



Translanguaging practices among Korean language teachers in an online learning platform

Jehan Hanyfah* and Risa Triarisanti

Korean Language Education Study Program, Universitas Pendidikan Indonesia

*Corresponding author's E-mail address: hanyfahj@upi.edu

ABSTRACT

Translanguaging as a pedagogical method has gained ample attention among language learning scholars since it allows the integrative use of working languages in the classroom to support comprehension of the learning materials and engagement during class activities, thus accelerating their comprehension and language skills. However, its practice in Korean as foreign language (KFL) teaching in an online educational platform is still under-studied. This study aims to identify the types of translanguaging practice applied in Korean language learning on the Online Edu Course platform and explore the reason behind such practice. This study employed a qualitative method through observation, interview, and diary writing to obtain the data. The data were obtained from three teachers in three levels: beginner, intermediate, and advanced. The results showed that translanguaging practices differ at each level of the KFL online course. Lexicalization Translanguaging, Intra-Sentential Translanguaging, Inter-Sentential Translanguaging, Insertion Translanguaging, and Entire Translanguaging occur in the beginner and advanced classes. Lexicalization Translanguaging is predominantly used in the beginner class, while Insertion Translanguaging is often applied in the advanced class. The teacher in the intermediate class commonly practices Entire Translanguaging. Teachers employ translanguaging strategies based on students' needs and language proficiency levels, as evidenced by teaching diaries and interviews. In advanced classes, translanguaging is used selectively to enhance engagement, while in intermediate classes, entire translanguaging is applied to support comprehension and facilitate learning.

© 2025 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:

Received 25 Aug 2025

Revised 27 Sept 2025

Accepted 22 Oct 2025

Available online 30 Oct 2025

Keywords:

Korean as a foreign language;

Indonesian teachers;

online learning;

translanguaging Practices

1. INTRODUCTION

The learning environment in Indonesia as a superdiverse nation in linguistic wealth allows learning to apply one language in teaching. This is reinforced by the shift from monolingual to multilingual teaching in foreign language learning (Brown, 2023; Auer, 2022; Khairunnisa & Lukmana, 2020; Calafato, 2021). This can be implemented by using two languages so that learning can run smoothly without obstacles. The use of language in the classroom aims to facilitate the learning process and reduce communication barriers (Kalaja & Ane, 2020). Hence, the use of multilingualism in learning and teaching has an important role in improving student understanding and participation (Hauska et al., 2020). By integrating languages that are familiar to students, teachers can facilitate the delivery of complex concepts and encourage students to participate more actively in discussions. In addition to that, this approach also supports inclusion by ensuring that all students, regardless of their language background, feel valued and cared for. Multilingualism increases cognitive abilities, including enhanced memory, problem-solving skills, and executive function (Anum, 2025). Demonstrated that multilingual education positively impacts students' language skills, with significant improvements in speaking, listening, reading, and writing (Amarela et al., 2022). Emphasizes that multilingualism increases academic performance across subjects and fosters greater empathy and open-mindedness (Burea et al., 2024).

Translanguaging can be an alternative instructional method to promote such inclusion in learning. Translanguaging helps reduce communication barriers and improve students' linguistic abilities by giving them the freedom to use multiple languages in the learning process (Cenoz & Santos, 2020; Kucukali & Koçbaş, 2021). In the context of language learning, translanguaging provides an opportunity for learners to combine the language they master with the target language, so that they can more easily understand the learning material. Therefore, the application of translanguaging as an approach that is able to include interlanguage translation and more flexible language use to support an effective learning process.

The concept of translanguaging emerged towards the end of the 20th century. At that time, an education expert Sen Williams introduced the term "trwasiethu". This was translated into English as the equivalent of translanguaging. Translanguaging is becoming increasingly popular because it is recognized as an influential feature in the success of foreign language learning (Wei, 2023). Translanguaging is understood as the process of constructing meaning, experiences, and knowledge through the use of two languages, a definition strongly affirmed across multiple academic sources (Luchenko *et al.*, 2024). Baker, as cited by Luchenko (2024), clearly describes it as 'the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages'. In its application, there is a pattern in the form of a series of word elements in a language that are related to form a series of sentences. Translanguaging involves bilinguals receiving information in one language and applying it in another (Hu *et al.*, 2020).

In terms of language richness, translanguaging practices are more emphasized on bilingual practices that occur. There are four main strategies used to interpret texts effectively, namely envoicing, recontextualization, interaction, and entextualization. In relation to that, states that there are five types of Translanguaging that are commonly used in language learning, especially in the context of Korean language learning given to students in schools and tutoring: Lexicalization, Intra-Sentential, Inter-Sentential, Insertion, and Entire Translanguaging (Tse, 1996 in Zayas-Santiago, 2024). Lexicalization Translanguaging is the use of two or more working languages to express something in a lexical level, such as "She is **는** (is) **예쁘다** (beautiful)" Intra-Sentential Translanguaging involves the integration of languages within a sentence, for example, "I want to

study, 하고 싶어 (I want to)." Inter-Sentential Translanguaging occurs between sentences, such as "I am allergic to shrimp. 그래서 저는 새우를 못 먹어요. (So, I can't eat shrimp.)" Insertion Translanguaging integrates languages other than the mother tongue in expressing something, for example, "A: 수업시간에 무슨 차이인지 알겠어요? (Understand the difference?), B: 아니요 (no, I don't understand.)" Entire Translanguaging integrates working languages in full sentences to support learning, such as "이 단어의 뜻은 무엇입니까? (What does this word mean)?" These five types of translanguaging help provide ease in language and facilitate student's understanding in acquiring foreign language learning.

Research related to translanguaging was conducted by Zhou and Mann (2021), aimed to explore the translanguaging strategies used by teachers and learner attitudes showing the results of strategies in using linguistic resources in the form of translanguaging leading to the formation of a pleasant classroom atmosphere. Translingual pedagogy was also explored by Cenoz and Durk (2022), Liu and Fang (2022), and Rubinov (2021). The findings revealed that when students discuss vocabulary, morphology, and syntax both individually and in groups using translanguaging, their learning mastery can be gained. In terms of its practice, research conducted by Lee and Garcia (2020) translanguaging was commonly practiced by aligning word-level codes. In terms of the language learning domain, demonstrated that the students showed more spontaneous translanguaging abilities from speech than writing, indicating that their language translation practices are normative for young bilingual students.

Particularly, several studies have been initiated in the Indonesian secondary education level (e.g., Aribah & Pradita, 2022; Khairunnisa & Lukmana, 2020; Liando et al., 2023; Raja et al., 2022a; 2022b) and the higher education level (e.g., Agustin & Wahyudi, 2024; Emilia & Hamied, 2022). Recent scholarship demonstrates a robust expansion of research in Indonesian secondary education. Muchson et al. (2024) recorded 287 science education studies published from 2000–2020, with a sharp rise after 2017, covering themes such as critical thinking, problem-based learning, and pedagogical innovation. Carsiwan et al. (2024) systematically reviewed 69 studies on character education, while Eddraoui et al. (2023) examined English language teacher education. Nugroho et al. (2025) further analyzed curriculum impacts through a review of 27 articles on the Merdeka Curriculum. Collectively, these studies highlight sustained academic engagement across pedagogy, curriculum development, language education, and student skill formation in Indonesian secondary education. All of these studies were conducted in English as a foreign language classroom. In the former education level, the teachers and students perceived that practicing translanguaging was beneficial to facilitate students' learning in a flexible manner. By its practice, it was found that translanguaging was applied to explain complex learning materials, escalate students' understanding, and develop students' multilingual competencies. Liando et al. (2023) further discovered that inter-sentential, intra-sentential, and tag translanguaging were the three types commonly occurred in the classroom. Additionally, the teachers employed translanguaging for explanatory, managerial, and interpersonal purposes.

In the higher education level, the Indonesian university students reported that practicing translanguaging could lessen their language anxiety, better assist their comprehension, develop self-confidence, and promote equity in the learning process (Agustin & Wahyudi, 2024). However, they were also concerned with the overuse of translanguaging in a foreign language classroom. In an online EFL learning environment, Emilia and Hamied (2022) disclosed that translanguaging served three different functions: interpretive, managerial, and interactive functions. In addition to that, such integration of multiple working languages in the foreign language classroom could benefit students' cognitive, social, and psychological development.

The findings from previous studies implicate that a deep understanding of translanguaging types in Korean language learning for both native and non-native speakers is essential to support the development of more effective and comprehensive teaching methods. However, empirical evidence on the practices of translanguaging in an online foreign language learning environment other than English is still under-explored. First, many studies focus on certain aspects such as speaking or writing skills, without looking at how translanguaging can be applied comprehensively at various levels of learning. In addition, although there are several studies on translanguaging in face-to-face contexts, few have discussed how translanguaging is optimally applied in online learning platforms. Another gap is the lack of studies that explore variations of translanguaging practices in the context of Korean language learning. This study aims to address this gap by focusing on translanguaging types at various levels of Korean language learning on online platforms, as well as understanding the commonly used translanguaging types to improve students' language comprehension and skills at each level. This study particularly aims to address the following questions:

1. What types of translanguaging were occurred at each level of online Korean language course?
2. How did the teachers employ each type of translanguaging in the online Korean language course?

Hence, the research results can contribute to enriching knowledge on translanguaging types occurred in Korean as a foreign language class, mediated by an online educational platform. This research is expected to support the development of a more holistic and responsive language learning approach to foreign language learning with rich linguistic and cultural backgrounds.

1. METHOD

Research Design

This study used an exploratory qualitative design to identify Korean language teachers' experiences and views of translanguaging practices on the Edu Course online platform. This approach was chosen because it focuses on understanding ongoing phenomena without changing existing conditions (Creswell & Poth, 2020), and to gain an in-depth understanding of teachers' experiences in using translanguaging in the teaching and learning process. This study aims to delve into the application of translanguaging in the context of online Korean language learning. The research design allows the researchers to explore teachers' views on the benefits and challenges faced, and to identify diverse practices of translanguaging.

Research Participants

Three teachers teaching Korean language in the Edu Course platform were involved in this research. Prior to data collection process, the teachers have given their consent to participate in all research stages. They were selected based on the criteria of active involvement in Korean language learning using the translanguaging method and their teaching experiences at various grade levels (beginner, intermediate, and advanced). All participants had a minimum of two years of teaching experience, with a teaching duration of 1 hour 30 minutes per session. The selection of participants was intended to obtain a diverse picture of the application of translanguaging in the context of online Korean language learning, as well as to ensure adequate representation of various grade levels.

Research Instruments and Data Collection Procedure

The data for this research were collected through interviews, observations, and reflections recorded in a stimulated learning diary to gain a more comprehensive understanding of the practices of translanguaging in teaching Korean as a foreign language on the Edu Course platform. First, observations were conducted indirectly through collecting the video-recorded teaching sessions. The researchers used an observation sheet to record data systematically. This observation sheet contains indicators developed based on the theory of translanguaging, including the frequency of translanguaging use in each learning session, students' responses to translanguaging, and the patterns of interaction between teachers and students. The observation process included three main activities: collecting video recordings of three online teaching sessions from each teacher, watching and analyzing videos to identify the application of translanguaging, transcribing teaching videos to ease the identification of translanguaging practices, and filling out the observation sheet based on the established indicators.

Semi-structured interviews were also conducted to explore teachers' experiences, challenges, and views regarding the application of translanguaging in online Korean language learning. The interview guide was constructed based on the foci of the present study. First, the teachers were asked to share their experiences in using translanguaging in online classes. Second, the interviews explored the challenges faced by the teachers in implementing translanguaging, both from a technical and pedagogical perspective. Finally, the teachers were asked to explain their views regarding the benefits of translanguaging in teaching KFL in online learning environment. All interviews were conducted online with an average duration of 30-45 minutes for each participant. The interviews were Zoom-recorded and transcribed for further thematic analysis.

A stimulated learning diary were collected after the semi-structured interviews. The teachers were asked to record their reflections after each teaching session to enrich the prior data from observation and interview. These reflections included challenges faced in implementing translanguaging, as well as the success of this method in improving students' learning process. They were also asked to note aspects that needed improvement and how the implementation of translanguaging affected students' engagement and motivation in the learning process.

Data Analysis Procedure

Data analysis in this study was carried out in stages for each instrument used, namely observation, interviews, and learning diaries. In the first stage, the observation data were analyzed by identifying patterns of interaction and language use related to the application of translanguaging. The patterns of interaction and language use were categorized into five types of translanguaging and students' responses to translanguaging practices in the online classrooms. This analysis revealed a tendency for the implementation of translanguaging that varied at each class level, indicating patterns of use that were relevant to students' needs. The data analysis results included the frequency of occurrences for each type of translanguaging, the context of translanguaging, and the students' responses to it.

The interview transcripts were then analyzed through thematic analysis. First, each transcript was read to understand teachers' answers to all questions. Second, open coding was done by annotating the transcripts to identify the key words from the participants' answers. Third, codes were classified into bigger clusters, resulting in three main themes, namely importance, benefits, and challenges of practicing translanguaging.

Last but not least, the reflections from the teaching diary were categorized into three main categories: challenges, experiences, and student responses. Challenges covered obstacles in

managing the use of two languages. Experiences focused on how students and teachers overcame these difficulties. Student responses covered how they perceived the benefits and difficulties of using translanguaging in learning. This data was then combined with the results of interviews and observations to triangulate, ensuring the validity and reliability of the research findings. The analysis results of the three data sets were juxtaposed to strengthen the findings that could answer the research questions.

Data Credibility

The data credibility test in qualitative research aims to ensure that the findings obtained are trustworthy and reflect the actual reality. At this stage, two experts in the fields of Educational Linguistics were selected to review the data analysis results. The results were reviewed to verify that the data analysis process has adhered to the rules applied and to get feedback from the experts. Then, the experts provided their agreement on the data analysis results and gave several feedbacks to improve data presentation.

2. FINDINGS AND DISCUSSION

Types of translanguaging occurred at each level of online Korean language course

This sub-section presents the analysis results of five types of Translanguaging applied in the Korean as a foreign language online classroom at Edu Course. Generally, all types of translanguaging were applied in various ways across three levels, namely Beginner, Intermediate, and Advanced. Table 1 below showcases the occurrences of translanguaging types in each class level.

Table 1. Occurrences of *Translanguaging* in online KFL learning

Types of Translanguaging	Class Level	Number of Occurrences	Percentage (%)
Lexicalization Translanguaging	Beginner	45	51.34
	Intermediate	28	31.82
	Advanced		17.05
			100%
Intra-Sentential Translanguaging	Beginner	12	13.79
	Intermediate	35	40.23
	Advanced	40	45.98
			100%
Inter-Sentential Translanguaging	Beginner	10	11.11
	Intermediate	30	33.33
	Advanced	50	55.56
			100%
Insertion Translanguaging	Beginner	15	14.56
	Intermediate	40	38.83
	Advanced	48	46.60
			100%
Entire Translanguaging	Beginner	32	24.24
	Intermediate	45	34.09
	Advanced	55	42.67
			100%

More specifically, teachers practice translanguaging in a complex way, integrating more than one type of translanguaging. Lexicalization translanguaging was not appeared in the advanced-level online Korean language class. Meanwhile, intra-sentential, inter-sentential, and insertion translanguaging types were absent in the beginner-level class. Entire translanguaging was applied in all levels. This means that the proficiency level of the students is, the more complex use of translanguaging will be. This is reinforced by the occurrences of intra-sentential, inter-sentential, and insertion translanguaging, which outnumber the lexicalization translanguaging in the advanced-level class.

As viewed from the preferred type of translanguaging at each level, teachers preferred using lexicalization and insertion translanguaging (word or phrase-level integration of working languages during the teaching process). Teachers at the intermediate level exhibited a tendency to apply intra-sentential translanguaging (incorporation of working languages within the same sentence). Meanwhile, teachers demonstrated their preference to apply inter-sentential and entire translanguaging (fluid incorporation of working languages in full sentences or entire conversation) at the advanced level. Apart from that, the manifestation of entire translanguaging is less than that of the other types of translanguaging in the advanced-level class, except lexicalization. This might imply that the teachers attempt to get the students at the advanced level accustomed with using Korean language only during the learning process. Meanwhile, teachers aim to provide as much understanding of Korean language as possible for the students at the beginner level, rendering more occurrences of lexicalization and entire translanguaging than the other three types.

Teachers' translanguaging practices in the online Korean language course

Lexicalization Translanguaging

The use of Lexicalization Translanguaging showed significant differences across learning levels. This method was most frequently applied in the Beginner class, which confirms the importance of this approach in helping beginner students understand basic Korean vocabulary. In the Intermediate class, this method was used 28 times (31.82%), although the frequency decreased compared to the Beginner class. In the Advanced class, the use of this method decreased drastically. This decrease reflects the increasing ability of students to understand vocabulary without translation assistance, according to their learning level. In the Beginner class, Lexicalization Translanguaging was used intensively to provide clarity to students. Teachers often mixed Korean and Indonesian in delivering the material to make it easier to understand, such as in sentences:

“That what last week what food words? I like what? Like bulgogi really (불고기 = Bulgogi)”
 “Muljoaheyo, what does it mean? You like what.”

Learning in the Beginner class uses tools such as Papago and PPT slides that combine Korean and Indonesian. This delivery lasts for 1-2 hours and begins with a review of the material from the previous meeting, so that students can understand vocabulary more easily and in a structured manner.

In the Intermediate class, the use of translanguaging is more limited and is usually only applied at the beginning of learning to create a relaxed atmosphere and connect the material to students' experiences. For example, the teacher uses sentences such as:

"So what do you want to do if you go to Korea? To (롯데마트)."

The teacher said that the application of this method is done functionally and only when needed, because students at this level already have a better understanding of Korean vocabulary than Beginner students.

In the Advanced class, Lexicalization Translanguaging is used very rarely, because students have been able to understand vocabulary without the help of a second language. Examples of its application include:

"한가롭다 is free time. (Hangalobda is free time)"

"Not eh 아니요 tomorrow. (Not eh ani tomorrow)."

The results of interviews with teachers showed that this method is more suitable for Beginner classes because it is effective in helping students understand vocabulary at the early stages of learning. Notes from students' learning diaries also support this, where Beginner students felt that this method was very helpful, while Intermediate and Advanced students noted that its implementation was only optional or even not necessary at all.

Intra-Sentential Translanguaging

The use of Intra-Sentential Translanguaging tends to occur more frequently in the Intermediate and Advanced classes, with the highest frequency of occurrence in the Advanced class. The Intermediate class contributed around 40% of its occurrence, while the Beginner class only recorded less than 15% of its occurrence. These data indicate that this method is more relevant and effective for students with higher language proficiency levels, as they are already accustomed to constructing complex sentences that combine their first and second languages. In general, this method helps students understand more complex sentence structures, especially at more advanced levels.

In the Beginner class, students' limitations in mastering complex sentence structures result in less use of Intra-Sentential Translanguaging. However, this method is still useful for introducing basic vocabulary and structures in everyday contexts. Examples of its application in the Beginner class include sentences such as:

"아침 (morning), if (afternoon)"

"언제 (when) means when."

By mixing Korean and Indonesian, this method helps students understand new vocabulary while connecting it to the language they are familiar with. Interviews with teachers showed that this method is used to build a foundation of language understanding for beginner students, who still need significant help in connecting Korean concepts with Indonesian.

In the Intermediate class, this method is used more often because students are starting to feel more comfortable putting together sentences that mix their first and second languages. Examples of use in this class are:

"우리 (we) have learned about 'marketing strategy,' so try to make a plan for a new product"

"In 한국어 (Korean) class, I learned about grammar which is very different from Indonesian."

Interviews with teachers revealed that at this level, Intra-Sentential Translanguaging is used to clarify difficult concepts and make learning more relevant to students' experiences. Notes from the

learning diaries of Intermediate students show that this method helps them understand lessons while improving their ability to use both languages in a wider context.

In the Advanced class, the use of Intra-Sentential Translanguaging peaks, with students utilizing this method to understand more complex material. Examples of sentences such as:

“If 말 그대로 (it’s so) difficult to go on vacation to 해변 (the beach)”

“If 급여 (payday) immediately pay 부채 (debt)”

Demonstrate students’ ability to mix languages fluently in one sentence. Based on interviews, teachers noted that this method helps students connect difficult concepts in Korean with Indonesian to enrich their understanding. Advanced students’ learning diaries noted that translanguaging was used to bridge understanding of concepts that were not yet fully mastered, but they also noted that they needed this method less often, as their language skills became more mature.

Inter-Sentential Translanguaging

The use of Inter-Sentential Translanguaging was more common in the Intermediate and Advanced classes compared to the Beginner class. The Advanced class recorded the highest use of this type of translanguaging. This type suggests that this method is more effective for students with higher language proficiency levels. Students in the Intermediate and Advanced classes’ better ability to connect ideas across sentences allows them to utilize this method to construct complex arguments or conversations. This method also helps students connect ideas across sentences naturally, supporting the development of advanced communication skills. In the Beginner class, the use of Inter-Sentential Translanguaging is rare due to students’ limited ability to construct complex sentences.

However, this method is still used to help students understand new vocabulary in simple contexts. Examples are:

“사라는 수영을 하지 않습니다. (Sarah didn’t swim.), so what did Sarah do?”

“네, 맞아요. 독서! (Yes, it’s true reading!), so it’s cake.”

These examples show that teachers use translanguaging to connect Korean with Indonesian, so that students can understand basic concepts while enriching their vocabulary. Based on interviews with teachers, this method is also used to improve students’ understanding of simple sentence structures. In the Intermediate class, this method is used more often because students are starting to be more fluent in constructing sentences and connecting ideas between sentences. An example of its application is:

“From the word 손 (hand) to 수, 안녕 건 it’s the same but the usage is different in sentences.”

This example shows how students are starting to understand the relationship between words or ideas in Korean and Indonesian language structures. Based on the learning diaries of Intermediate students, this method helps them master new vocabulary while improving their fluency in moving between sentences. Teachers also note that students at this level are more confident in using two languages to explain their ideas in a more structured way.

In Advanced classes, Inter-Sentential Translanguaging is used to support reading comprehension and deepen speaking skills. Example sentences such as:

“보통 주말에 동아리 친구들과 같이 등산을 해요. (I usually go hiking with my friends from the club on weekends)”

“그 식당 음식이 싸고 맛있대요. (They say the food at the restaurant is cheap and delicious.)”

Show how students are able to connect ideas between sentences in a more complex way. Teachers emphasize pronunciation accuracy, vocabulary comprehension, and rhythmic reading alignment. Based on the interviews, the instructor often guided the discussion to stay focused on the material, addressing obstacles such as pronunciation errors or students chatting out of context. Advanced students' learning diaries showed that they felt this method helped strengthen their argumentation and critical thinking skills, especially in understanding intermediate to advanced vocabulary.

Insertion Translanguaging

The use of Insertion Translanguaging was most frequently found in the Intermediate and Advanced classes. This type suggests that students with higher language proficiency are better able to introduce new vocabulary into conversation using this method. This method allows the incorporation of words or phrases from the target language into conversation, allowing students to speak more naturally while enriching their vocabulary. Based on interviews with teachers, this method also helps students adapt to more dynamic communication contexts, especially in the Intermediate and Advanced classes. In the Beginner class, Insertion Translanguaging is used to a limited extent because students are still at the early stage of mastering Korean. Examples are sentences like: "그래서 문장의 발음이 (so the pronunciation of the sentence) 'cili' and 'chili' 읽다 칠레 (Chile)". Beginner students tend to use this method to insert simple words from Korean into Indonesian-based conversations. Based on the learning diary, this method helps students understand new vocabulary while slowly increasing their fluency in speaking.

However, limited mastery of grammar is often an obstacle, so teachers provide additional assistance to ensure that students can follow the learning. In the Intermediate class, the use of Insertion Translanguaging is more often seen. Students begin to compose simple narratives by inserting vocabulary and grammar that have been learned, such as: "한국에서의 (첫) 생일이라서 친구들을 많이 초대했어요. (It's my first birthday in Korea, so I invited a lot of friends.)" and "시간이 없을 때는 무엇을 하나요? (What do you do when you don't have time?)". The learning in this class is carried out with an approach that encourages students to actively use Korean in communication. The teacher uses Korean PPT, guides students in reading Korean writing, and provides direct feedback to improve their fluency. Based on interviews and learning diary notes, students feel that this method helps them understand the use of vocabulary in everyday contexts.

In the Advanced class, Insertion Translanguaging is used flexibly to support more complex communication. Students confidently insert Korean vocabulary or phrases into conversations to fill in vocabulary gaps or emphasize certain points. Examples of applications are:

"숙제가 많은데도 (Even though there is a lot of homework.)"

"이 고요 [igo-yo] (He uses), igo-yo with the subject 는(neun). I live in Seoul."

In the lessons, the instructors emphasize proper pronunciation, use of complex sentence structures, and final evaluations through platforms such as the TOPIK website. Based on interviews, this method encourages Advanced students to become more confident in using Korean in both formal and informal contexts, demonstrating a deeper mastery of the material.

Entire Translanguaging

The use of Entire Translanguaging was evenly distributed across all grade levels, with an increasing proportion at higher grade levels. In the Beginner class, this type appeared almost 30% of its entire occurrences, increased to more than 40% in the Intermediate class, and finally peaking at 51.42% of occurrence in the Advanced class. This trend shows that this method is relevant at various ability levels, but its application is more intensive at higher levels. Entire Translanguaging makes it easier to understand the material by combining explanations in two languages, which allows students to grasp concepts more clearly, especially when discussing complex topics. In the Beginner class, Entire Translanguaging is used to explain basic concepts and help students understand topics that they may have difficulty mastering in just one language. Examples of applications include:

"온제는 언제라는 뜻이고, 수영해요은 무슨 뜻인가요? (Onje means when, what does syeonghaeyo-uen mean?)"

"오늘은 덥나요? (Is it hot today?)."

Using this method helps students feel more comfortable in learning by explaining new terms or grammar in two languages, so that students do not feel overwhelmed by the material being taught. In the Intermediate class, the use of Entire Translanguaging is more common, especially in explaining more complex material. An example of an application is:

"From the word 손 it means hand and 수영해요, it means swimming. Now try to imagine that we are at the beach, then we speak using the sentences that you have learned."

By connecting prior knowledge to a broader context, this method helps students understand the material better. In addition, this approach also accelerates the mastery of new vocabulary and grammar through repetition and the integration of Indonesian and Korean. In the Advanced class, Entire Translanguaging is used to handle more complex materials and gives students the ability to understand explanations in a broader context. For example,

"보통 주말에 동아리 친구와 같이 등산을 해요. 점심도 같이 먹고요.

(I usually go hiking with a friend from my club on the weekends, and we have lunch together)".

The instructor noted that this method greatly helped Advanced students understand complex topics by integrating both languages harmoniously. Based on the stimulated learning diary, the instructor emphasized that Advanced students could follow challenging materials more easily when explanations were delivered in both languages. This confirms the important role of Entire Translanguaging in improving overall understanding at various levels of ability.

The application of Translanguaging has great benefits in improving students' language skills. The application of Translanguaging provides significant benefits in improving students' language skills. This strategy allows students to use two languages alternately in the learning process, thus creating a deeper understanding. Translanguaging helps students connect new concepts with the language they have mastered, thereby reducing confusion in understanding the material. In addition, this method encourages students to be more confident in communicating because they can use a familiar language as a bridge to learn a new language. Translanguaging also enriches vocabulary and strengthens grammar understanding through clearer and more structured explanations. In the context of learning Korean, combining Korean with Indonesian makes it easier for students to understand abstract concepts, such as idioms or complex grammar. Thus, Translanguaging is not only a learning tool, but also an effective means of building communication skills in language.

In the Beginner class, Lexicalization Translanguaging is very dominant, allowing students to recognize new vocabulary more easily. In the context of Korean language learning, translanguaging provides students with great flexibility to overcome difficulties in understanding more difficult sentences or concepts. This shows that the higher the students' proficiency level in the language being studied, the greater their ability to utilize translanguaging to facilitate understanding of more complex materials. Overall, translanguaging not only facilitates language learning by combining two languages in one communication process, but also helps students to move between languages more flexibly. This gives them an advantage in understanding and conveying complex ideas, as well as making it easier for them to construct longer and more complex sentences. Therefore, the higher the students' proficiency level, the greater the benefits they gain from implementing translanguaging in the learning process.

In the Intermediate class, students use Entire Translanguaging more often, indicating that they are more familiar with complete sentences in Korean. In the Intermediate and Advanced classes, Intra-Sentential Translanguaging and Inter-Sentential Translanguaging are more dominant. At this level, students are able to combine ideas from two languages in one sentence or between sentences. They begin to use translanguaging as a tool to connect more complex information. Students in the Intermediate class begin to develop the ability to connect the vocabulary and language structures they are learning in a broader context, and use both languages simultaneously to improve their understanding. This allows them to handle more complex topics more easily, because the integration of Indonesian as the language of instruction gives them help in processing material that is difficult to understand in Korean.

In the Advanced class, the use of Entire Translanguaging is often used to help students understand more complex material in Korean. The teacher combines Korean and another language in one comprehensive explanation. This allows students to gain a more complete understanding of abstract or technical topics. The use of this method enriches learning and reduces confusion that may arise. With more in-depth explanations, students can overcome difficulties in understanding complex concepts, thereby significantly improving their Korean language skills. Entire Translanguaging also creates a supportive learning environment, where students can explore the Korean language and culture more effectively.

Discussion

The present study has delineated the tendency of occurrence of translanguaging types in the Korean as a foreign language teaching in an online educational platform as well as the purposes of practicing translanguaging across the class levels. Addressing the first objective, this study has demonstrated that although all types of translanguaging appear in all class levels, the occurrence of each translanguaging type varies across the class levels. While Lexicalization translanguaging appears most in the beginner class of all other types, Entire translanguaging is applied more often in the advanced class, compared to other classes. This variation in the use of translanguaging helps students understand vocabulary, sentence structure, and language concepts gradually and systematically. The results are in line with the translanguaging theory, where translanguaging is considered a dynamic pedagogical approach in second language teaching. The results of this study also support the findings of Creese and Blackledge (2010), highlighting translanguaging as a tool to accelerate students' bilingualism skills, by combining two or more languages in learning to facilitate better understanding. Additionally, the occurrence of all translanguaging types in all class levels indicates the teachers' efforts to facilitate learning in a flexible manner. This extends the findings of the previous studies in the Indonesian secondary school context (Aribah & Pradita,

2022; Khairunnisa & Lukmana, 2020; Liando et al., 2023) in which the flexible practices of translanguaging in an online non-formal education context, particularly Korean language teaching, are also evident among the teachers.

Meanwhile, this study exhibits the dominant use of the Insertion and Entire translanguaging, as compared to other types, which does not resonate with the previous research (Liando et al., 2023), finding the inter- and intra-sentential translanguaging as the most frequently occurred types. This might be caused by the different language taught in Liando et al.'s (2023) study from the present study in which Korean language learning has just gained its popularity in the last five years. Hence, the practice of Insertion and Entire translanguaging will help the students in comprehending the lessons delivered by their teachers.

Furthermore, the findings of this research reveal distinct patterns in translanguaging practices across different proficiency levels in an online Korean as a Foreign Language (KFL) course. At the beginner level, lexicalization translanguaging is the most dominant type, emphasizing the integration of basic Korean vocabulary with Indonesian to support comprehension. Teachers use translanguaging as a scaffolding tool, combining both languages in instructional materials and classroom interactions to enhance students' understanding. Entire translanguaging is also frequently observed at this level, allowing students to transition smoothly between their first language and Korean as they build foundational language skills. These results suggest that translanguaging at the beginner level primarily functions as an aid for vocabulary acquisition and comprehension, easing students into the Korean language.

At the intermediate level, translanguaging practices shift towards more complex forms, particularly intra-sentential and inter-sentential translanguaging. These types enable students to construct bilingual sentences and express more complex thoughts by integrating both languages within and between sentences. Teachers at this level strategically apply translanguaging to facilitate comprehension of grammar and linguistic structures while gradually reducing reliance on the students' first language. The use of entire translanguaging remains substantial but serves a different function than at the beginner level, helping students transition from reliance on Indonesian to greater independence in Korean. This stage marks a critical phase where translanguaging is not only a learning aid but also a means of fostering deeper language processing and analytical skills.

At the advanced level, translanguaging becomes more sophisticated, with a notable increase in inter-sentential and insertion translanguaging. The findings suggest that as students become more proficient, they use translanguaging as a cognitive tool rather than a learning crutch. Teachers employ translanguaging selectively, often to clarify complex linguistic and cultural concepts rather than for basic vocabulary assistance. Entire translanguaging is still present but less frequent compared to other forms, indicating that teachers encourage students to communicate predominantly in Korean. This aligns with the goal of preparing advanced learners for real-world language use, where flexibility in switching between languages becomes a strategic and pragmatic skill rather than a necessity. Overall, the research highlights how translanguaging evolves across proficiency levels, supporting students' linguistic development from basic comprehension to advanced communicative competence.

However, this study adds a new dimension in the context of online learning, where Translanguaging becomes more flexible because it allows for more natural and contextual language use. On the other hand, online learning also faces technical challenges, such as network and accessibility problems that can hinder the smooth use of Translanguaging. This study explores how this strategy can be implemented effectively despite technical constraints, as well as its impact on the development of students' language skills.

3. CONCLUSION

This study shows that the types of translanguaging in Korean language learning activities in the Online Edu Course varies across levels. In the Beginner class, Lexicalization Translanguaging dominates, reflecting that in the early stages of learning, students tend to rely on familiar words and vocabulary to build understanding. In contrast, in the Advanced class, the use of Insertion Translanguaging is more prominent, indicating students' ability to integrate the second language more complexly in sentences. The Intermediate class, which is more dominant in using Entire Translanguaging, shows a balance between the two languages. Overall, the use of translanguaging at each grade level shows positive developments, helping students to understand the material more easily, enrich their vocabulary, and improve their ability to speak, write, and think more complexly. The application of translanguaging in Korean language learning provides flexibility for students to overcome language difficulties and facilitates a deeper understanding of the language being learned.

This finding is in line with previous research showing that translanguaging can improve the language learning process by utilizing students' existing language knowledge. Therefore, teachers and translators are expected to adjust the use of translanguaging in the classroom. In Beginner classes, it is better to focus on the use of Lexicalization Translanguaging to strengthen basic vocabulary, while in Advanced classes, a more Insertion Translanguaging approach can help students develop better speaking skills. In Intermediate classes, the application of Entire Translanguaging should be increased to encourage a balance between speaking and writing sentences. Further research is recommended to focus on the application of Translanguaging in Korean as a foreign language classes. For example, through experimental studies, it can be explored how the application of Translanguaging affects students' language comprehension and skills holistically, including speaking, reading, and writing, so that the learning process becomes more effective and balanced.

4. REFERENCES

- Agustin, S., & Wahyudi, R. (2024). Indonesian university students' practices and perspectives on translanguaging. *Journal on English as a Foreign Language*, 14(1), 238–260.
- Amarela, F. I., Saputra, N. H., & Zebua, Y. (2022). The Implementation of Multilingual Learning in Enhancing Students' Foreign Language Proficiency in Secondary Schools. *PUSTAKA: Jurnal Bahasa dan Pendidikan*, 2(1), 31–40. <https://doi.org/10.56910/pustaka.v2i1.1714>
- Anum, S. (2025). The Impact of Multilingualism on Cognitive Development and Language Acquisition. *Falcons Journal of Advanced Research*, 2(1), 14–22. <https://doi.org/10.63287/619205>
- Aribah, S. N., & Pradita, I. (2022). The use of translanguaging to facilitate students' English learning in an Indonesian Pesantren. *Communications in Humanities and Social Sciences*, 2(1), 7–13. Doi: [10.21924/chss](https://doi.org/10.21924/chss)
- Auer, P. (2022). 'Translanguaging' or 'Doing Languages'? Multilingual Practices and the Notion of 'Codes.' In *Multilingual Perspectives on Translanguaging* (pp. 126–153). Multilingual Matters. <https://doi.org/10.21832/9781800415690-007>
- Brown, A. (2023). Monolingual versus multilingual foreign language teaching: French and Arabic at beginning levels. *Language Teaching Research*, 27(6), 1634–1659. <https://doi.org/10.1177/1362168821990347>

- Burea-Titica, S. (2024). The Role of Multilingual Education in Enhancing Learning Outcomes. *Perspective interdisciplinare asupra predării și învățării științelor* (pp. 67–77). <https://doi.org/10.46727/c.25-04-2024.p67-77>
- Calafato, R. (2021). “I feel like it’s giving me a lot as a language teacher to be a learner myself”: Factors affecting the implementation of a multilingual pedagogy as reported by teachers of diverse languages. *Studies in Second Language Learning and Teaching*, 11(4), 579–606. <https://doi.org/10.14746/ssllt.2021.11.4.5>
- Carsiwan. (2024). Trends in Character Education for Elementary, Middle and High School Students in Indonesia: Systematic Literature Review. *Indonesian Journal of Educational Research and Review*, 7(2), 240–252. <https://doi.org/10.23887/ijerr.v7i2.80764>
- Cenoz, J., & Gorter, D. (2022). Pedagogical Translanguaging and Its Application to Language Classes. *RELC Journal*, 53(2), 342–354. <https://doi.org/10.1177/00336882221082751>
- Cenoz, J., & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. *System*, 92, 102273. <https://doi.org/10.1016/j.system.2020.102273>
- Creswell, J. W., & Poth, C. N. (2020). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (5th ed.). SAGE.
- Eddraoui, B., Sukyadi, D., Muslim, A. B., & Musthafa, B. (2023). Revisiting pre-service education for secondary EFL teachers in Indonesia. *Language Circle: Journal of Language and Literature*, 17(2), 276–286. <https://doi.org/10.15294/lc.v17i2.41629>
- Emilia, E., & Hamied, F. A. (2022). Translanguaging practices in a tertiary EFL context in Indonesia. *TEFLIN Journal*, 33(1), 47–74.
- Hu, J. (2020). Translanguaging in ESL/EFL Classes: A Review Paper. *Journal of Contemporary Educational Research*, 4(9). <https://doi.org/10.26689/jcer.v4i9.1499>
- Kalaja, P., & Pitkänen-Huhta, A. (2020). Raising awareness of multilingualism as lived in the context of teaching English as a foreign language. *Language and Intercultural Communication*, 20(4), 340–355. <https://doi.org/10.1080/14708477.2020.1786918>
- Khairunnisa, K., & Lukmana, I. (2020). Teachers’ attitudes towards translanguaging in Indonesian EFL classrooms. *Jurnal Penelitian Pendidikan*, 20(2), 254–266.
- Kucukali, E., & Koçbaş, D. (2021). Benefits and issues of translanguaging pedagogies on language learning: Students’ perspective. *TOJELT*, 6(3), 55–85.
- Lee, C., & García, G. E. (2020). Unpacking the oral translanguaging practices of Korean-American first graders. *Bilingual Research Journal*, 43(1), 32–49.
- Liando, N. V., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 13(1), 204–216.
- Liu, Y., & Fang, F. (2022). Translanguaging Theory and Practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language. *RELC Journal*, 53(2), 391–399. <https://doi.org/10.1080/15235882.2019.1703844>
- Luchenko, O., & Doronina, O. (2024). Translanguaging in teaching foreign languages. *Grail of Science*, 39, 610–611. <https://doi.org/10.36074/grail-of-science.10.05.2024.092>
- Muchson, M., Cobern, W. W., & Saefi, M. (2024). The science education research trends (SERT) in Indonesian secondary schools: a systematic review and bibliometrics study. *Cogent Education*, 11(1), 2308407. <https://doi.org/10.1080/2331186X.2024.2308407>
- Nugroho, A. E. J. K., Sugiyanto, S., & Prihadi, S. (2025). The Impacts of Implementing Merdeka Belajar Curriculum on the Quality of Senior High School Education in Indonesia: A Scoping

- Raja, F. D., Suparno, S., & Ngadiso, N. (2022a). Teachers' attitude towards translanguaging practice and its implication in Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 11(3), 567–576. <https://doi.org/10.17509/ijal.v11i3.38371>
- Raja, F. D., Suparno, S., & Ngadiso, N. (2022b). Students' Attitude Towards Translanguaging Practice in Indonesian EFL Classes. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 979–988.
- Rubinov, E. (2021). Making use of multilingualism at school: A pedagogy of translanguaging. *Russian Journal of Multilingualism and Education*, 13, 46–57.
- Wei, L. (2023). Transformative pedagogy for inclusion and social justice through translanguaging, co-learning, and transpositioning. *Language Teaching*, 57(2), 203–214. doi:10.1017/S0261444823000186
- Wahyuni, F., et al. (2022). *Metodologi Penelitian Kualitatif*. Global Eksekutif Teknologi.
- Zayas-Santiago, C., & Smith, S. A. (2024). “I am not that teacher”: Latinx teachers' linguacultural experiences and transformative practices as resources for hope. *Pedagogies*, 20(1), 120–142. <https://doi.org/10.1080/1554480X.2024.2414987>
- Zhou, X. (Emily), & Mann, S. (2021). Translanguaging in a Chinese university CLIL classroom: Teacher strategies and student attitudes. *Studies in Second Language Learning and Teaching*, 11(2), 265–289.