

**TEACHERS' AND STUDENTS' ATTITUDES TOWARDS  
TRANSLANGUAGING IN EFL CLASSROOM: A SYSTEMATIC LITERATURE  
REVIEW**

**OUTCOME BASED EDUCATION (OBE)**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMBUNG MANGKURAT UNIVERSITY BANJARMASIN  
2024**

**LETTER OF APPROVAL**

This is to certify that the journal article equivalent to the *Sarjana's Thesis* of Ghandi Aziz Pharsa, Reg. Number 1710117310019 entitle " **TEACHERS' AND STUDENTS' ATTITUDES TOWARD TRANSLANGUAGING IN EFL CLASSROOM** " has been approved by the advisors for oral examination with the Outcome-based Education OBE Scheme.

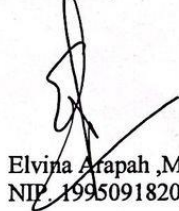
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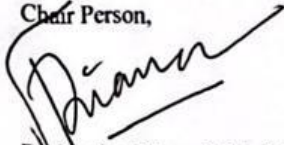
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## LETTER OF APPROVAL

This is to certify that the journal article equivalent to the Sarjana's Thesis of Ghandi Aziz Pharsa, Reg. Number 1710117310019 entitled "**Teachers' and Students' Attitudes Towards Translanguaging in EFL Classroom: A Systematic Literature Review**" has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching with the Outcome-based Education (OBE) Scheme.

Banjarmasin, 1 October, 2024


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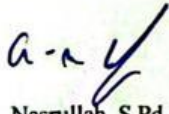
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**Academic Paper Acceptance Letter**

Dear Ghandi Aziz Pharsa  
Universitas Lambung Mangkurat  
It's my pleasure to inform you that, after the peer review, your paper,

**“TEACHERS’ AND STUDENTS’ ATTITUDES TOWARD  
TRANSLANGUAGING IN EFL CLASSROOM”**

has been ACCEPTED with content unaltered to publish with **Lingua Educatia Journal** P-ISSN (Paper)  
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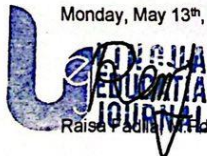
In order to fit into the publishing and printing schedule, please re-submit your complete publication package which has been suited the template provided. Please reply this acceptance email within 15 days so we can make your article available online/print in the June issue (Vol 3a, No.1, 2024). If you failed to prepare your complete files on time, the publication of your article might be delayed. Though the reviewers of the journal already confirmed the quality of your paper's current version, you can still add content to it, such as solidifying the literature review, adding more content in the conclusion, giving more information on your analytical process and giving acknowledgment.

Lingua Educatia Journal looks forward to your final publication package. Please do not hesitate to contact me if you have any further questions.

Sincerely,

Editor-in-Chief  
**Lingua Educatia Journal**  
Universitas Lambung Mangkurat

Monday, May 13<sup>th</sup>, 2024



**PERNYATAAN KEASLIAN PENULISAN**  
**(STATEMENT OF ORIGINALITY)**

Saya yang bertanda tangan di bawah ini:

Nama : Ghandi Aziz Pharsa  
NIM : 1710117310019  
Program : Sarjana (S1)  
Program Studi : Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa Artikel yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan Artikel ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Banjarmasin, 20 Mei 2024

Yang membuat pernyataan,



Ghandi Aziz Pharsa

## ABSTRACT

Aziz Pharsa, Ghandi. 2024. *Teachers' and Students' Attitudes Toward Translanguaging in EFL Classroom: A Systematic Literature Review*. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Novita Triana, S.Pd., M.A., and the second advisor: Elvina Arapah, M.Pd.

**Keywords:** Translanguaging, Students, Teacher, EFL Classroom.

This research examines teachers' and students' attitudes towards translanguaging in English as a Foreign Language (EFL) classrooms. Based on a systematic literature review, this research investigates perceptions regarding the efficacy, acceptability, and challenges of translanguaging and Teachers' and students' attitudes towards translanguaging in English as a Foreign Language. Language translanguaging, a dynamic pedagogical approach rooted in bilingual education, involves integrating a student's native language with the target language to improve language learning outcomes. Based on the systematic literature review, various factors influencing students' attitudes toward language translation are explored, including language ideology, educational background, and institutional context. Findings show a growing acceptance of translanguaging among students, especially young students, who see it as a means to foster inclusive learning environments and improve understanding. However, there is doubt among older students, driven by concerns about potential language impairment and reduced proficiency in the target language. The importance of translanguaging lies in its potential to facilitate deeper understanding, encourage the development of weak languages, and integrate early learners with experts. Effective implementation of translanguage pedagogy requires collaboration between teachers and students, as well as between educators, to create an inclusive and effective language learning environment. This study underscores the importance of understanding teachers' and students' attitudes towards translanguaging to inform more inclusive and effective pedagogical practices in diverse linguistic contexts.

Banjarmasin, September 2024  
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