

CHAPTER I

INTRODUCTION

This chapter introduces the foundational concepts and theories that drive the research, focusing on the importance of comprehensible input in second language acquisition and the role of translanguaging in academic writing. It will outline the key theoretical frameworks, including Krashen's Input Hypothesis and the concept of translanguaging, providing a comprehensive understanding of how these concepts interact in the learning process.

1.1 Background of the Research

In the process of acquiring a second language (L2), one of the most crucial factors for successful learning is the clarity of the input provided to the learners. The comprehensibility of the input is also important. According to Krashen's Input Hypothesis (1985), language acquisition occurs when learners are exposed to 'comprehensible input' — language that is just beyond their current level of proficiency. This concept suggests that learners acquire language most effectively when the input they receive is challenging enough to promote learning without becoming confusing. For instance, the Interaction Hypothesis emphasizes that collaboration and communicative activities foster deeper understanding and retention (Ortega-Auquilla et al., 2019). This dynamic interaction allows learners to contextualize their knowledge, making the content not just linguistically accessible but also personally meaningful. If the input is unclear or presented in an overly complex manner, it can hinder the learning process by creating barriers to effective communication and understanding (Krashen, 1985).

Still, in Second Language Acquisition (SLA), comprehensible input extends beyond merely achieving language proficiency; it also relies on making content meaningful and relevant to learners. This relevance is important because it relates language learning to learners' personal experiences and needs, encouraging deeper engagement and comprehension. Studies have shown that learners who struggle to understand the input are less likely to

process it deeply, which limits the chances of successful language acquisition (VanPatten, 2015) and (Leow & Mercer, 2015). Moreover, in second language acquisition, input needs to be comprehensible and meaningfully processed before it can support learning. Learners who struggle to understand the input are less likely to notice and process relevant linguistic features, which may limit the transformation of input into intake and reduce the possibility of successful language acquisition (Gass & Selinker, 2008; Krashen, 1985; VanPatten, 2015). Therefore, it is essential to ensure that input is both comprehensive and well-structured, enabling second language learners to fully engage with the material and progress towards higher proficiency. Furthermore, research indicates that comprehensible input is not only about language proficiency, but also about making the content meaningful and relevant to learners' experiences and needs (Gass & Selinker, 2008).

Another issue that is often debated in the context of language acquisition is the role of the mother tongue (L1) in the classroom. Traditional second language teaching approaches often advocate minimizing L1 use to avoid interference and encourage direct thinking in the target language. Some argue that exposure to the target language in its full context leads to better fluency and natural acquisition (Cook, 2001; Littlewood & Yu, 2011; Yu, 2025). However, recent translanguage research challenges this approach, suggesting that using L1 alongside L2 can support learning by bridging gaps in understanding and enabling students to express complex ideas more effectively in the classroom. For instance, Rahman (2025), discovered that students in ESL history classes acquired knowledge more effectively when explanations were initially provided in their native language, enabling them to comprehend complex concepts and vocabulary more easily. This suggests that when students first engage with new content in their first language (L1), they subsequently find it easier to transition to using their second language (L2), thereby assisting their cognitive processing.

Moreover, the growing focus on multilingualism and diversity in educational settings has highlighted the need for more inclusive and flexible language practices, particularly in academic writing. While traditional

approaches emphasize the separation of languages, translanguaging offers a more holistic view of language use. Students are encouraged to draw upon their entire linguistic repertoire, including both the second language (L2) and the mother tongue (L1). The idea of translanguaging is that language is not simply a set of discrete systems but a dynamic resource for communication and meaning-making (García & Lin, 2016). In academic contexts, where students often encounter complex and specialized language, translanguaging provides a means to bridge linguistic gaps and enhance understanding. By using both L1 and L2 strategically, students can process input more effectively and navigate the academic writing process with greater ease.

Translanguaging, therefore, offers a valuable tool for ensuring that all students, regardless of their language background, can engage meaningfully with academic material. According to Kartikasari & Rerung, (2017), translanguaging practices can be used in several key teaching processes. These practices include greetings, explaining theory/rules/forms, giving examples, delivering questions, discussing problems, giving instructions, and reviewing students' work. The frequency and manner in which translanguaging is used in these activities reveal its strategic role in facilitating learning.

The theoretical framework for this study draws upon Krashen Input (1985), which states that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current proficiency level, facilitating growth in their language skills. Additionally, the concept of translanguaging, as discussed by García & Lin (2016), in their work on Translanguaging in Bilingual Education, serves as a foundational theory for this study. García and Lin emphasize that translanguaging, when used purposefully in educational settings, can help bilingual learners make full use of their linguistic resources, fostering deeper engagement and learning. These theories together provide a robust framework for understanding how the integration of L1 and L2 in the classroom can be a powerful tool in academic writing instruction.

Furthermore, writing frameworks such as those proposed by Flower & Hayes (1981) in the Cognitive Process Theory of Writing align well with these

language theories. They defined writing as a complex cognitive process involving planning, drafting, revising, and editing. Translanguaging can be integrated into this framework by enabling students to use their L1 in planning and brainstorming phases, which can enhance the generation of ideas and the organization of their writing. By tapping into both L1 and L2, students can improve their writing fluency, reduce cognitive overload, and produce more cohesive and refined texts. Together, these theories form a comprehensive framework for understanding how the integration of L1 and L2 in academic writing classrooms can foster more inclusive, effective, and successful learning experiences. The use of translanguaging in academic writing is not only a linguistic strategy but also a cognitive tool that supports the writing process by enabling students to make full use of their linguistic and cognitive resources.

Researchers suggested that using L1 can be advantageous for writing and comprehension. For instance, Alfian's study in one school in Indonesia mentioned that coherent national and local strategy would integrate translanguaging into teacher education, curriculum development, and language policy to ensure that Indonesia's rich linguistic repertoire is recognized as a pedagogical and cultural asset rather than a barrier to learning (Alfian, 2022). Another preliminary study came from Witari & Sukanto (2023), stating that most teachers reported that translanguaging enhances comprehension, vocabulary development, engagement, and peer collaboration, while challenges include managing multilingual students and over-reliance on L1.

Moreover, Zhang's study of Chinese postgraduate students shows how translanguaging practices can help with the writing process by enabling students to organise their thoughts efficiently and express complex arguments in English while using their L1 as a foundation (Zhang & Hadjioannou, 2021). This strategic approach aids processing of information and ultimately improves the quality of writing, as students can transfer structures and ideas from their L1 to their L2, significantly enriching their academic writing (Zhang & Hadjioannou, 2021). Moreover, Pae's analysis from Cambridge University indicates that students' proficiency levels in L2 significantly influence how they utilize their L1 during reading and writing tasks, revealing that students

often turn to their native language to clarify thoughts and organize ideas in L2 (Pae, 2017).

The reason for conducting this research is the growing awareness that conventional language teaching techniques might not effectively support the diverse requirements of students in global educational contexts. Specifically, the limited use of the first language (L1) in many classrooms is often seen as a barrier to engaging with the second language (L2). However, this study also argues that the translanguaging approach can support academic success, contrary to the belief that frequent use of L1 hinders L2 proficiency. This study demonstrates that strategic L1 use is essential for improving the learning process, particularly with academic writing. It explores how translanguaging practices can facilitate overcoming language barriers.

By investigating how translanguaging can be used effectively in writing classrooms, this research seeks to challenge the prevailing assumption that too much reliance on L1 will impair L2 output. It demonstrates that the use of both L1 and L2 in the writing process can actually enhance clarity, organization, and coherence in students' academic writing. This study will analyze the process of how translanguaging should be implemented in writing classrooms and examine its impact on students' writing outcomes. Ultimately, this research aims to provide a comprehensive understanding of how translanguaging can serve as a bridge between languages, facilitating more inclusive, effective, and successful learning experiences for L2 learners.

1.2 Research Problems

The comprehensible input is widely recognized as a key factor in second language-acquisition, many academic writing classrooms still follow monolingual practices that restrict the use of students' first language. In such contexts, learners are often expected to generate ideas, organize arguments, and produce academic texts only in the target language, even when they have not fully understood the content or the linguistic demands of the task. This situation may create cognitive and linguistic difficulties, especially for learners

who need support in developing clarity, coherence, and structure in their writing.

At the same time, recent studies on translanguaging suggest that the strategic use of both L1 and L2 can support learning by helping students understand complex concepts, develop ideas, and manage the writing process more effectively. However, despite the growing discussion of translanguaging in bilingual and multilingual education, there is still limited understanding of how translanguaging is specifically practiced in academic writing classrooms and how it affects students' writing outcomes. In particular, more research is needed to examine how translanguaging supports students during different stages of writing and whether it contributes to better academic texts in terms of organization, coherence, and clarity.

Therefore, the research problem of this study lies in the lack of clear empirical evidence on the role of translanguaging in supporting the writing process and improving writing outcomes in academic writing classrooms. This study seeks to address that problem by investigating how translanguaging practices are used in the classroom and how those practices influence the quality of students' academic writing.

1.3 Research Questions

The research questions for this study are generated from the issues raised in the background mentioned above. Given those considerations, the research questions for this study are as follows:

- a. How do translanguaging practices in the academic writing classroom support students during the writing process?

This research question aims to explore how translanguaging practices, which involve the strategic use of both the students' first and second languages, assist them during various stages of the academic writing process. It seeks to understand how integrating these languages supports students in organizing ideas, improving clarity, and enhancing the overall writing process.

- b. How does translanguaging influence the structure, coherence, and clarity of students' academic texts?

The second research question reported the impact of translanguageing on students' writing outcomes, specifically focusing on the quality of their academic texts. It will explore whether the use of both languages leads to improvements in writing clarity, coherence, and overall academic performance, as well as how it influences students' ability to express complex ideas more effectively.

1.4 Purposes of the Study

The purpose of this study is to explore how translanguageing practices in the academic writing classroom contribute to the writing process and to assess their impact on academic text produced by students. From the research questions generated above, this study aims:

- a) to explain translanguageing practices in the academic writing classroom contribute to the students' writing
- b) to report the impact of translanguageing for academic writing, focusing on its influence on the structure, coherence, and clarity of the final academic texts.

1.5 Significance of the Research

This study is expected to make several important contributions to the field of second language learning, particularly in the context of academic writing and translanguageing practices.

a) Theoretical Contribution

This study contributes theoretically to the development of second language acquisition and bilingual education studies by strengthening the understanding of translanguageing as a meaningful pedagogical practice in academic writing classrooms. It supports the view that language learning is not limited to exposure to the target language only, but can also be facilitated through the strategic use of learners' first language. In this way, the study extends the relevance of Krashen's Input Hypothesis and translanguageing theory in explaining how learners process and produce academic writing more effectively.

b) Conceptual Contribution

This study offers a clearer conceptual understanding of the relationship between translanguaging practices and the academic writing process. It explains how the use of L1 and L2 may function across different stages of writing, such as brainstorming, planning, drafting, and revising. As a result, the study helps clarify translanguaging not only as a classroom communication strategy, but also as a cognitive and linguistic resource in writing development.

c) Empirical Contribution

This study contributes empirical evidence on how translanguaging is practiced in academic writing classrooms and how it affects students' writing outcomes. It provides research-based findings on whether translanguaging supports students in producing academic texts with better clarity, coherence, and organization. This evidence is important because studies focusing specifically on translanguaging in academic writing remain limited.

d) Methodological Contribution

Methodologically, this study contributes by applying a research design that examines translanguaging in a specific instructional setting, namely the academic writing classroom. It may offer a useful model for future researchers who want to investigate classroom language practices and their effect on writing performance. The procedures, instruments, and analytical focus used in this study can serve as a reference for similar research in second language writing contexts.

e) Analytical Contribution

This study contributes analytically by providing a more detailed explanation of how translanguaging supports students during the writing process and how this support is reflected in the final written product. It does not only describe the presence of translanguaging, but also analyzes its function in shaping students' writing development. Therefore, the study adds a deeper understanding of the link between classroom language practices and writing outcomes.

f) Practical Contribution

Practically, this study may help lecturers, teachers, and writing instructors better understand the value of translanguaging in academic writing instruction. The findings may encourage educators to use students' first language more strategically to support idea generation, comprehension, and text development. This study also provides insights for students, showing that the use of L1 can be a resource to improve writing rather than a barrier to L2 learning.

g) Contextual Contribution

This study contributes contextually by examining translanguaging in the specific setting of the academic writing classroom. Since language teaching practices are shaped by the educational and linguistic context, this study provides context-based insights into how translanguaging works in a real learning environment. This makes the findings relevant for similar multilingual or bilingual educational settings, especially where students still face challenges in academic writing.

h) Policy Contribution

At the policy level, this study may contribute to the discussion on more inclusive language practices in education. The findings may support the idea that classroom policies should not strictly separate L1 and L2, especially in learning situations that require complex thinking and academic expression. Instead, educational institutions may consider more flexible approaches that recognize students' full linguistic resources as part of effective learning.

1.6 Conceptual Framework

This conceptual framework provides the theoretical foundation for understanding how translanguaging supports students in academic writing. It brings together three interrelated perspectives: translanguaging as the strategic use of students' full linguistic repertoire, Krashen's Input Hypothesis as a basis for understanding the role of comprehensible input, and the connection between translanguaging and cognitive processes involved in writing. The framework serves as the conceptual basis for examining both the

implementation of translanguaging in the academic writing classroom and its influence on students' writing processes and outcomes.

1.6.1 Theoretical Framework of Translanguaging

Translanguaging as a dynamic and flexible language practice that challenges traditional views of language separation in bilingual education. The framework from García & Lin (2016), emphasizes translanguaging not merely as a practice of switching between languages, but as a more integrated and holistic use of a bilingual's full linguistic repertoire. Translanguaging goes beyond code-switching, proposing that bilingual speakers engage in a single, integrated linguistic system rather than adhering to the socially constructed boundaries of national or state languages. Carstens (2019), argues that translanguaging is not merely a practical tool, but a sustainable strategy that can significantly enhance content and language learning in higher education.

Theoretical frameworks concerning translanguaging offer valuable insights into how bilingual or multilingual learners navigate their linguistic resources in academic contexts. Translanguaging is defined as the dynamic process by which multilingual speakers utilize their entire linguistic abilities, including both their first (L1) and second (L2) languages, to facilitate communication and create meaning (Gatil, 2021; Yu, 2025). This approach can support language acquisition and enhance comprehension, particularly in complex academic situations where specialised language is often required. Translanguaging practices empower students to develop their academic identities and engage more deeply with learning activities. This is particularly beneficial in contexts where students must demonstrate their understanding of complex academic concepts, as relying primarily on L2 may compromise clarity (Tai, 2025). Blending L1 and L2 enables deeper comprehension and critical engagement with texts, as students can switch to their L1 for clarification or to express their thoughts more precisely (Sun, 2023).

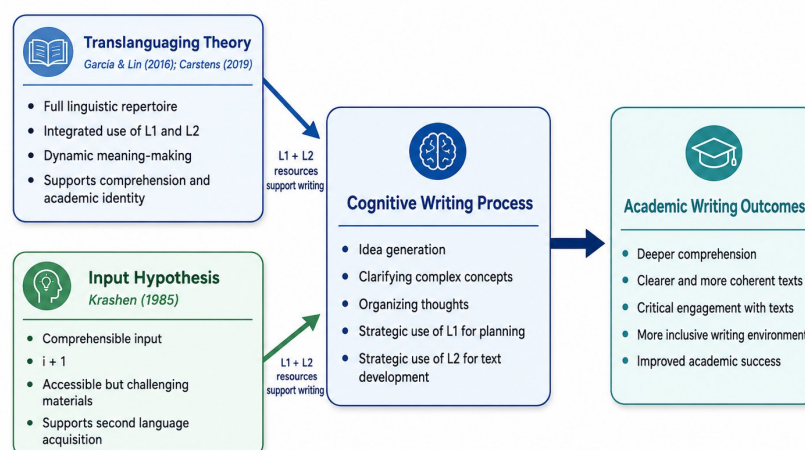
1.6.2 Krashen's Input Hypothesis

Krashen's Input Hypothesis (1985), plays a foundational role in this study by emphasizing the importance of comprehensible input in second language (L2) acquisition. According to Krashen, language learners acquire a

second language most effectively when they are exposed to input that is slightly above their current level of proficiency but still understandable, often referred to as $i+1$ (Krashen, 1985). This theory suggests that providing learners with language that challenges them just enough can promote language development without overwhelming them. In the context of academic writing, this implies that students need access to academic materials and writing tasks that present just enough complexity to push their learning while remaining accessible.

For this research, Krashen's Input Hypothesis supports the idea that translanguaging—allowing students to use both their first language (L1) and second language (L2)—can enhance comprehension and facilitate the writing process. Translanguaging allows students to access comprehensible input in both languages, which is particularly beneficial for those who may struggle with certain aspects of L2 academic writing. By integrating L1 into the writing process, students can better understand complex ideas, organize their thoughts, and ultimately produce clearer and more coherent academic texts.

Figure I : Conceptual Framework for Translanguaging in Academic Writing



1.6.3 Connections Between Translanguaging and Cognition

In the context of this research, the key concepts of translanguaging, input, and the cognitive writing process are interrelated in a way that supports and enhances students' academic writing. Krashen's Input Hypothesis suggests that language acquisition occurs most effectively when learners are exposed to comprehensible input that is just above their current proficiency level. Translanguaging, as discussed by García and Lin, enables students to draw on

both their first language (L1) and second language (L2) to understand and express complex ideas. By using L1 for idea generation and L2 for text development, students can bridge gaps in their understanding, facilitating the writing process.

Thus, these concepts work together to form a cohesive framework for understanding how translanguaging can enhance the academic writing process. Translanguaging supports the use of both languages to engage with comprehensible input, while the cognitive writing process is facilitated by the strategic use of L1 and L2 to improve writing outcomes. This relationship helps to create a more inclusive and effective writing environment for second language learners, where both their linguistic resources are fully utilized to improve academic success.

