

PREFACE

The present thesis, entitled “*Freshmen English Education Students’ Perceptions of Instructors’ Translanguaging to Facilitate Their Understanding in EFL Classrooms*,” focuses on the use of translanguaging in higher education. While existing research has examined the impacts of translanguaging, limited attention has been given to freshmen’s perceptions during their transition from Indonesian-dominant high school instruction to English-dominant instruction in higher education. Specifically, this study focuses on how translanguaging facilitates their understanding of complex materials and task instructions. To address these gaps, this study examines how freshmen English Education students perceive instructors’ translanguaging as facilitating their understanding of complex materials and task instructions during their transition to English-dominant instruction in EFL classrooms through multilingual resources.

This thesis consists of five chapters. Chapter One presents the background of the study, research problems, research objectives, and the significance of the study. Chapter Two reviews relevant literature on the concepts, forms, functions, and challenges of translanguaging. Chapter Three describes the research methodology, including the research design, setting, participants, data collection, and data analysis procedures. Chapter Four presents and discusses the findings regarding students’ perceptions and evaluations of translanguaging in EFL classrooms. Finally, Chapter Five provides the conclusions and suggestions for future research.

Finally, the researcher humbly welcomes any suggestions and constructive criticism from readers to enhance this work. Hopefully, this thesis may contribute valuable insights and benefits for both the writer and readers in the field of English language learning and teaching.

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