the continual usage of L1, perceiving it as a divergence from the objective of instructing English. He expressed a monolingual educational philosophy, indicating that excessive usage of Vietnamese compromises the goal of immersing students in the target language. His comments revealed a conflict between preserving language authenticity and facilitating understanding.

Excerpt 8
"English is probably not an official language in Vietnam. Using 100% English may be a burden for the students to understand. When teaching difficult tasks, I often employ L1 to help them understand. Vietnamese is a must in my classrooms." (Teacher Ha)

Excerpt 9
"In my opinion, using Vietnamese is quite necessary. I need to make sure that all of my students who are in the same class can understand the lesson." (Teacher My)

Excerpt 10
"I feel guilty when using Vietnamese in my classroom. We are teaching English in the Vietnamese context, but if we use Vietnamese nonstop, we should change to teach

Vietnamese Language and Literature. Therefore, I do not allow my students to use Vietnamese in my classroom." (Teacher Thang)

Therefore, the interviews indicated that translanguaging was not employed arbitrarily or universally, but was instead tailored to address diverse cognitive, affective, and institutional requirements. Teachers intentionally utilized translanguaging, weighing its educational advantages against ideological and institutional limitations. The variety of practices and beliefs emphasizes the intricacy of applying translanguaging in English-speaking classrooms and underscores the necessity for context-sensitive pedagogical frameworks that recognize both the conditions of local classrooms and the goals of English language education in Vietnam.

DISCUSSION

In response to the first research question, the researchers found that the majority of teachers had utilized translanguaging during their teaching in the classroom. The use of translanguaging by the teachers was primarily for techniques that dealt with the difficult syntax rules because they led to crucial components that would eventually feature in tests. Sometimes, teachers use translanguaging to elicit vocabulary and help students guess and remember its meaning. This finding continued to validate the findings of prior research conducted by Littlewood and Yu (2011) and Ölmez and Kirkgöz (2021), which suggested that teachers frequently utilized translanguaging as an assisted learning approach to improve students' comprehension. Besides, from the classroom observation data above, the researchers realized that the level of each student played an important role in the classroom. According to Antaramian's (2017) study, the more motivated and satisfied the learner was in life, the more favorable his/her learning in school, participation in class, self-efficacy, achievement goals in the approach, and reduction of stress in learning would be. Therefore, teachers should encourage students by giving compliments in English in order to motivate and support them to learn better.

In response to the second research question, the researchers highlighted that most participants took into consideration the use of translanguaging for cognitive purposes. In Vietnam, high school students have been learning English under the general education program issued by the Ministry of Education in 2018, which stipulates that in each English lesson, in addition to the structure designed in the textbook, teachers must integrate skills such as listening comprehension, reading comprehension, speaking and writing for students to practice. However, there is not enough time for teachers to create these tasks in one period, even for students to practice speaking in the classroom, so they only focus on teaching grammar structures and vocabulary for their examination, based on qualitative data.

Additionally, high school English curricula in Vietnam put a lot of emphasis on time, which hampers the tools of translanguaging to assist cognition. The participants, while seeing the merit of the method, recognized that the need to teach grammar and vocabulary for exam purposes did not allow time for an activity where deep cognitive engagement occurred through language blending. The ability to acquire language for actual use stands second to the demands of test preparation, thus sending shockwaves through the competency requirements provided by the Ministry of Training and Education. Thus, some sort of intervention has to be put in place. Teachers, for instance, could use flipped classroom teaching in which grammar and vocabulary were taught at home, with class time reserved for interactive activities to enhance speaking and other skills through translanguaging. Bit-by-bit integration of support for translanguaging tasks into established lessons related to key concepts, along with the use of digital tools for out-of-class practice, could help to mitigate the focus on exams versus language development. Besides, it is very important that future changes should be oriented toward advocating that curricula require more emphasis on communicative competence than on test preparation.

Despite the fact that most participants had generally favorable attitudes toward translanguaging, there are two conflicting findings about the use of translanguaging within classrooms. The first side asserted that the setting had to be distinctly monolingual for language learning to take place (Ponzio & Deroo, 2021). That meant teachers should only use English in the classroom because it could increase English exposure and help students learn more effectively. Nevertheless, the other participants argue that using only English in the classroom is only for English major classes, not for non-English major classes. During the interview, one participant expressed her disagreement with the monolingual approach, noting that her students might not fully comprehend the lessons presented in the English-only classes she was teaching.

Therefore, in light of this, it is clear that Vietnamese plays an essential role in language classes. Additionally, there is no research suggesting that prohibiting the use of L1 in language classrooms would have any advantages (Kharchenko & Chappell, 2020). In addition, Littlewood and Shufang (2022) have demonstrated that any initiative to prevent the use of L1 in classrooms has been regarded as both impossible and unwise.

CONCLUSION

The ideology of translanguaging is not a new one; nonetheless, the manner in which it is utilized and perceived by teachers of English as a foreign language in high schools may not receive adequate attention. The purpose of this study is to delve into the practical implementation and perceived value of translanguaging within EFL classrooms in the Vietnamese high school context. Specifically, it seeks to explore teachers' perceptions of the translanguaging approach in EFL and how high school L2 teachers use the translanguaging approach in EFL. After being combined, the information obtained from interviews and observations was found to be consistent with one another. Most teachers embraced and valued translanguaging for its supportive role, especially in aiding cognitive tasks like grammar and vocabulary, which are crucial for exam preparation. Additionally, using students' first language (L1) was found to be vital in language classes. It helped students reduce anxiety and gain encouragement when they were allowed to use L1 to respond to their teachers.

Thanks to this study, new insights have been added to the existing body of literature concerning translanguaging in the context of Vietnamese. This research insightfully maps a picture of translanguaging within Vietnamese high school contexts, here within the specific frame of the 2018 Ministry of Training and Education's curriculum, emphasizing high-stakes exams. It shows how all these pressures affect teachers in different practices or points of resistance for not being able to successfully implement translanguaging. Thus, the study elaborates on specific examples of how teachers use translanguaging to boost students' comprehension. It also discusses the ongoing debate regarding monolingual as opposed to translanguaging in Vietnam. Furthermore, it addresses the under-researched field of translanguaging in English for Specific Purposes (ESP) classes. In doing so, it prepares a richly nuanced, contextualized study that contributes to the knowledge base on translanguaging in EFL education within the high schools of Vietnam. It has also illuminated the extent to which EFL high school teachers employed translanguaging and their views on its use. Through the utilization of qualitative methods, such as semi-structured interviews and observation, the study contributes to the ongoing conversation regarding the subject matter by confirming the findings of earlier research. Several implications merit discussion. It is essential for EFL teachers to engage in conversations regarding the integration of translanguaging in language classrooms, given the emergence of the post-multilingualism period (Gorter & Arocena, 2020), as the monolingual method is no longer a viable choice (Liu & Fang, 2022). Zhou (2023) advocated that teachers should fully utilize linguistic resources to facilitate learning. Consequently, EFL teachers, particularly at the secondary level, should embrace the implementation of translanguaging in English instruction with an affirmative disposition. Secondly, despite teachers reporting frequent utilization of translanguaging and recognizing its significance, there appears to be inconsistency in its application across schools due to the absence of formal documentation outlining its implementation by teachers in English classes, indicating that policymakers should consider this issue.

Besides, although qualitative inquiry allows us to get rich insights into teachers' perspectives and practices regarding translanguaging, it also has limitations. The very methodology of the study, through interviews or observations, may impose researcher bias and reduce the generalizability of findings. Additional data sources of student work samples, as well as quantitative measures, would be desirable to establish reliability. Elaborating on the research methods and analysis procedures will enhance the study's rigor and trustworthiness. Delving deeper into these methodological questions would set the stage for a more thorough and solid understanding of translanguaging in Vietnamese high school EFL classrooms.

Future research could involve a larger number of participants, including students and teachers from diverse educational institutions and different geographical locations (rural versus urban), as well as the development of a translanguaging teaching-speaking model to yield insights into the subject matter. Nonetheless, the study may function as a framework for subsequent research to investigate teachers' opinions in Vietnam.

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