

# PRIMARY SCHOOL ENGLISH TEACHERS' PERCEPTIONS OF PEDAGOGICAL TRANSLANGUAGING AFTER PROFESSIONAL TRAINING

Tran Ngoc Bao Chau<sup>1</sup>✉; Nguyen Minh Tan<sup>2</sup>

School of Foreign Languages, Can Tho University<sup>1</sup>; Center for Continuing Education,  
Can Tho University<sup>2</sup>

✉[tnbchau@ctu.edu.vn](mailto:tnbchau@ctu.edu.vn)

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**Abstract:** In English as a foreign language contexts, first language use remains contested, despite increasing recognition of multilingual pedagogies. This qualitative study explores primary EFL teachers' perceptions and self-reported implementation of pedagogical translanguaging after attending professional training in Southern Vietnam. It examines teachers' perceptions of the pedagogical principles introduced during the training, their reported adaptations of these ideas, and contextual factors that shaped their instructional choices. Using a qualitative multiple-case design, the study draws on semi-structured interviews with eight primary English teachers in the Mekong Delta. Findings indicate that the training encouraged teachers to reconceptualize Vietnamese use as intentional and pedagogically justified scaffolding. Teachers reported maintaining English as the dominant medium while using Vietnamese selectively to clarify meaning, support task preparation, and foster participation. Implementation was constrained by time pressure, assessment requirements, and external expectations. Overall, translanguaging was enacted as a context-sensitive pedagogical strategy affected by local classroom realities. The research findings suggest that professional development programs should provide practical and context-responsive support to help primary EFL teachers implement pedagogical translanguaging effectively in their classrooms.

*Key words:* Pedagogical translanguaging; primary school English teachers; teacher cognition; self-reported practice; professional training

## NHẬN THỨC CỦA GIÁO VIÊN TIẾNG ANH TIỂU HỌC VỀ PHƯƠNG PHÁP CHUYỂN NGỮ SAU ĐÀO TẠO CHUYÊN MÔN

**Tóm tắt:** Trong dạy học tiếng Anh như ngoại ngữ, việc sử dụng tiếng mẹ đẻ vẫn gây tranh luận dù các tiếp cận đa ngôn ngữ ngày càng được thừa nhận. Nghiên cứu định tính này khảo sát cách giáo viên tiếng Anh tiểu học tại miền Nam Việt Nam hiểu và vận dụng chuyển ngữ sau một khóa đào tạo chuyên môn kéo dài một tháng. Dữ liệu phỏng vấn với tám giáo viên cho thấy khóa học giúp họ chuyển từ việc dùng tiếng Việt mang tính trực giác sang hỗ trợ song ngữ có chủ đích hơn. Trong lớp học, tiếng Anh vẫn giữ vai trò chủ đạo, còn tiếng Việt được dùng để làm rõ ý nghĩa, hỗ trợ chuẩn bị nhiệm vụ và thúc đẩy tham gia học tập. Tuy vậy, việc triển khai chịu ảnh hưởng bởi áp lực thời gian, yêu cầu đánh giá và kỳ vọng thể chế. Nghiên cứu nhấn mạnh chuyển ngữ là quyết định sư phạm phụ thuộc bối cảnh và gắn chặt với điều kiện lớp học thực tế.

*Từ khóa:* Phương pháp chuyển ngữ; giáo viên tiếng Anh tiểu học; nhận thức giáo viên; thực hành tự báo cáo; đào tạo chuyên môn

## 1. Introduction

In English as a Foreign Language (EFL) classrooms, the expectation that English should be used exclusively continues to shape teaching practice, even in contexts where teachers and learners naturally draw on multiple languages (Barahona, 2020; Cenoz & Gorter, 2020). However, this monolingual orientation has been increasingly questioned with the emergence of pedagogical translanguaging, which emphasizes the purposeful coordination of languages to support learning rather than treating bilingual use as incidental (Cenoz, 2017; Cenoz & Gorter, 2020). This approach can enhance learners' language development, confidence, and engagement across different educational contexts (Quinn et al., 2025; Robillos, 2023; Yuzlu & Dikilitaş, 2022). Despite these promising findings, existing scholarship has primarily focused on learner outcomes or observable classroom techniques, with less attention to how teachers understand and implement translanguaging practices, particularly after professional training (Barahona, 2020; Guo & Feng, 2025). This gap becomes more evident in primary education, where studies tend to document immediate classroom functions, such as task clarification or classroom management, rather than longer-term pedagogical development (Jing & Kitis, 2024; Setyaningrum et al., 2022; Vu, 2021). Similarly, while teacher training has been shown to reshape beliefs and attitudes toward multilingual pedagogy, evidence remains limited regarding how such training is translated into actual classroom practice (Holdway & Hitchcock, 2018; Tian & Zhang-Wu, 2022; Wong, 2024).

In Vietnam, research at the tertiary level suggests that translanguaging can be used strategically to support comprehension and interaction (Cong-Lem, 2025; Nguyen et al., 2025), yet studies at the school level, especially in primary education, remain relatively scarce and are often limited to specific classroom contexts. More importantly, there is still insufficient understanding of how primary EFL teachers perceive pedagogical translanguaging after formal professional development and how they report adapting these ideas within their classroom contexts. To address this gap, the present study investigates how primary school English teachers interpret, evaluate, and self-report their implementation of pedagogical translanguaging following professional training. The study combines pedagogical translanguaging theory with teacher cognition perspectives to examine the relationship between teachers' understanding, their reported classroom practices, and the contextual factors influencing their decisions. The study is guided by four research questions:

- (1) How do primary EFL teachers perceive and understand pedagogical translanguaging after professional training?
- (2) How do teachers self-report implementing pedagogical translanguaging in their classrooms?
- (3) What contextual factors do teachers perceive as influencing their implementation of pedagogical translanguaging?
- (4) What benefits and challenges do teachers associate with pedagogical translanguaging after training?

## 2. Literature review

### 2.1 Pedagogical translanguaging within English as a foreign language (EFL) teaching

Pedagogical translanguaging is considered a principled alternative to the traditional monolingual orientation of EFL pedagogy, particularly in contexts where classroom

communication naturally draws on more than one language. It refers to instructional decisions through which teachers intentionally coordinate two or more languages for pedagogical purposes rather than having multilingual interaction occur incidentally (Cenoz & Gorter, 2020). In this way, translanguaging is not simply any bilingual classroom talk; it involves prior planning, such as assigning one language to reading, listening, speaking, or writing, or designing tasks that require learners to mobilize their full linguistic resources in a systematic way (Cenoz, 2017). It is also different from spontaneous shifts, including brief translation or immediate L1 support, which may still assist learning but do not belong to pedagogical design (Cenoz & Gorter, 2020).

Empirical work has mainly concentrated on what such planned multilingual practices achieve for learners. In Turkey, secondary school students taught through translanguaging gained stronger development across the four language skills than peers taught through grammar-translation or communicative approaches, while also reporting greater confidence and motivation (Yuzlu & Dikilitaş, 2022). Comparable benefits were identified in Thai higher education, where translanguaging promoted listening development and helped students manage comprehension through multilingual meaning-making during instruction (Robillos, 2023). Qualitative studies contribute to this picture by showing that translanguaging also reshapes classroom participation. For example, Quinn et al. (2025) found increased learner engagement and metalinguistic awareness in Indigenous EFL classrooms in Colombia, whereas Zhang and Chan (2022) showed that planned movement across three languages in China supported grammar explanation and identity negotiation under policy constraints. Nevertheless, current evidence remains focused on learner outcomes, observed classroom techniques, or expert perspectives, with insufficient examination of how teachers sustain translanguaging practices after receiving pedagogical preparation (Barahona, 2020; Guo & Feng, 2025).

## **2.2 Pedagogical translanguaging in primary schools**

Pedagogical translanguaging in primary education has increasingly been acknowledged through classroom-based empirical research. In a Vietnamese primary EFL study, translanguaging was explored through curriculum analysis, demonstration lessons, and post-lesson reflections, showing that younger learners benefited mainly from Vietnamese for task clarification and classroom regulation, whereas older pupils used it for grammatical explanation and cross-linguistic comparison (Vu, 2021). In a Taiwanese case, teachers combined language alternation with gestures, visuals, and tone to explain concepts, check understanding, and build rapport, indicating that translanguaging in primary classrooms is frequently multimodal rather than purely verbal (Bui & Tran, 2025); however, the short observation period and absence of teacher cognition raise questions about whether such strategies reflect stable pedagogy or situational adaptation. Similarly, case studies in China (Jing & Kitis, 2024) and Indonesia (Setyaningrum et al., 2022) viewed translanguaging as an immediate tactic for comprehension, participation, and classroom management, but they relied on single-teacher snapshots that foreground interactional functions instead of pedagogical development. Likewise, Jegede's (2024) study in Nigeria demonstrates measurable gains from translanguaging as a pedagogy in engagement and achievement, but training was identified as a persistent barrier despite positive teacher attitudes. Regarding learners' perspectives, in the Basque trilingual intervention, research focus was on student benefits rather than teachers' post-training enactment (Leonet & Saragueta, 2024). The existing scholarship generally confirms the value of pedagogical translanguaging in

primary settings but leaves limited understanding of how primary EFL teachers put translanguaging training into practice.

### **2.3 Professional development for teachers in translanguaging pedagogy**

Professional development in translanguaging pedagogy refers to opportunities that help teachers understand, evaluate, and apply multilingual practices in the classroom. In this study, it denotes formal training activities, such as workshops, coursework, guided reflection, lesson analysis, collaborative discussion, and classroom-focused mentoring, through which teachers were introduced to the principles and applications of pedagogical translanguaging (Holdway & Hitchcock, 2018; Tian & Zhang-Wu, 2022; Wong, 2024). Such preparation is vital in EFL contexts, where English-only ideologies have long shaped instructional expectations and teachers often need support to integrate learners' first language strategically into English teaching (Barahona, 2020; Cenoz & Gorter, 2020).

Professional development has become a necessary condition for moving pedagogical translanguaging beyond conceptual endorsement. Training can enrich teachers' knowledge of multilingual pedagogy, but most evidence still concerns attitudinal change or planned materials and neglects sustained instructional enactment. In pre-service education, structured coursework has consistently encouraged teachers to question rigid language separation and develop flexible views of bilingual pedagogy (Orcasitas-Vicandi & Perales-Fernández-de-Gamboa, 2024; Tian & Zhang-Wu, 2022; Wong, 2024). For example, pre-service primary teachers in multilingual programs associated translanguaging with cross-linguistic transfer, multilingual awareness, and competence development after coursework and materials-design activities (Orcasitas-Vicandi & Perales-Fernández-de-Gamboa, 2024). Similarly, Wong (2024) found that teacher candidates reconsidered monolingual assumptions and incorporated translanguaging into their emerging professional identities through reflective coursework. Tian and Zhang-Wu (2022) further showed that pre-service teachers in content-area programs could integrate translanguaging into lesson planning after targeted preparation, although many still anticipated resistance from assessment systems and institutional expectations.

Professional training for in-service teachers has directly addressed the ideological and practical dimensions of translanguaging, though outcomes vary by context. For example, a semester-long online course helped U.S. mathematics teachers view first-language use as a legitimate resource, even as implementation remained restricted by English achievement pressures and institutional norms (Holdway & Hitchcock, 2018). Similarly, graduate-level coursework enabled teachers to articulate supportive translanguaging stances while still negotiating ideological and organizational tensions in their schools (Deroo & Ponzio, 2019). In EFL contexts, targeted training in Turkey encouraged more flexible views of bilingual interaction and supported learners' participation and language development (Yuzlu & Dikilitaş, 2022). In these studies, professional preparation generally fostered positive orientations toward multilingual pedagogy, but teachers continued to adapt translanguaging to contextual expectations and their own pedagogical priorities.

Overall, most existing studies have focused on teachers' beliefs, attitudes, identities, or intended lesson designs following translanguaging-oriented preparation (Deroo & Ponzio, 2019; Tian & Zhang-Wu, 2022; Wong, 2024), with less attention to how teachers continue to interpret,

adapt, and implement pedagogical translanguaging in real EFL classrooms after training. Much of the literature has also examined pre-service teachers, university instructors, or multilingual education settings rather than in-service primary EFL teachers working in foreign-language environments (Holdway & Hitchcock, 2018; Orcasitas-Vicandi & Perales-Fernández-de-Gamboa, 2024; Wong, 2024). Particularly in Vietnam, little is known about how primary English teachers make sense of pedagogical translanguaging after professional development or how they negotiate its use under classroom and institutional constraints. As a consequence, the relationship between professional preparation, teacher cognition, and post-training classroom practice in primary EFL education remains insufficiently understood.

#### **2.4 Pedagogical translanguaging in EFL settings in Vietnam**

At the tertiary level, several studies have confirmed that translanguaging is a purposeful instructional resource rather than incidental language alternation. In university classrooms, teachers have been shown to utilize Vietnamese deliberately for cognitive scaffolding, emotional support, classroom management, and metalinguistic comparison, indicating a practical alignment between translanguaging theory and everyday instruction despite the persistence of English-dominant expectations (Nguyen et al., 2025). This pedagogical intention is even differentiated by teacher experience; while novice lecturers tend to use Vietnamese intuitively, more experienced educators deploy it strategically in ways shaped by pedagogical judgment and contextual demands, indicating that translanguaging competence develops with professional knowledge rather than emerging uniformly among teachers (Ngo, 2025). Furthermore, university students generally perceive translanguaging as facilitating comprehension, confidence, and participation, particularly at lower proficiency levels (Pham & Nguyen, 2024), which further supports the application of this approach in higher education.

At the school level, however, the empirical base has been narrower and more context-bound. In high school speaking classes, translanguaging has mainly been used under examination pressure, for vocabulary explanation, and anxiety reduction, with teachers simultaneously valuing its usefulness and expressing concern about excessive L1 dependence (Nguyen et al., 2025). In lower secondary ethnic minority settings, translanguaging extends beyond Vietnamese-English alternation to include ethnic minority languages, demonstrating teacher agency in multilingual mediation, but remaining confined to highly localized cases with limited attention to teacher cognition or student response (Vo & Nguyen, 2025). In primary education, younger children rely on translanguaging to understand tasks and follow classroom routines, while older pupils benefit more from grammar explanations and comparing languages (Vu, 2021). Although conceptual discussions explicitly support teacher training and systemic reform in Vietnam (Vu et al., 2025), robust evidence on how primary teachers turn professional training into pedagogical practice remains notably underdeveloped.

Although research in Vietnamese EFL contexts has shed light on translanguaging at different educational levels, work focusing on primary school English teachers after professional training remains limited. In particular, little attention has been paid to how primary school teachers make sense of translanguaging after professional training, how they report adapting pedagogical principles in classroom realities, and how teacher cognition mediates the relationship between professional preparation and reported instructional practice.

## 2.5 Theoretical frameworks

This study draws on Cenoz and Gorter's (2020) notion of pedagogical translanguaging, which treats the use of two or more languages as a deliberate instructional choice rather than an ad-hoc shift between codes. From this view, languages are not kept apart as separate systems; instead, learners' full repertoires can be used purposefully to aid comprehension, participation, and meaning making. What distinguishes pedagogical translanguaging from incidental code-switching is the intentional organization of language use around lesson aims, task demands, and learners' needs (Cenoz, 2017; Cenoz & Gorter, 2020). This approach is especially pertinent in primary EFL classrooms, where younger learners often depend on familiar linguistic resources to support understanding and stay engaged.

Although pedagogical translanguaging is social and interactional, this study focuses on how teachers interpreted, justified, and reported their language choices after training. Borg's (2015) teacher cognition framework is an appropriate lens because it explains how teachers' beliefs, experiences, pedagogical knowledge, and contextual understandings shape instructional decisions. Rather than analyzing translanguaging interaction, the study examines how teachers cognitively negotiated it as a pedagogical approach within primary EFL constraints. Compared with sociolinguistic or ideological perspectives, a cognition lens helps explain why teachers interpret and implement the same ideas differently, even after similar training. Borg's framework highlights the internal reasoning through which teachers filter new concepts in relation to existing beliefs, classroom histories, institutional expectations, and perceived learner needs. This perspective is relevant in this context, as teachers did not adopt translanguaging uniformly but adapted or limited it according to local realities. Because professional learning does not automatically translate into practice, and new ideas are often reshaped by prior beliefs and contextual pressures (Borg, 2015), the framework also clarifies why teachers gained conceptual awareness yet used translanguaging cautiously. In this study, pedagogical translanguaging is the conceptual focus, and teacher cognition theory provides the lens for understanding how teachers made sense of and enacted it after training.

Teacher cognition refers to the beliefs, knowledge, assumptions, and prior experiences that inform instructional decisions, and these cognitive dimensions are always mediated by context (Borg, 2015). This perspective is compatible with the present study because teachers did not treat translanguaging as entirely new knowledge; they interpreted the training through existing routines, professional experience, and familiar expectations about English teaching in primary schools. In this study, cognition emerged through the interaction of training, classroom experience, school expectations, and curriculum demands, which influenced how teachers balanced Vietnamese and English, decided when bilingual explanation was necessary, and adapted translanguaging to lesson aims and pupils' needs. Borg's (2015) framework also helps explain why teachers' intentions did not always align with their practice, as decisions were shaped by factors such as pupils' proficiency, lesson pacing, and institutional norms. From this lens, the study examines post-training practice as the product of ongoing negotiation between training input, teacher cognition, classroom implementation, and contextual constraints, clarifying how teachers adopted or limited translanguaging in primary English classrooms in the Mekong Delta.

### **3. Research methodology**

#### **3.1 Research design**

This study employed a qualitative interpretive multiple-case design to examine how primary school English teachers understood and applied pedagogical translanguaging after professional training in their own teaching settings. A qualitative interpretive approach is suitable when the purpose is to understand how participants construct meaning from professional experience in specific social and educational contexts, with attention to subjective interpretation and contextual influence (Elbardan & Kholeif, 2017). Each teacher was treated as an individual case because the enactment of pedagogical translanguaging was expected to differ according to teaching experience, classroom conditions, and school expectations. The multiple-case design also enabled cross-case comparison to identify similarities and contextual variation in how teachers understood and implemented pedagogical translanguaging (Hunziker & Blankenagel, 2021). As the study focused on teachers' interpretations, beliefs, and self-reported pedagogical reasoning after professional training, interview data were considered appropriate for examining teacher cognition. However, the study did not aim to verify classroom behavior directly through observational evidence.

#### **3.2 Participants**

The study involved eight primary school English teachers from eight different schools in the Mekong Delta, including five female teachers and three male teachers. They were between 27 and 43 years old and had 4-18 years of experience teaching English at the primary level. All held a bachelor's degree in English language teaching, and two had completed master's degrees in TESOL. In terms of proficiency, all teachers met the national six-level foreign language framework requirement for primary English teachers, with levels ranging from B2 to C1. They were currently working in public primary schools where English instruction begins in Grade 3, although some schools also offer early English exposure through extracurricular programs for younger learners. The teachers mainly used the nationally approved primary English textbook series (e.g., Family and Friends - National Edition, and i-Learn Smart Start) selected according to each school's curriculum decisions. These materials emphasize communicative English teaching and sustained English-medium interaction, which made translanguaging both pedagogically relevant and institutionally sensitive in this context.

Participants were recruited through purposive sampling because this approach is appropriate for selecting individuals whose professional experience directly relates to the research questions (Dörnyei, 2007). Four selection criteria were applied: participants had to be teaching English at the primary school level, working in the Mekong Delta, have completed professional training related to pedagogical translanguaging, and be willing to participate in online semi-structured interviews. To ensure anonymity, pseudonyms from Teacher 1 to Teacher 8 were used in reporting the findings. Eight participants were considered adequate for qualitative inquiry because the study aimed to provide detailed understanding rather than statistical representation (Mocănașu, 2020).

### 3.3 The professional training program

The professional development course was organized by the local Department of Education and Training as part of its annual program for primary English teachers in the Mekong Delta. It was jointly designed by teacher educators from a regional university and specialists from the Department to help address persistent challenges regarding pedagogical methodologies, English-medium communication, and assessment. The course ran for one month and comprised eight weekend sessions of about three hours each. Each cohort included roughly 35–40 teachers from different districts. Sessions combined pedagogical presentations, collaborative discussion, lesson analysis, micro-teaching, and assessment workshops. Teachers worked individually and in groups to discuss classroom difficulties, adapt teaching techniques, and reflect on practical instructional decisions.

Pedagogical translanguaging was introduced in one or two sessions on classroom communication and scaffolding. Trainers framed it not as unrestricted bilingual teaching but as a selective resource that could support comprehension and participation. Examples were related to giving instructions, facilitating communicative tasks, checking comprehension, supporting lower-proficiency pupils, and providing corrective feedback. Workshop activities invited teachers to analyze classroom scenarios and consider when brief Vietnamese support might help pupils understand tasks, participate in pair or group work, or respond more confidently in English. Teachers also discussed how such support could be reduced once learners became familiar with routines or task demands. Translanguaging was thus presented as a context-sensitive scaffolding strategy embedded within communicative language teaching. Its inclusion in the program reflected growing international interest in multilingual approaches and responded directly to challenges commonly reported in Vietnamese primary classrooms, such as learner hesitation, uneven proficiency, and the difficulty of sustaining English-only interaction among young learners.

The translanguaging component of the course drew mainly on Cenoz and Gorter's (2020) framework, which emphasizes purposeful coordination between languages rather than open-ended bilingual use. The trainers highlighted three principles: English should remain the main language for exposure and output; Vietnamese could be used selectively as temporary scaffolding for comprehension, task preparation, and participation; and this support should be reduced once pupils became familiar with the task or language forms. Teachers were encouraged to perceive translanguaging not as spontaneous translation but as context-sensitive planning within communicative language teaching. These principles later became key reference points in teachers' accounts of their classroom practice.

Eight participants in the present study had completed this training in 2024, which included one session introducing pedagogical translanguaging through practical classroom communication activities. In this session, teachers discussed how Vietnamese could be used strategically when giving instructions, facilitating communicative tasks, checking comprehension, and providing feedback, while still keeping English as the dominant classroom language.

### 3.4 Teacher interviews

The main research instrument in this study was semi-structured interviews which maintains a balance between guided questioning and flexibility, allowing participants to elaborate on their experiences and instructional reasoning in detail (Adams, 2015). This instrument was

appropriate for the study as the inquiry focused not only on whether teachers applied pedagogical translanguaging after training, but also on how they interpreted it and adapted it to classroom realities. Eight individual interviews were conducted online via Zoom, each lasting around 60 to 90 minutes. Vietnamese was used throughout the interviews so that participants could explain their teaching experiences accurately and express their views more fully. With participants' consent, all interviews were audio- and video-recorded for later transcription and analysis.

The interview protocol (see the Appendix) was developed from the study's research aims, research questions, and Borg's (2015) teacher cognition framework, which emphasizes the relationship between teachers' beliefs, prior experience, professional learning, contextual conditions, and classroom action. Based on this framework, the protocol was structured to trace how teachers moved from professional training to actual classroom practice. It included six domains arranged in a logical sequence: (1) teachers' understanding of the translanguaging principles, strategies, and pedagogical ideas introduced during the training course, (2) previous teaching beliefs and routines, (3) reported classroom implementation, (4) lesson-based illustrations, (5) contextual influences on language choice, and (6) perceived challenges and outcomes. Within these dimensions, core questions asked what participants had learned from the training program, how they currently distributed Vietnamese and English during lessons, how translanguaging appeared in a recent teaching activity, what factors shaped their instructional decisions, what difficulties they encountered in practice, and how pupils responded to bilingual classroom support. Follow-up prompts were prepared to invite clarification, elaboration, and concrete examples whenever participants' initial responses required further explanation. This design helped maintain consistency across interviews while still allowing space for individual experiences to emerge clearly.

Before formal data collection, the interview protocol was piloted with two primary English teachers who had completed similar professional training but were not included in the study. Based on the pilot interviews, several questions were refined for clarity, and additional prompts were added to encourage more detailed explanations of classroom decision-making and post-training implementation.

### **3.5 Data collection and analysis**

Data collection was carried out in four stages to maintain consistency across participants and to ensure that the process was compatible with the qualitative design of the study. First, all participants had already completed the professional training program on pedagogical translanguaging before they were invited to join the research. Second, teachers meeting the selection criteria were contacted through professional networks. Third, individual interview sessions were scheduled according to participants' availability and conducted online via Zoom. In the final stage, each interview was recorded with participants' oral consent and transcribed verbatim for analysis. Vietnamese was used during all interviews, and excerpts cited in the study were later translated into English with attention to preserving the original meaning. Because the dataset relied on teachers' retrospective self-reports, the analysis focused on how participants interpreted and justified their practices. Cross-case comparison was therefore used to identify recurring patterns and differences across participants' reported experiences.

Interview data were analyzed through reflexive thematic analysis (Braun & Clarke, 2006). The analysis began with repeated reading of the transcripts to become familiar with each teacher's account and to note initial impressions relevant to the research questions. Manual open coding was subsequently conducted by identifying meaningful segments related to teachers' understanding of translanguaging, reported classroom practices, contextual influences, and evaluations of learner responses. Initial codes were kept close to participants' wording before being gradually grouped into broader categories and themes through cross-case comparison. Similar codes were grouped gradually across cases to form broader categories. For example, codes such as using Vietnamese to explain task requirements, clarifying difficult vocabulary, and checking pupils' comprehension were later combined into a broader theme of instructional support via translanguaging. Likewise, codes related to time pressure, textbook progression, and school expectations contributed to a theme concerning contextual constraints on implementation.

After initial thematic coding, the emerging themes were further interpreted through Borg's (2015) teacher cognition framework to examine how teachers explained, justified, and evaluated their language choices. This interpretive stage focused on four cognition-related dimensions: (1) teachers' stated beliefs about English and Vietnamese use, (2) references to prior teaching experiences, (3) interpretations of pedagogical ideas introduced during professional training, and (4) descriptions of contextual factors influencing instructional decision-making. These dimensions informed interpretation rather than theme generation, allowing thematic patterns to be understood in relation to teacher cognition processes. Without treating interview responses simply as accounts of techniques, the analysis considered how teachers reasoned through translanguaging implementation in relation to learner needs, institutional expectations, and pedagogical goals. For example, when teachers said they reduced Vietnamese during examinations because students were expected to work independently in English, this response was read as evidence of cognition shaped by assessment demands and beliefs about appropriate language use under test conditions. Similarly, when teachers explained that translanguaging should be planned carefully rather than used spontaneously, such statements were analyzed as indications of changing pedagogical cognition after professional training.

To strengthen trustworthiness, brief interview summaries were shared with participants for member checking, coding decisions and theme development were documented through analytic memos, and reflective notes were maintained to examine possible researcher assumptions during interpretation. Emerging themes were repeatedly reviewed against the original transcripts to ensure that interpretations remained grounded in participants' accounts rather than the researcher's prior expectations.

### **3.6 Ethical considerations**

Ethical issues were addressed at every stage of the study to safeguard participants' confidentiality and ensure careful management of research data. Before each interview, participants were clearly informed about the study purpose, the recording of interview data, and their right to refuse to answer any question or withdraw from the study at any point without any disadvantage. Oral consent was obtained and recorded prior to data collection. To protect anonymity, participants were referred to by pseudonyms (Teacher 1 to Teacher 8), and no school names or identifiable institutional information were included in transcripts or reported findings. As interviews were conducted on Zoom, each meeting was organized in a password-protected

room to prevent unauthorized entry. All audio and video files were stored on a password-protected device and retained only for research purposes.

**4. Findings**

Table 1 summarizes the main themes from the interviews and how they appeared across different teacher cases.

**Table 1**

*Major themes and cross-case patterning*

Major theme	Cross-case pattern and frequency	Teachers most clearly representing the pattern
Teachers’ understanding of pedagogical translanguaging after professional training	All teachers reported a clearer understanding after training; 6/8 described a shift from spontaneous Vietnamese use to planned bilingual scaffolding.	T1, T2, T3, T4, T5, T8
Teachers’ self-reported implementation of pedagogical translanguaging	All teachers used translanguaging selectively; most mentioned task explanation, grammar clarification, and speaking preparation.	T2, T4, T5, T6, T7, T8
Teachers’ perceived contextual influences on translanguaging implementation	Time pressure (7/8), assessment demands (6/8), and external expectations (5/8) influenced classroom language choices.	T4, T5, T7
Perceived benefits and challenges of translanguaging after training	Most teachers reported greater participation and comprehension, while 5/8 expressed concern about student dependence on Vietnamese.	T2, T3, T4, T7

Across all four themes, the findings showed both convergence and variation among participants. Although teachers generally shared the view that translanguaging should function as selective pedagogical scaffolding, differences emerged in how broadly they interpreted bilingual support and how confidently they implemented it under institutional conditions. Following Borg’s (2015) teacher cognition framework, these patterns were interpreted not only as classroom techniques but also as reflections of teachers’ beliefs, prior professional experiences, interpretations of training content, and contextual reasoning shaping instructional decisions.

**4.1 Teachers’ understanding of pedagogical translanguaging after professional training**

All eight teachers reported that the professional training course changed how they understood the use of Vietnamese in English teaching. Six teachers (T1, T2, T3, T4, T5, and T8) explicitly described a shift from spontaneous Vietnamese explanation toward more planned and pedagogically justified bilingual support, while two teachers (T6 and T7) emphasized translanguaging mainly as a classroom interaction strategy supporting participation and lesson organization. Across cases, teachers consistently distinguished pedagogical translanguaging from casual translation by stressing deliberation, lesson planning, and pedagogical purpose.

For example, Teacher 3 explained this change directly: *“Before, I thought translanguaging simply meant mixing languages, but the trainers showed us that it involves careful decisions about when each language appears and for what purpose. We can use Vietnamese to build a solid foundation of meaning and then use English to practice the target structures and skills”*. This pattern appeared across interviews and signaled a cognitive shift beyond procedural adaptation. Teachers no longer framed Vietnamese as an emergency fallback; instead, they increasingly treated bilingual support as a deliberate instructional choice tied to lesson sequencing, learner readiness, and pedagogical purpose. The training therefore seemed to reshape both classroom techniques and underlying beliefs about language use. Teachers’ descriptions echoed the core principles of the training course: English should stay dominant, with Vietnamese used only as temporary scaffolding for meaning-making and task preparation. In other words, teachers internalized the course’s emphasis on planned bilingual support within communicative English teaching. From Borg’s (2015) teacher cognition lens, teachers were reworking previously internalized English-only assumptions and replacing them with more context-responsive understandings of bilingual pedagogy.

A similar point appeared in Teacher 1’s account, where translanguaging was linked to lesson preparation rather than spontaneous explanation: *“The trainers explained that translanguaging is different from spontaneous translation because it requires us to think in advance about which parts of the lesson should be in English and which parts can benefit from Vietnamese”*. The accounts of Teacher 1 and Teacher 3 were representative of a group of six participants who linked translanguaging to advance pedagogical planning. In contrast, the remaining teachers understood translanguaging more narrowly as flexible, on-the-spot support, highlighting variation in how the training was internalized. This variation suggests that professional learning did not shape cognition uniformly across participants. Teachers filtered newly introduced pedagogical ideas through their existing teaching experience and established classroom routines, resulting in different interpretations of translanguaging despite shared training exposure. Borg’s (2015) framework helps explain this variation by emphasizing that teachers actively reconstruct pedagogical knowledge rather than directly adopting new instructional concepts. Professional training therefore appeared to influence teachers’ cognition development while still interacting with teachers’ prior professional histories.

Across the interviews, English was still generally associated with target language input and expected output, while Vietnamese was assigned supporting functions. Teacher 2 described this division as *“using English for input and output, and Vietnamese for support, reflection, or contrastive analysis”*. In several cases, Vietnamese was described as useful for introducing difficult concepts, checking whether students understood key ideas, or linking new English content to prior knowledge. However, teachers did not describe this understanding in exactly the same way. Teachers 7 and 8 referred to translanguaging as part of lesson organization and student interaction, indicating a broader pedagogical interpretation. In contrast, Teachers 1, 3, 4, and 5 more often described it as a practical means of helping students understand lesson content before continuing in English. This suggests that although the training introduced a shared conceptual orientation, teachers interpreted its pedagogical scope differently depending on their own classroom experiences.

## 4.2 Teachers' self-reported implementation of pedagogical translanguaging

All eight teachers reported implementing pedagogical translanguaging selectively rather than continuously throughout lessons. Seven teachers mentioned using Vietnamese during task explanation and vocabulary clarification; six referred to grammar explanation, and five described translanguaging during speaking or writing preparation activities. Across cases, English remained the dominant language for classroom input and output, while Vietnamese functioned mainly as temporary scaffolding to facilitate comprehension and participation. This implementation mirrored the classroom scenarios modeled during the training. Teachers were encouraged to use Vietnamese selectively during task explanation, comprehension checking, and preparation for communicative activities in English.

For example, Teacher 2 explained that in a Grade 4 lesson on daily routines, pupils first discussed in Vietnamese what they usually did after school, and these ideas were then reformulated into English expressions before they completed speaking tasks. This helped pupils produce fuller responses because they had already organized their ideas in a familiar language. This pattern was common among teachers working with lower-proficiency or mixed-ability classes, where translanguaging was seen as helping to organize pupils' ideas before producing English responses. Vietnamese was used strategically to prepare learners for English-medium participation without completely replacing English.

Teacher 4 described a similar practice during group work: *"The trainers suggested strategies like grouping students so that more capable learners can help others by explaining in Vietnamese and then guiding them back to English. In my mixed-ability classes, this idea is very practical because I often struggle to keep everyone engaged"*. She revealed that weaker pupils often discussed ideas in Vietnamese before presenting answers in English, which increased their participation. Peer-mediated translanguaging emerged in five teacher accounts (T2, T4, T6, T7, and T8), suggesting that bilingual peer support became an important extension of classroom scaffolding after training. Teachers viewed stronger pupils as mediators who could facilitate participation without requiring constant teacher intervention.

In grammar teaching, Teacher 5 explained: *"The trainers did not give us a fixed percentage of English versus Vietnamese, but they asked us to mark in our lesson plans where and why we would use each language. If the aim is to explore why a tense is used, I may bring in Vietnamese to facilitate explanation"*. This response suggests that implementation reflected teacher cognition rather than the procedural application of training ideas. Participants did not simply reproduce techniques introduced during professional development; instead, they adapted translanguaging strategically according to learner needs, lesson aims, and classroom demands. Viewed through Borg's (2015) framework, implementation decisions reflected teachers' pedagogical beliefs interacting with accumulated classroom experience and contextual reasoning. Professional learning therefore appeared to strengthen teachers' capacity for instructional judgment rather than promoting identical classroom routines.

In terms of peer interaction, Teacher 7 noted that *"stronger students emerge as bilingual mediators, explaining Vietnamese concepts to peers then scaffolding their English production"*. In one lesson on healthy living, pupils first discussed breakfast habits in Vietnamese and then used English vocabulary to describe these routines in short sentences. However, Vietnamese use

remained controlled. Teacher 2 commented that *“there is a risk that some students become too comfortable in Vietnamese and put less effort into using English”*. For this reason, teachers usually reduced Vietnamese once pupils understood task requirements. Across cases, translanguaging was described as temporary pedagogical support rather than continuous bilingual classroom communication. Variation across cases further highlights the interpretive nature of teacher cognition. Although participants reported generally similar understandings of pedagogical translanguaging after training, implementation differed according to teachers’ perceptions of learner readiness, task demands, and classroom management priorities. Borg’s (2015) framework suggests that professional learning influences classroom practice indirectly by shaping pedagogical reasoning processes rather than determining fixed instructional behavior.

### 4.3 Teachers’ perceived contextual influences on translanguaging implementation

All teachers reported that translanguaging implementation was strongly shaped by contextual pressures beyond personal pedagogical preference. Time constraints were mentioned by seven teachers, assessment requirements by six teachers, and concerns about colleagues’ or parents’ perceptions by five teachers. These factors influenced not only when Vietnamese was used but also how visible such support could be within classroom practice.

For example, Teacher 4 explained: *“Before the training, I believed that if I did not explain thoroughly in Vietnamese, students would not understand and parents might complain”*. This indicates that translanguaging decisions were often pragmatic rather than ideological. Teachers adjusted bilingual support according to classroom efficiency and institutional expectations, particularly in mixed-ability settings where maintaining lesson pace was considered essential. Although she reported trying to shorten Vietnamese explanations after training, she still considered brief Vietnamese use necessary when pupils struggled with instructions or when lesson time was limited. In her view, using Vietnamese selectively allowed students to move more quickly into pair work or written practice, especially in mixed-ability classes where prolonged English explanation often led to silence or hesitation.

Assessment also influenced how translanguaging was used. Teacher 5 noted that translanguaging was useful during lesson development but less appropriate under assessment conditions, particularly when pupils needed to become familiar with English task formats without additional support. This suggests that teachers adjusted language use according to whether the lesson prioritized learning support or performance. Viewed through Borg’s (2015) framework, instructional decisions emerged through ongoing negotiation between pedagogical beliefs and contextual realities. Although teachers generally expressed stronger acceptance of translanguaging after training, cognition alone did not determine implementation. This tension stemmed from how translanguaging was presented in the course. Trainers stressed that it should be selective, temporary, and responsive to classroom conditions rather than used as unrestricted bilingual teaching. As a result, teachers appeared to interpret the training pragmatically, adjusting bilingual support in line with examination demands, time pressure, and expectations surrounding English-medium instruction.

Another important factor concerned external perceptions of classroom language use. Teacher 7 observed: *“Some colleagues and parents hear Vietnamese and equate it with not teaching English, ignoring its strategic intentionality”*. In this instance, contextual expectations

impacted not only classroom practice but also teachers' sense of professional legitimacy. Instructional decisions were mediated by an awareness of institutional and social evaluation surrounding English-medium teaching. Even when teachers considered Vietnamese pedagogically useful, five teachers (T1, T2, T3, T6, T8) remained aware that visible English use was often associated with teaching quality. For this reason, they reported limiting Vietnamese during classroom observations or when parents were present nearby, even if they believed additional explanation would benefit pupils.

Moreover, collegial discussion also appeared to support implementation. Teacher 2 explained that conversations with colleagues after the training helped her realize that translanguaging strategies needed to be adapted to local classroom conditions rather than copied directly from training examples. This indicates that teachers' practices continued to develop through professional exchange after the formal training had come to an end. These findings suggest that teachers' cognitive development remained dynamic beyond formal training. Professional discussion with colleagues functioned as an additional mediating influence, supporting teachers' continuing interpretation and adaptation of translanguaging practices within local classroom conditions.

#### **4.4 Perceived benefits and challenges of translanguaging after training**

All eight teachers identified important pedagogical benefits associated with translanguaging after training. Seven teachers linked it to greater student participation and confidence, while six emphasized improved comprehension of grammar or lesson content. Meanwhile, five teachers expressed concern that excessive Vietnamese support could reduce students' willingness to process English independently.

For example, Teacher 7 explained that allowing short Vietnamese discussion before speaking tasks reduced silence because, as she noted, "*when they can first say the idea in Vietnamese, they are less afraid of making mistakes in English*". Teacher 4 similarly observed that written responses improved when pupils first discussed task content in Vietnamese during pair or group work, adding that "*weaker students often write more when they have already shared ideas with friends in Vietnamese*". These responses suggest that teachers increasingly evaluated translanguaging through pedagogical reasoning rather than intuitive practice. Participants linked bilingual support to both cognitive scaffolding – improved understanding and idea development – and affective scaffolding through reduced anxiety and greater participation. These reported benefits aligned with the pedagogical purposes emphasized during training, where translanguaging was presented to facilitate comprehension, participation, and confidence-building among young learners. In addition, teachers' concerns about over-reliance on Vietnamese echoed the principle that bilingual support should be reduced once pupils were able to engage more independently with tasks in English. Drawing on Borg's (2015) framework, these evaluations reflect evolving teacher cognition, with professional learning shaping how teachers justified bilingual support pedagogically.

With respect to improving students' understanding of lesson content, Teacher 3 noted that grammar explanation became clearer when brief Vietnamese comparison was introduced after English examples had been presented, explaining that "*if they only hear the English form, some students repeat it but do not understand why it is used*". Teacher 2 described a similar effect

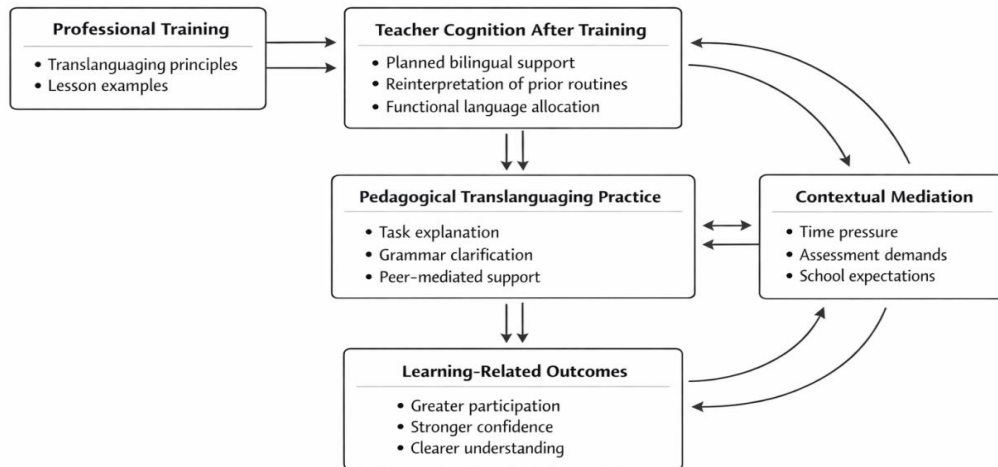
in reading lessons, where Vietnamese helped pupils connect lesson topics with familiar experiences before engaging with English texts: *“When they first talk about their own daily life in Vietnamese, they understand the reading topic more easily”*. These accounts suggest that teachers viewed translanguaging as facilitating conceptual understanding rather than merely translating vocabulary. Vietnamese was often used to connect English content with familiar experiences and prior knowledge.

However, several challenges were also identified. A common concern was that some pupils began to expect Vietnamese explanation too quickly. Teacher 2 noted that *“sometimes they wait for Vietnamese even when they can already guess the meaning from the English instruction”*. Teachers therefore emphasized the importance of deciding carefully when support should be withdrawn so that Vietnamese did not become an automatic dependence. Teacher cognition thus operated as an evaluative and regulatory process. Rather than adopting translanguaging uncritically after training, teachers continually weighed learner support against expectations for English exposure and independence. Professional learning consequently appeared to strengthen reflective pedagogical judgment. Concerns about learner dependence appeared in five interviews, demonstrating that teachers continued to negotiate the balance between bilingual support and English exposure even after accepting translanguaging conceptually. Another challenge concerned professional judgment in relation to school expectations. Teacher 7 explained that although translanguaging was useful, teachers still needed to justify its use because *“some people still think hearing Vietnamese means the English lesson is not effective”*.

Overall, teachers viewed translanguaging positively, but they also described it as requiring continuous modification according to lesson purpose, pupil response, and institutional expectations.

## 5. Discussion

This study shows that professional training helped primary English teachers change from intuitive first-language use toward a more deliberate understanding of pedagogical translanguaging. Before training, Vietnamese was mainly used when pupils failed to understand English; after training, teachers increasingly described language choice as something to be planned according to lesson aims, task sequence, and learner needs. This conceptual transformation reflects the distinction between spontaneous bilingual support and pedagogically organized translanguaging (Cenoz & Gorter, 2020). From Borg’s (2015) perspective, it indicates teachers’ cognition development, as teachers reshaped their instructional beliefs through the interaction of professional learning, prior experience, and classroom realities. It also resembles findings from pre-service and in-service professional development studies, where training encouraged teachers to reconsider language separation and justify multilingual support more pedagogically (Orcasitas-Vicandi & Perales-Fernández-de-Gamboa, 2024; Wong, 2024). However, unlike those studies, where change was often discussed at the level of beliefs or materials, the present findings show how EFL teachers reported translating this awareness into practical lesson decisions in primary classrooms. Figure 1 summarizes the teachers’ self-reported changes after professional training, illustrating how they described their changes in cognition and classroom practice under contextual mediation.

**Figure 1***Teachers' self-reported post-training changes in pedagogical translanguaging*

However, teachers did not adopt translanguaging as unrestricted bilingual practice. Specifically, English remained the dominant medium for input and output, while Vietnamese served limited scaffolding functions such as clarifying instructions, explaining grammar, and activating prior knowledge. This functional distribution aligns with EFL research showing that translanguaging is accepted when it supports comprehension without diminishing target-language exposure (Robillos, 2023; Yuzlu & Dikilitaş, 2022) and mirrors findings from Vietnamese tertiary contexts, where Vietnamese is used strategically for cognitive and metalinguistic support (Nguyen et al., 2025). This interpretation can be traced partly to how the training framed pedagogical translanguaging: trainers emphasized that English should stay dominant and Vietnamese should function only as temporary, purposeful scaffolding. Teachers' reported practices (e.g., using Vietnamese mainly for task clarification, comprehension checking, grammar explanation, and preparation for speaking before returning pupils to English) closely reflected these principles. In contrast to Cong-Lem (2025), who found that strategic translanguaging often develops gradually through teaching experience, the present study suggests that even short-term training can accelerate this shift by sharpening teachers' awareness of pedagogical timing.

Reported implementation also remained concentrated in specific lesson moments, especially task explanation, grammar clarification, and speaking preparation. This pattern aligns with primary classroom studies in China and Vietnam, where translanguaging mainly appears before learners return to English production (Jing & Kitis, 2024; Vu, 2021). A further similarity is that translanguaging functioned as temporary support rather than continuous bilingual interaction. However, teachers in this study described clearer lesson-stage planning than reported in earlier classroom snapshots such as Setyaningrum et al. (2022), suggesting that training may have informed how teachers reported integrating translanguaging into lesson design, including the use of stronger pupils to scaffold classmates before English output, a feature less explicit in previous Vietnamese primary research.

Based on Borg's (2015) framework, these self-reported practices were strongly shaped by contextual mediation. Time pressure, assessment demands, and concern about external perceptions all influenced when Vietnamese could be used. Similar constraints were reported by

Holdway and Hitchcock (2018), where teachers accepted translanguaging conceptually but adjusted practice under achievement pressure, and by Tian and Zhang-Wu (2022), where teachers anticipated institutional resistance despite pedagogical agreement. In the Vietnamese context, this also echoes Nguyen et al. (2025), who found that examination expectations restricted translanguaging in high school speaking classes. Thus, professional learning appeared to influence teachers' reported cognition, but implementation remained negotiated through local accountability conditions.

Despite these constraints, teachers consistently perceived translanguaging as beneficial for participation and understanding. Allowing a brief Vietnamese discussion helped weaker pupils organize ideas before speaking or writing, which is consistent with reported gains in learner confidence and engagement in primary and secondary settings (Jegede, 2024; Yuzlu & Dikilitaş, 2022). Teachers also noted better grammar understanding when Vietnamese comparison followed English examples, similar to Zhang and Chan's (2022) finding that cross-linguistic explanation supports form-focused learning. However, unlike studies that mainly emphasize positive learner outcomes and perceived benefits (Robillos, 2023; Yuzlu & Dikilitaş, 2022), teachers in this study highlighted the risk that pupils might become too reliant on Vietnamese support. This suggests that post-training translanguaging requires continuous pedagogical judgment about when support should be reduced. Overall, training did not simply increase reported bilingual practice; rather, it appeared to have informed how teachers justified, regulated, and pedagogically timed it in primary English classrooms.

The study contributes to translanguaging research in three ways. It examines how primary EFL teachers in Vietnam reported interpreting and adjusting pedagogical translanguaging in their daily classrooms, moving beyond work that focuses mainly on attitudes or intended practices after training. It also shows a gap between the principles introduced in professional development and the conditions that shape classroom use; although teachers described greater pedagogical awareness, their decisions were still steered by assessment demands, limited time, and institutional expectations. Finally, it provides a context-specific account in which translanguaging was selectively permitted, illustrating how professional learning, teacher cognition, and classroom realities intersect in EFL settings.

## **6. Conclusion**

This study was conducted to examine how primary school English teachers understood pedagogical translanguaging after professional training and how teachers reported adapting this understanding within their classroom practice. It offers evidence of how professional learning, teacher cognition, and reported implementation interacted in Vietnamese primary EFL classrooms. The research also shows how teachers negotiated tensions between the principles introduced in training and the practical demands of everyday instruction. Training did not simply increase the use of Vietnamese, but reshaped how teachers conceptualized and regulated bilingual support. Teachers reported adapting their pedagogical approaches from intuitive language use toward more deliberate planning that appeared to align with the principles highlighted in the training course. Participants reproduced the course's orientation that English should remain central for target-language communication, and Vietnamese could be used selectively as temporary scaffolding for comprehension, task preparation, and learner participation. Furthermore, these reported pedagogical changes were not fully linear, as classroom decisions

continued to be mediated by time pressure, assessment demands, and external expectations. These findings highlight the importance of viewing translanguaging as a context-sensitive pedagogical judgment. For practice and policy, this implies that teacher training should go beyond raising awareness to supporting sustained classroom enactment under real constraints. Ultimately, supporting teachers in bridging the space between training and classroom practice may contribute to making translanguaging a meaningful part of primary English education.

The findings have practical implications for teachers and teacher trainers in primary EFL settings. For teachers, translanguaging should be planned at specific lesson stages rather than used spontaneously. English remains the main language for input and communicative work, and Vietnamese provides temporary scaffolding for comprehension, grammar explanation, idea development, and participation, especially in mixed-ability classes. This support should be reduced as pupils become more familiar with routines and tasks so that translanguaging facilitates rather than replaces English use. Collegial discussion can also help teachers adapt strategies to local conditions and institutional expectations. For teacher trainers, translanguaging-oriented training should move beyond theory toward practical application. Programs should include lesson-stage demonstrations, contextualized scenarios, micro-teaching, and reflective discussion to help teachers balance bilingual scaffolding with English-medium instruction. Training should also address common constraints such as exam pressure, time limits, and parental expectations for English-only teaching. Follow-up mentoring or professional communities can further support teachers in applying translanguaging confidently and systematically.

The study is, however, limited by its small sample size and reliance on self-reported data within a specific regional context. Because the findings were constructed primarily from retrospective teacher narratives, participants' responses may have been influenced by selective recall, self-presentation, or post-training idealization of pedagogical translanguaging. The study therefore reflects how teachers interpreted and described their practices rather than providing direct evidence of classroom enactment. Future research would benefit from incorporating additional sources of qualitative evidence, such as classroom observations, lesson plans, stimulated recall interviews, teacher reflection journals, or learner perspectives, in order to examine more closely how translanguaging is enacted in practice across different instructional contexts. Combining self-reported cognition data with classroom-based evidence could provide a more comprehensive understanding of the relationship between professional training, pedagogical reasoning, and classroom practice.

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## **Appendix**

### **Semi-structured interview protocol**

#### **I. Professional training and emerging understanding**

1. Can you describe what you learned from the translanguaging sessions during the professional training?
2. After the training, how do you now understand pedagogical translanguaging in English teaching?
3. Which ideas from the training did you find most relevant to your teaching?

#### **II. Teacher cognition and prior professional experience**

4. Before the training, how did you usually manage Vietnamese and English in your classroom?
5. Did the training change any of your previous beliefs or routines about language use? How?

#### **III. Reported classroom implementation**

6. How do you currently use Vietnamese and English during instruction in your classes?
7. In which lesson stages do you intentionally alternate languages?

#### **IV. Lesson-based illustration**

8. Can you describe one recent lesson where you applied translanguaging?
9. Why did you choose those moments to use Vietnamese or English?

#### **V. Contextual influences and constraints**

10. What factors influence your decision to apply translanguaging?
11. How do curriculum demands, examinations, or school expectations affect your choices?

#### **VI. Perceived challenges and outcomes**

12. What difficulties do you encounter when applying translanguaging?
13. How do students usually respond?
14. In your view, what learning benefits or limitations does this practice create?

#### **Closing prompts:**

15. Is there anything else about your post-training experience that you consider important?
16. What suggestions would you make for future teacher training on pedagogical translanguaging?