



Original article

Exploring Undergraduate EFL Students' Perspectives of Translanguaging and Translation: Benefits and Challenges in Group Collaboration at the Uni-versity of Duhok

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ABSTRACT

This study aims at exploring the perceptions of English major students to determine the benefits and challenges of employing translanguaging and translation practices across three dimensions: communication, group dynamics, and task performance. It also seeks to investigate learner-related and contextual variables' effectiveness on students' perspectives towards these practices. To achieve these aims, a quantitative research design was employed to collect data through a structured questionnaire administered to (n=108) third-and-fourth year students, who enrolled in the Department of English Language, College of Basic Education, University of Duhok. Findings show translanguaging and translation practices support comprehension, inclusivity, task completion, and group collaboration, especially for Kurdish students with intermediate to advanced English. Yet challenges such as distractions and exclusion emerged, negatively influencing some students' English proficiency development during assignments. These findings suggest employing structured translanguaging and translation pedagogy and explicit guidelines for equitable participation.

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استكشاف وجهات نظر طلبة المرحلة الجامعية في تخصص اللغة الإنكليزية كلغة أجنبية حول الترانسلانغويج والترجمة: الفوائد والتحديات في التعاون الجماعي في جامعة دهوك

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المُستخلص

تهدف هذه الدراسة إلى استكشاف وجهات نظر طلبة تخصص اللغة الإنكليزية لتحديد فوائد وتحديات استخدام ممارسات الترانسلغوية والترجمة عبر ثلاثة أبعاد؛ التواصل، وديناميكيات المجموعة، وأداء المهام. وتسعى الدراسة أيضاً إلى التحقق من كيفية تأثير المتغيرات المرتبطة بالمتعلم والمتغيرات السياقية في وجهات نظر الطلبة تجاه هذه الممارسات. ولتحقيق هذه الأهداف، تم اعتماد تصميم بحث كمي لجمع البيانات من خلال استبانة منظمة وُزعت على ١٠٨ طالب من المرحلتين الثالثة والرابعة في قسم اللغة الإنكليزية، كلية التربية الأساسية، جامعة دهوك. وتُظهر النتائج أن ممارسة الترانسلانغويج والترجمة تدعم الفهم، الشمولية، إتمام المهام، والتعاون الجماعي، خاصةً لدى الطلبة الكورد ذوي الكفاءة المتوسطة إلى المتقدمة في اللغة الإنكليزية. ومع ذلك، برزت تحديات مثل التششت والشعور بالإقصاء، مما أثر سلباً على تطوير بعض الطلاب لمهاراتهم في اللغة الإنكليزية أثناء أداء الواجبات. وتشير هذه النتائج إلى أهمية توظيف بيداغوجيا منظمة في الترانسلغوية والترجمة ووضع إرشادات واضحة لضمان المشاركة العادلة.

الكلمات المفتاحية: الترانسلانغويج، الترجمة، الفوائد والتحديات.

1.Introduction

Language teaching methodologies have shifted from grammar-translation reliance on the first language (L1) and translation to communicative approaches emphasizing exclusively to the second language (L2) use (Richard & Rogers, 2022). The multilingual turn revalues L1 integration, promoting inclusive strategies that draw on learners' repertoires to enhance L2 acquisition (Meier & Conteh, 2014). Translanguaging and translation practices further support comprehension and engagement by strategically mobilizing both L1 and L2 resources to foster deeper cognitive involvement in language learning (Sato & García, 2023).

During classroom instruction, the researcher observed that the undergraduate EFL students frequently employed translanguaging and translating L2 terms to negotiate meaning in collaborative group activities. This emergent practice inspired the researcher to discuss this phenomenon with other teachers in the Department of English Language, and it was found that EFL students in their courses also employed the same practices. This phenomenon prompted an investigation into the use of these practices in both the researcher's course and other third- and fourth-year courses to explore the benefits and challenges of using these practices in collaborative groups.

While previous research worldwide has emphasized the cognitive and affective benefits of translanguaging and translation practices, such as improving students' understanding, promoting active engagement, and making collaborative learning more effective in diverse classrooms, less attention has been given to their merits and shortcomings in group activities across communication, group dynamics and task performance. Additionally, as discussed in the related studies section, within the context of the Kurdistan Region of Iraq, only two studies have been carried out to examine the impact of translanguaging on refugees and EFL students' collaborative writing at the Komar

University of Science and Technology, while the present study's context, the University of Duhok, has not yet been examined in this regard. Besides, the previous two studies did not address learner-related and contextual variables across communication, group dynamics, and task performance dimensions.

Hence, this study will bridge the gap between theoretical claims about translanguaging and translation and their practical application in EFL collaborative learning environments within Kurdistan's universities. The findings are expected to inform pedagogical practices that integrate translanguaging and translation practices to enhance group dynamics and improve language learning outcomes.

This study aims at exploring EFL students' perspectives of the benefits and challenges of using translating and translanguaging during group collaboration across three dimensions: Communication, group dynamics and task performance. Additionally, it seeks to investigate the influence of the learner-related and contextual variables on these attitudes.

Research Questions

The current study tries to answer the following questions:

1. What are the perceived benefits and challenges of employing translanguaging and translation in group collaboration across the three dimensions: communication, group dynamics, and task performance?
2. How do learner-related variables (age, L1, and English proficiency) impact students' reported attitudes towards translanguaging and translation practices use across the dimensions of communication, group dynamics, and task performance?
3. How do contextual variables (place of residence) influence students' reported opinions towards translanguaging and translation practices use across the dimensions of communication, group dynamics, and task performance?

2. Literature Review

2.1 Translanguaging and Translation

The term "translanguaging" is Colin Baker's English translation of a Welsh term "trawysieithu" (Baker, 2001, p. 281). It was originally introduced by Williams (1994) who employed the Welsh term "trawsieithu" to describe a pedagogical approach within bilingual Welsh/English educational contexts. Initially, the term emphasized students' use of two languages within the classroom, enabling them to draw on their stronger and more familiar language to support the development of proficiency in an additional language, ultimately aiming for a more balanced bilingual competence. Additionally, Cook (2010) introduced translation as pedagogical tool and an effective skillset in second language acquisition (SLA) and EFL classrooms. It is a communicative social activity used in cross-cultural and linguistic communication to support SLA and L2 teaching (Colina, 2015). From this perspective, language practices involving translation, code-switching, and the integration of multiple linguistic resources can be effectively incorporated into classroom practices to support multilingual learners' language development and learning (Song, Howard, and Olazabal-Arias, 2022).

Translanguaging is conceptualized as a dynamic communicative practice that transcends conventional language boundaries, fostering an integrated interplay of semiotic and linguistic resources (Kung, 2022). It is observed as a universal ability that is reflected in natural translation, which Harris and Sherwood (1978) described as “the translating carried out in everyday situations by individuals without any formal training.” (as cited in Laviosa, 2018. p.184). In this context, “translation [is] used to acquire linguistic, interlinguistic, and intercultural competence in fields other than translation studies” (González Davies 2014, as cited in Laviosa, 2018. p.199). Thus, the act of translating involves rendering discourse from one linguistic system into another, thereby enabling intercultural communication, supporting sociocultural adaptation, and safeguarding linguistic plurality (Baynham & Lee, 2019).

Baynham and Lee (2019) further emphasized that translanguaging can be conceptualized as a theoretical framework for understanding applied translation practices. It refers to the strategic use of diverse semiotic resources, which facilitate fluid and flexible language practices that go beyond traditional linguistic boundaries. In the same vein, Zuo and Walsh (2023), and Kung (2022) viewed translation, from a translanguaging perspective, as a collaborative process for meaning making in dynamic interactions involving linguistic translation and additional semiotic resources such as gestures and intonational patterns. This perspective emphasizes the dynamic interaction among languages in communication, illustrating how individuals effectively draw upon multiple linguistic resources across different contexts, which promotes a deeper understanding across languages and cultures (Baynham & Lee, 2019). Therefore, translation and interpreting are inherently translanguaging practices in which translanguaging spaces are constantly present and widespread (Han & Wen, in press).

2.2 Benefits and Challenges of Translanguaging and Translation in Collaborative Work

Translanguaging and Translation can be understood as interconnected phenomena within multilingual contexts, contributing to the development of language proficiency and the enhancement of creative expression. These practices facilitate the collaborative construction of meaning and encourage critical engagement with diverse cultural perspectives, thereby positioning them as effective pedagogical approaches in both educational and professional settings (Sato & García, 2023).

Translanguaging is used as a coping strategy in a collaborative environment. It facilitates students' understanding and effective learning (Scopich, 2018), and it manages challenges in group work, enabling students to draw on their full linguistic repertoire to enhance comprehension of academic content (Alhassan, 2024). Besides, collaborative group work promotes the use of translanguaging, allowing students to clarify assignment tasks and engaged in effective cooperation (Ramchander, 2020). Research findings suggest that students who practice translanguaging and translation during group discussions demonstrate enhanced communication, deeper comprehension, greater inclusivity, and increased motivation (Lawi et al., 2025). These practices not only improve understanding but also promote active engagement, thereby making collaborative learning more

effective in diverse classrooms (Laviosa, 2018). Besides, these practices may save time, which can shrink students' anxiety and enhance their comprehension (Mollaei, Taghinezhad & Sadighi, 2017).

However, the incorporation of translanguaging and translation in collaborative learning introduces several challenges that educators need to address. These two concepts are often overlapped, confusing their distinct roles in language education. Also, the need for a multilingual pedagogical framework that goes beyond mere visibility and audibility of languages (Choi and Liu, 2021). Additionally, teachers may find it difficult to determine when to apply translanguaging as a pedagogical strategy versus traditional translation, due to insufficient training and limited resources, which may constrain their ability to create a collaborative learning environment (Nguyen, 2024). Moreover, balancing L1 and L2 interactions and integrating semiotic resources presents difficulties for both teachers and students (Setyaningrum, 2023). Meyer and Meyer (2023) further emphasized that managing varied linguistic backgrounds and cultural considerations may hinder effective communication and shared understanding among participants.

In summary, translanguaging and translation contribute to improved comprehension, enhanced communication, and more effective collaboration in multilingual group work. However, challenges such as time limitations, conceptual confusion, and difficulties in balancing languages and diverse backgrounds may hinder their effectiveness

2.3 Related Studies

Recent studies in EFL higher education context underscored the pedagogical value of translanguaging in enhancing learning outcomes. Research conducted in Thai context showed that translanguaging improves content learning, meaning-making, and classroom interaction, especially for learners with lower proficiency (Ambele & Nuemaihom, 2024). It also supports inclusivity and addresses learners' emotional and cognitive needs while promoting collaborative learning environments (Weerachairattana & Buripakdi, 2025). Moreover, translanguaging functions as a scaffolding strategy, enhancing comprehension, confidence, and participation in group activities (Thongwichit & Ulla, 2024). Positive perceptions among lecturers and students further highlight its role in knowledge construction (Nuemaihom et al., 2024). Similarly, Genc, Yuksel, and Curle's (2023) study in the Turkish context reported that translanguaging promoted inclusivity and rapport, lowering anxiety among students with limited English proficiency. It also created a more supportive and interactive environment, encouraging active participation. Moreover, in Texas Christian University context, translanguaging increased pre-service teachers' content knowledge, target language proficiency, and positive identity development (Velasquez, 2019).

In the Kurdistan region of Iraq context, Capstick and Ateek (2021) found that translanguaging created safe environment among refugees, generated new practices, provided opportunities to support positive identity and meaningful interaction within English language classrooms. Besides, translanguaging encouraged Kurdish EFL students to produce longer, more accurate, and higher-quality texts. It facilitated students' collaborative writing, enhanced their confidence and reduced their anxiety (Kareem, 2025)

Literature further showed examined translanguaging and translation in teaching and learning EFL context. Choi and Liu's (2021) study found that translation and translanguaging are intertwined

processes that enhance learning through using linguistic, emotional, social, and historical resources to create collaborative learning environments. These strategies enhanced Indonesian students' academic and social performances (Setyaningrum, 2023). Additionally, in California's context, Oliva, Donato, and Ricciardelli's (2020) study reported that translanguaging and translation enhance multilingual competence awareness and learner confidence, promote deeper comprehension and faster language acquisition across Romance languages, enhance metalinguistic awareness, and help students compare linguistic structures effectively. In the same vein, translanguaging and translation enhance comprehension, engagement, understanding, effective communication, critical thinking and language awareness (Kabir, 2019).

However, several challenges have been identified. These include restrictive English-only policies that limit L1 use and learner resistance to non-monolingual practices (Ambele & Nuemaihom et al., 2024; Thongwicht & Ulla, 2024). Additional issues involve limited understanding of translanguaging, concerns about proficiency levels, potential confusion, and insufficient teacher training (Alfian, 2022). Furthermore, entrenched monolingual ideologies continue to constrain effective implementation (Weerachairattana & Buripakdi, 2025).

3. Methodology

3.1 Research Design

This study employed quantitative survey research, which is the systematic gathering of information from participants to understand and predict some aspects of the behavior of the population of interest. It concerns with "the vital facts of people, their beliefs, opinions, attitudes, motivations, and behavior (Kerlinger & Lee, 2000, as cited in Mohjan, 2020, p.61).

3.2 Context and Participants

This study was conducted in the Department of English Language, College of Basic Education, University of Duhok, in the academic year 2024-2025. English serves as the medium of instruction in this department, and it offers a four-year program, which follows the Bologna Process. This process focuses on "communicative approach that encourages group communication among learners to exchange ideas in collaborative format" (Sultana, 2014, as cited in Hussein, 2024, p.520). Additionally, it emphasizes a student-centered approach to prepare students to become basic school teachers and teach English within the educational contexts of the Kurdistan Region labor market.

During group activities in the classroom, the researcher observed students use translanguaging and translating L2 terms while communicating with each other. After discussing this phenomenon with other teachers in the department, it was found that students in their courses also employed the same practices. Therefore, the researcher intended to explore the benefits and challenges of using translanguaging and translation in collaborative groups across the three dimensions of communication, group dynamics, and task performance.

The participants were selected from the third and fourth stages, as they were expected to have upper-intermediate to advanced proficiency in both English and their native language. So, by this stage in their studies, they have had more exposure to academic content, critical thinking tasks,

bilingual and multilingual environments. This allows them to engage in translanguaging and translation more naturally and effectively, which supports the aim of this study. The participants were chosen using a random sampling method. A total of (n=108) undergraduate EFL students took part in the survey including third year (=47) and fourth year (n=61) students; (n=35, 32.4%) males and (n=73, 67.6%) females. Table 1 below presents the demographic characteristics of the participants:

Table 1

Frequencies and Percentages of Demographic Characteristics of the Research Sample

Variables	Character	Frequency	Percentage
Gender	Male	35	32.4%
	Female	73	67.6%
First Language	Kurdish	103	95.4%
	Arabic	4	3.7%
	Persian	1	0.9%
Number of Languages	Two	43	39.8%
	Three	49	45.4%
	Four	16	14.8%
English Proficiency Level	Beginner	2	1.9%
	Intermediate	49	45.4%
	Advanced	52	48.1%
	Native-like	5	4.6%
Place of Residence	City	74	68.5%
	Town	15	13.9%
	Village	15	13.9%
	Other	4	3.7%

3.3 Data Collection Instrument

To obtain the needed data, the tool applied in this research was a questionnaire, which “is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.” (Kothari, 2004, p.102). The questionnaire consisted of two parts: The former section focused on the demographic data, while the later part included three dimensions that assessed students’ communication, group dynamic, and task performance. The questionnaire contained (18) close-ended items aimed at eliciting students’ opinions on the use of translanguaging and translation in group collaboration. Two expert instructors in applied linguistics reviewed the questionnaire to ensure its

content validity and alignment with the study's objectives. The experts provided feedback, particularly regarding word terminology, and their notes were carefully considered in the final version. The questionnaire sheet required the participants to rate the (18) items on five-point Likert- scale ranking from (5) strongly agree to (1) strongly disagree.

3.4 Data Collection

A pilot study was done with (n=5) students to check if the questionnaire was clear and easy to understand before using it in the main research (Muresherwa & Jita, 2022). Then, some hard or unfamiliar words were changed to easier ones based on students' feedback, so everyone could answer more easily. It took students about 20 to 30 minutes to finish the questionnaire. Then, it was administered to both third-and fourth year students during regular class time. The researcher briefly explained the purpose of the study, assured participants of confidentiality, and provided instructions for completing the questionnaire. Students were given approximately 20-30 minutes to respond, and all completed questionnaires were collected immediately after the session. The data collected were then entered into an Excel spreadsheet and prepared for analysis.

3.5 Validity and Reliability

For the content validity section, the questionnaire was reviewed by two expert instructors in applied linguistics to ensure its alignment with the research objectives. Both experts agreed on the content's relevance and appropriateness for the intended purpose. Additionally, questionnaire's reliability was verified using the Cronbach's alpha method, where the questionnaire was applied to a sample of (5) students. It was found that the value of the reliability coefficient of the tool is equal to (0.885), which is a high value indicating that the questionnaire has a good reliability coefficient and can be relied upon to measure students' views on the benefits and challenges of using translanguaging and translation in group collaboration.

3.6 Ethical Consideration

Ethical considerations were carefully addressed throughout the study to ensure participants' rights and privacy were respected. Informed consent was obtained, and participants were assured that their responses would remain confidential and anonymous. Additionally, they were free to withdraw from the study at any time without any consequences.

3.7 Data Analysis

Data were analyzed using descriptive statistics, including a one-sample t-test and an analysis of variance (ANOVA). They were conducted to assess the benefits and challenges of using translanguaging and translation in collaborative group activities, in order to determine whether statistically differences between groups and within groups existed, with statistical significance set at $p \leq .05$.

4. Results and Discussion

4.1 Results

4.1.1 Results of the First Question

To answer the first research question, which states “What are the perceived benefits and challenges of employing translanguaging and translation in group collaboration across the three dimensions: communication, group dynamics, and task performance?”, the data were processed using a t-test, as shown below in Table 1, Table 2, and Table 3:

Table 2*Benefits and Challenges of Using Translanguaging and Translation for Communication*

Variable	N.	Mean	Sd.	t-value	Sig.
Benefits	108	11.546	1.997	13.250	0.001
Challenges	108	9.759	2.165	3.644	0.001

The results in Table 2 indicated that the use of the translanguaging and translation practices has a positive statistically significant effect on communication among students, as the mean score ($M=11.546$, $SD=1.997$) was higher than the hypothetical mean of (9) scores. However, the results related to the challenges showed that the mean score was ($M= 9.759$, $SD= 2.165$), suggesting a statistically significant effect concerning the challenges students face in practicing translanguaging and translation in group activities. This indicates that students experienced both benefits and challenges; however, the benefits were stronger in using translanguaging and translation in terms of communication.

Table 3*Benefits and Challenges of Using Translanguaging and Translation for Group Dynamics*

Variable	N.	Mean	Sd.	t-value	Sig.
Benefits	108	11.120	2.022	10.898	0.000
Challenges	108	9.602	2.050	3.050	0.003

The results shown in Table 3 revealed a positive statistically significant effect of using translanguaging and translation on group dynamics and interaction, as the mean score ($M=11.120$, $SD=2.022$) was greater than the hypothetical mean of (9) scores. Concerning the challenges, the results also showed a statistically significant effect, as the mean score was ($M=9.602$, $SD=2.050$). This indicates that students faced some challenges in using translanguaging and translation during their interaction in groups. This reveals that participants experienced both merits and shortcomings; however, the merits were stronger on using translanguaging and translation in terms of group dynamics.

Table 4*Benefits and Challenges of Using Translanguaging and Translation for Task performance*

Variable	N.	Mean	Sd.	t-value	Sig.
Benefits	108	11.259	2.115	11.100	0.001
Challenges	108	10.074	2.181	5.116	0.001

The results presented above in Table 4 indicated a statistically significant effect on both the benefits and challenges of using translanguaging and translation on task completion. The mean score of benefits was ($M=11.259$, $SD=2.115$), While in the challenges, the mean score was ($M=10.074$, $SD= 2.181$). Both scores were higher than the hypothetical mean, which is (9) score. This indicates that students experienced both advantages and disadvantages; however, the advantages were stronger on using translanguaging and translation in terms of their task performance.

4.1.2 Results of the Second Question

To answer the second research question, which states “How do learner-related demographic variables (gender, first language, number of spoken languages, and English proficiency level) impact students’ reported attitudes towards the benefits and challenges of using translanguaging and translation practices across the dimensions of communication, group dynamics, and task performance?” the data were analyzed statistically, as follows:

A. Results Related to the Differences according to Gender Variable

Table (5)

Differences in Students’ Views on the Benefits and Challenges of Translanguaging and Translation by Age

Variable	Gender	N.	Mean	Sd.	t-value	Sig
Benefits	Male	35	33.086	4.415	1.301	0.196
	Female	73	34.329	4.752		
Challenges	Male	35	29.029	4.630	0.624	0.534
	Female	73	29.630	4.721		

The results presented above in Table 5 indicated that there was no statistically significant difference in gender views on the benefits and challenges of using translanguaging and translation in the three dimensions of communication, group dynamics, and task completion. Regarding the benefits, the results showed that the mean scores of both males ($M=33.086$) and females ($M= 34.329$) were close. The same case was with students’ views on the challenges, with the mean scores for male students were ($M=29.029$) and females ($M=29.630$). This shows that both genders have very close views regarding the benefits and challenges of using translanguaging and translation in all dimensions of communication, group dynamics, and task performance.

B. Results Related to the Differences according to Students’ First language variable

Table 6

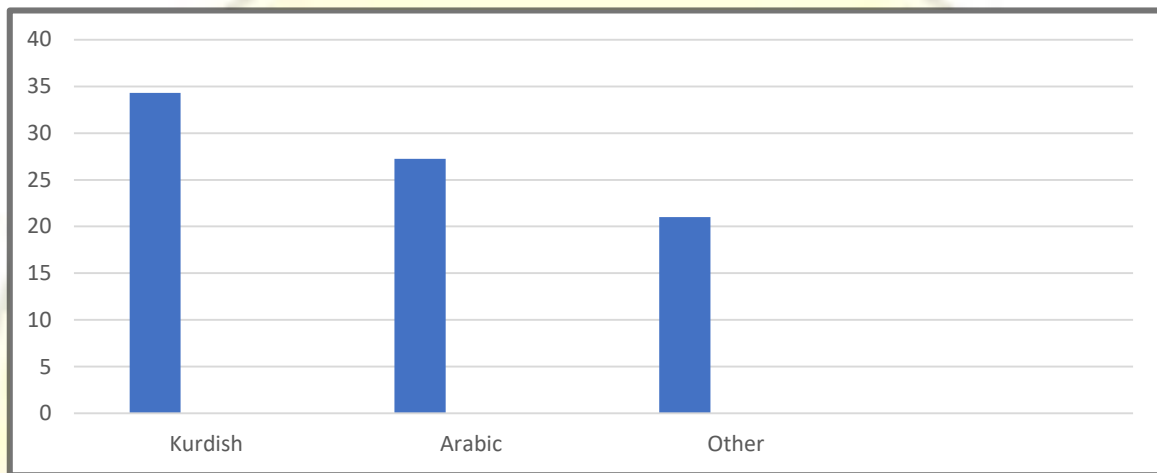
Differences in Students’ Views on the Benefits and Challenges by their L1 Variable

Variable	Variance Source	Sum of squares	df.	Mean of Squares	F-value	Sig.
Benefits	Between Groups	360.599	2	180.300	9.635	0.001
	Within Groups	1964.808	105	18.712		
Challenges	Between Groups	51.090	2	25.545	1.171	0.314
	Within Groups	2291.456	105	21.823		

The results presented above in Table 6 revealed a statistically significant difference in students' views on the benefits of using translanguageing and translation due to students' L1 (mother tongue) variable. This indicates that students in different groups varied significantly in their use of translanguageing and translation. However, no statistically significant difference was shown in their views on the challenges due to L1 variable. The differences in the sample's views on the benefits of using translanguageing and translation are illustrated below in Figure 1:

Figure 1

Difference in Students' Views on the Benefits of Translanguageing and Translation by their L1



As shown in Figure 1, students whose L1 is Kurdish reported that translanguageing and translation were beneficial in group work activities, whereas students whose first languages were Arabic and Persian demonstrated lower levels of response.

C. Results Related to the Differences based on the Number of Spoken Languages Variable

Table 7

Differences in Students' Views on the Benefits and Challenges by their Number of Spoken Languages

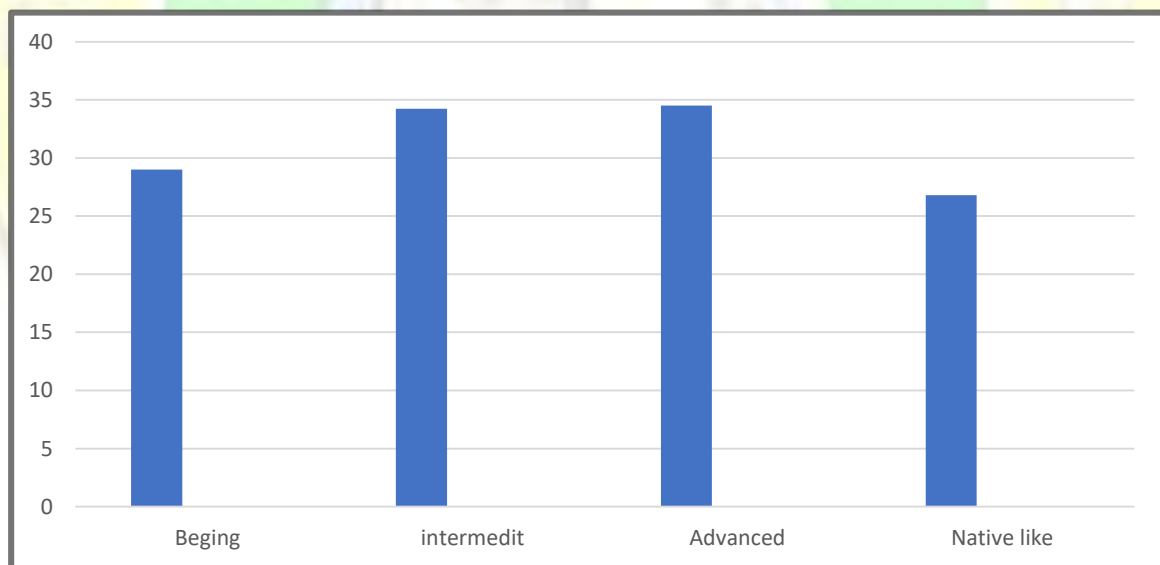
Variable	Variance Source	Sum of squares	df.	Mean of Squares	F-value	Sig.
Benefits	Between Groups	116.294	3	38.765	1.825	0.147
	Within Groups	2209.113	104	21.241		
Challenges	Between Groups	18.532	3	6.177	0.276	0.842
	Within Groups	2324.015	104	22.346		

The results presented above in Table 7 showed no statistically significant difference in the students' views on the benefits and challenges of using translanguageing and translation in the three dimensions of communication, group dynamics, and task performance due to the number of spoken languages variable.

D. Results Related to the Differences according to the English proficiency Level variable**Table 8***Differences in Students' Views on the Benefits and Challenges by Students' Language proficiency Variable*

Variable	Variance Source	Sum of squares	df.	Mean of Squares	F-value	Sig.
Benefits	Between Groups	325.096	3	108.365	5.634	0.001
	Within Groups	2000.311	104	19.234		
Challenges	Between Groups	107.311	3	35.770	1.664	0.179
	Within Groups	2235.235	104	21.493		

The results presented in Table 8 indicated a statistically significant difference in students' views on the benefits of using the translanguaging and translation due to the students' level of English language proficiency variable ($F = 5.634$, $p = 0.008$). However, no statistically significant difference was found on students' perspectives regarding the challenges. The differences in the students' views on the benefits of using the translanguaging can be illustrated below in Figure 2:

Figure 2*Differences in Students' Views on Benefits by Students' Language proficiency*

As shown above in Figure 2, students who have intermediate and advanced English proficiency levels found that using translanguaging and translation were beneficial among group members in accomplishing their tasks, while beginners and native like levels showed less responses. This indicates that students in different groups varied significantly in their use of these practices in collaborative groups.

4.1.3 Results Related to the Third Research Question

To answer the third research question, which states “How do contextual variables (place of residence) impact students’ reported perceptions towards the benefits and challenges of using translanguaging and translation practices across the dimensions of communication, group dynamics, and task performance?”, the data were processed statistically, as follows:

A. Results Related to the Differences according to the place of residence:

Table 9

Difference in students’ views for benefits and challenges by Students’ place of residence

Variable	Variance Source	Sum of squares	df.	Mean of Squares	F-value	Sig.
Benefits	Between Groups	58.462	3	19.487	0.894	0.447
	Within Groups	2266.945	104	21.798		
Challenges	Between Groups	36.254	3	12.085	0.545	0.653
	Within Groups	2306.293	104	22.176		

The results presented in Table 9 revealed no statistically significant differences in students’ views on the benefits and challenges of using translanguaging and translation across the three dimensions of communication, group dynamics, and task performance due to the place of residence variable.

4.2 Discussion

This study aimed at exploring EFL students’ perspectives of the benefits and challenges of using translanguaging and translation during group collaboration across three dimensions: Communication, group dynamic and task performance. It also sought to investigate the influence of the learner-related and contextual variables on these attitudes. The discussion section concentrates on these dimensions and variables, as follows:

4.2.1 Communication Dimension

The findings of this dimension showed a statistically significant difference indicating that students experienced the benefits of translanguaging and translation practices in collaborative groups more strongly than their challenges. This suggests that using bilingual/multilingual practices are generally viewed as beneficial in expressing students’ ideas clearly, enabling them to better understand their group members, and clarifying complex ideas or concepts during discussions (see Appendix AT1). These results confirm previous findings where translanguaging and translation were perceived to be useful in enhancing deeper comprehension and effective communication (Kabir, 2019, Oliva, Donato, and Ricciardelli, 2020).

However, some challenges were experienced, such as relying on multiple languages reduces students’ confidence in expressing their ideas clearly. These findings contradict with the findings of (Oliva, Donato, and Ricciardelli, 2020; Thongwicht & Ulla, 2024; Kareem; 2025) who indicated that translanguaging and translation enhanced students’ confidence in communication. This may suggest

that teachers should provide clear guidance on using bilingual or multilingual approach to create a supportive classroom environment.

4.2.2 Group Dynamics Dimension

The findings of this dimension revealed a statistically significant difference, indicating that participants gained more benefits of translinguaging and translation practices in group collaboration more than challenges. The findings may be interpreted by the interactive nature of group activities, as a majority of students reported that translinguaging and translation encouraged them to be active in the group, made communication more inclusive, and created a positive and supportive group environment (see Appendix TA2). These findings are consistent with (Kabir, 2019, Setyaningrum, 2023, and Thongwicht & Ulla, 2024), who found that these practices improved collaborative learning environment among students. However, some participants experienced challenges in group activities, as some members feel they left out or excluded. This may suggest the need for teacher facilitation and structured guidelines to minimize these feelings of exclusion.

4.2.3 Task Performance Dimension

The findings of this dimension disclosed a statistically significant difference indicating that students experienced benefits in using translinguaging and translation practices in collaborative group more strongly than their challenges. These findings suggest that these practices are noticed as beneficial in improving their ability to contribute in group tasks, helping them to better understand task instructions or requirements, enabling them to complete tasks effectively with high-quality results. The result of students understanding better when they use these practices is aligned with Thongwicht and Ulla (2024), who found that translinguaging improved students' comprehension. Nevertheless, some challenges in group activities are experienced, as these practices created confusion and distraction, which affected individual's ability to develop English proficiency during the assignment. Additionally, the tasks required extensive review to insure consistency. The finding of students' confusion is consistent with Alfian (2022), who found translinguaging create confusion among students. Nevertheless, the finding of students' disability to improve their English language proficiency contradicts with Velasquez (2019), who found translinguaging enhance students' target language proficiency.

4.2.4 Demographic and Contextual Variables

The findings revealed no statistically significant difference regarding the variables of gender, number of spoken languages and place of residence. This may be attributed to that when teachers allow flexible language use, students develop a common norm, which encourages them to use translinguaging and translation to communicate and collaborate in groups regardless of their gender, multilingual background, and place of residence.

Additionally, the findings related to students' L1 and English language proficiency level variables reveal a statistically significant difference indicating that students whose mother tongue is Kurdish experienced benefits more strongly than those whose L1 is Arabic or Persian. This may be attributed to that the majority of students' L1 is Kurdish (95.1%) and they used this language more in collaborative group activities. Moreover, students who have intermediate to advanced English proficiency level experienced benefits more than those who have beginner proficiency level. This finding contradicts with (Genc, Yuksel, and Curle, 2023; Ambele an& Nuemaihom, 2024) who found students with low proficiency obtained advantages from translinguaging practices in the classroom. This suggests that Kurdish EFL students with good English proficiency level prefer translinguaging

and translation practices to show solidarity with peers through shared language, clarify meaning, and negotiate ideas to complete their tasks regardless of their linguistic background.

5.Implications

Employing translanguaging and translation practices in the EFL classroom entails significant implications for both the English department and the curriculum. At the departmental level, these practices support the adoption of inclusive pedagogical policies that validate students' linguistic repertoires, thereby enhancing equity and engagement. For curriculum design, translanguaging and translation practices highlight the need to incorporate flexible strategies that align communicative fluency with accuracy-focused scaffolding. This approach can enrich instructional materials by incorporating tasks that enable learners to draw upon their L1 while developing proficiency in English. Consequently, the department benefits from a more inclusive teaching philosophy, while the curriculum transforms to reflect diverse learner needs and contemporary educational practices.

6.Conclusion

The study's findings provide meaningful insights for diverse stakeholders and hold potential to substantially advance the existing body of literature on bilingual/multilingual practices, by fostering a more nuanced understanding of undergraduate EFL students' perspectives regarding the benefits and challenges of using translanguaging and translation within group collaboration. The findings revealed that students benefit from these practices in three dimensions: communication, group dynamics, and task performance. Translanguaging and translation help students to better understand each other, clarify complex ideas or concepts, create supportive group environment, complete tasks with high-quality results, and foster inclusivity. However, these practices also posed certain challenges, including distractions and feelings of exclusion among non-dominant language speakers, which negatively affected individuals' ability to develop English proficiency during the assignment.

Additionally, demographic variables of gender, number of spoken languages and place of residence have not affected students' practices of translanguaging and translation in a collaborative group. However, intermediate to advanced proficiency level learners generally viewed translanguaging and translation more positively than beginners or near-native speakers, though challenges were common across all levels. Besides, students whose mother language is Kurdish obtain greater benefits from bilingual/ multilingual practices compared to those with Arabic and Persian backgrounds.

Based on the findings, it is recommended to employ structured translanguaging and translation pedagogy and explicit guidelines for equitable participation, which may help mitigate these issues. A limitation of this study is its focus on third- and fourth-year students at a single university, which may not fully reflect the experiences of learners at other levels or in different institutional settings. Future studies could benefit from mixed-methods approaches to gain deeper insights into students' lived experiences and extend the findings to broader educational contexts.

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Appendix

Table A1

Benefits of Using Translanguaging and Translation for Communication

Item	Disagree		Neutral		Agree	
	F	%	F	%	F	%
1. Translanguaging and translation help me express my ideas more clearly in group discussions.	3	2.8	23	21.3	82	75.9
2. Using translanguaging and translation allows me to understand my group member	7	6.5	24	22.2	77	71.3
3. Translanguaging and translation help in clarifying complex ideas or concepts during discussions.	10	9.3	30	27.8	68	63.0

Table A2

Challenges of Using Translanguaging and Translation for Communication

Item	Disagree		Neutral		Agree	
	F	%	F	%	F	%
4. The need to translate thoughts slows down my ability to respond promptly in discussions.	26	24.1	35	32.4	47	43.5
5. Relying on multiple languages makes it harder to maintain a consistent flow of conversation.	30	27.8	36	33.3	42	38.9
6. Translanguaging and translation sometimes reduces my confidence in expressing ideas clearly.	32	29.6	19	17.6	57	52.8

Table A3

Benefits of Using Translanguaging and Translation for Group Dynamics

Item	Disagree		Neutral		Agree	
	F	%	F	%	F	%
7. Translanguaging and translation encourage more active participation in the group, as everyone can contribute in their preferred language.	10	9.3	21	19.4	77	71.3
8. Using multiple languages in the group makes communication more inclusive for all group members.	18	16.7	36	33.3	54	50.0
9. Translanguaging and translation help to create a positive and supportive group environment.	9	8.3	34	31.5	65	60.2

Table A4*Challenges of Using Translanguaging and Translation for Group Dynamics*

Item	Disagree		Neutral		Agree	
	F	%	F	%	F	%
10. Translanguaging and translation sometimes lead to division within the group, with certain members feeling excluded or left out.	30	27.8	37	34.3	41	38.0
11. Translanguaging and translation can create unequal participation, as some group members dominate the discussion.	26	24.1	45	41.7	37	34.3
12. Using multiple languages can lead to a sense of exclusion for some group members.	19	17.6	35	32.4	54	50.0

Table A5*Benefits of Using Translanguaging and Translation for Task Performance*

Item	Disagree		Neutral		Agree	
	F	%	F	%	F	%
13. Translanguaging and translation improve my ability to contribute effectively to completing tasks in the group.	11	10.2	20	18.5	77	71.3
14. Translanguaging and translation help me understanding the instructions or requirements of the task better.	9	8.3	20	18.5	79	73.1
15. The use of translanguaging and translation allow my group to complete a task more efficiently and with higher quality results.	14	13.0	39	36.1	55	50.9

Table A6*Challenges of Using Translanguaging and Translation for Task Performance*

Item	Disagree		Neutral		Agree	
	F	%	F	%	F	%
16. Translanguaging and translation sometimes distract the group from focusing on the main task.	27	25.0	34	31.5	47	43.5
17. Translanguaging and translation limit my ability to develop proficiency in one language during group tasks.	25	23.1	36	33.3	47	43.5
18. Tasks often need extra review to ensure accuracy when translanguaging is used.	16	14.8	33	30.6	59	54.6