

Student-Related Factors Shaping Teachers' Pedagogical Translanguaging Decisions in a Vietnamese University EFL Program

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Translanguaging has increasingly been recognized as a pedagogical practice in EFL classrooms. Previous studies have mainly focused on translanguaging practices, perceptions, and functions, while paying limited attention to student-related factors that shape teachers' translanguaging decisions. Therefore, this study explores how student-related factors influence teachers' pedagogical translanguaging decisions in Vietnamese EFL university classrooms. This qualitative case study employed semi-structured interviews with Vietnamese EFL university teachers. The study analyzed the data using thematic analysis. The findings suggest that teachers' translanguaging decisions were influenced by three dimensions of student-related factors: cognitive, affective, and interactional factors. Teachers reported using translanguaging to support students' comprehension, reduce emotional pressure, and maintain classroom interaction. The study also highlights how cognitive, affective, and interactional factors shape teachers' pedagogical translanguaging decisions in Vietnamese EFL higher education contexts.

Keywords: translanguaging, student-related factors, EFL classrooms, higher education

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North American Journal of Psychology, 2026, Vol. 28, No. 4, 2517-2533
© NAJP <https://doi.org/10.65696/001c.173267>