

Development of a Translanguaging Academic Guidance Model: Integration of Academic Guidance/Learning to Overcome Student Language Anxiety

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ABSTRAK

This study developed the Translanguaging Academic Guidance model as a systematic framework to address students' language anxiety in the context of internationalized higher education. Using the Systematic Literature Review method with the PRISMA protocol, this study synthesizes twenty empirical studies from the Scopus and Google Scholar databases for the period 2020-2025 to construct an integrative model that links the principles of translanguaging with academic guidance practices. The findings indicate that language anxiety is a multidimensional phenomenon influenced by psychological factors, learning modalities, and institutional linguistic ideology. The developed model operationalizes translanguaging through five dimensions of intervention: strengthening emotional intelligence, integrated content-language learning, developing meaning-based linguistic competence, creating safe translanguaging spaces, and transforming multilingual ideology. The results of the study show that the translanguaging approach in academic guidance is effective in reducing psychological barriers to language by validating students' linguistic repertoires as cognitive assets. Practical implications include recommendations for training academic advisors to systematically implement translanguaging strategies, as well as transforming institutional policies towards a linguistically inclusive academic ecosystem that is responsive to the diversity of students' language profiles.

INTRODUCTION

Globalization and internationalization of higher education have brought their own complexities to the contemporary academic landscape, where students are faced with the inevitable demand to master a foreign language as a medium of learning. The phenomenon of language anxiety has emerged as a significant psychological barrier that affects students' academic performance, especially in the context of learning that uses a language other than their mother tongue. Language anxiety manifests itself in various dimensions, including fear of negative evaluation, communicative apprehension, and anxiety in situations where the target language is used, which cumulatively contribute to decreased learning motivation and suboptimal academic achievement (Tang et al., 2024). This condition is exacerbated by conventional learning paradigms that tend to be monolingual and ignore the complete linguistic repertoire possessed by students, thereby creating cognitive dissonance between actual language capacity and institutional expectations.

In responding to these issues, the translanguaging approach emerges as a progressive pedagogical alternative that recognizes and utilizes all of the learner's linguistic resources in a dynamic and functional manner. Translanguaging transcends artificial boundaries between languages by facilitating the fluidity of linguistic code switching according to communicative context and cognitive needs, thereby optimizing meaning construction and the internalization of academic concepts (Cahyanti & Dharmawan, 2025). The practice of translanguaging is not merely a compensatory strategy, but a representation of the inherent reality of multilingual cognition, where language systems function integratively within a single communicative repertoire. The implementation of translanguaging in academic settings has demonstrated significant potential in reducing psychological barriers to language, increasing cognitive engagement, and strengthening learners' linguistic identity (Dovchin, 2021).

However, the application of translanguaging in the context of academic advising or learning counseling is still a relatively unexplored area in higher education literature. Academic advising has a strategic position as a support system designed to identify, diagnose, and intervene in various student learning barriers, including affective dimensions such as language anxiety. The integration of the translanguaging approach into the academic guidance framework has the potential to create a psychological comfort zone conducive for students to express their learning difficulties without being burdened by rigid linguistic performance pressure (Zhu & Li, 2025). This study seeks to develop the Translanguaging Academic Guidance model as a systematic framework that integrates translanguaging principles with academic guidance practices to address student language anxiety holistically. The developed model will operationalize translanguaging strategies in various stages of the guidance process, from needs assessment and problem diagnosis to intervention and evaluation, taking into account the sociolinguistic context and institutional characteristics of higher education in Indonesia. Through the development of this model, it is hoped that a more linguistically inclusive and responsive academic

ecosystem can be created that accommodates the diversity of students' language profiles, while providing evidence-based solutions to address the problem of language anxiety, which is becoming increasingly prevalent in the era of internationalized higher education (Tai, 2025; Vu et al., 2025).

METHODOLOGY

This study adopts a qualitative approach with a *Systematic Literature Review* (SLR) design to construct a comprehensive and empirically evidence-based Translanguaging Academic Guidance model. The SLR method was chosen for its ability to synthesize previous research findings in a systematic, transparent, and replicable manner, thereby producing a robust and validated theoretical framework (Page et al., 2021). The literature search process was conducted through multiple academic databases, including Scopus and Google Scholar, covering publications from 2020 to 2025 to ensure the timeliness and relevance of the findings. The search string was constructed using a combination of Boolean operators with the following keywords: "translanguaging," "academic guidance," "academic counseling," "language anxiety," "foreign language anxiety," "multilingualism," "higher education," and "student support." The inclusion criteria were set to include peer-reviewed journal articles, dissertations, and international conference proceedings that discussed translanguaging practices in the context of higher education, language anxiety interventions, and academic guidance systems, with the limitation of publications in English and Indonesian. Conversely, exclusion criteria included publications that were not available in full text, opinion articles without empirical data, and studies whose context was not relevant to the higher education setting.

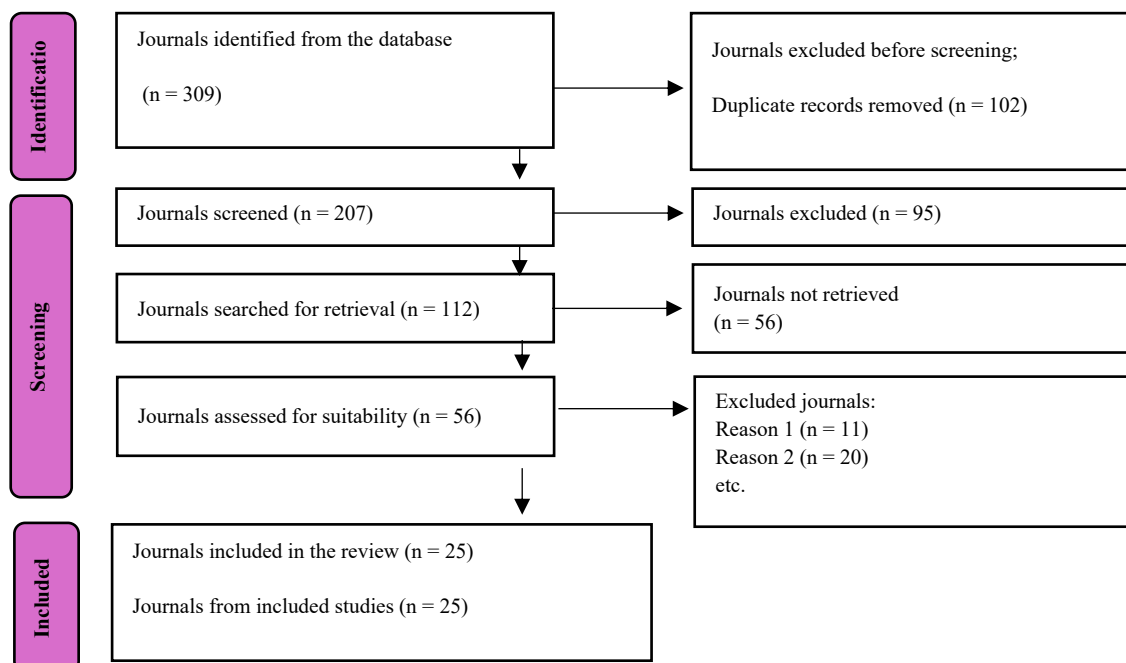


Figure 1. Prisma Flowchart

RESEARCH RESULT

Journal Article Screening

The literature selection process in this study followed a systematic protocol based on PRISMA, which consisted of three main stages: identification, screening, and inclusion. In the initial identification stage, 309 articles were found through a comprehensive search of various academic databases using predetermined search strings. The first curation step involved eliminating duplicates using reference management software, which resulted in the removal of 102 duplicate articles, leaving 207 unique articles for further evaluation. The screening stage was carried out through a systematic assessment of titles and abstracts based on predefined inclusion and exclusion criteria, resulting in the exclusion of 95 articles that were deemed irrelevant to the thematic or contextual focus of the study. Of the 112 articles that passed the initial screening, an in-depth full-text assessment was conducted to verify the suitability of the content with the research objectives, where 56 articles were excluded due to limited full-text access, inadequate methodology, or substance of discussion that was not aligned with the translanguaging framework in the context of academic guidance. The feasibility evaluation stage of the remaining 56 articles resulted in more specific categorization, with 11 articles excluded due to methodological reasons or focus incompatibility (Reason 1), and 20 other articles excluded due to contextual limitations or redundancy of findings (Reason 2). At the inclusion stage, 25 articles that met all quality and relevance criteria were successfully included in the systematic review, and an additional 25 articles from the dissertation study search that had significant theoretical contributions were also integrated, so that the total analysis corpus included 25 primary sources that formed the basis for the construction of the Translanguaging Academic Guidance model in this study.

Brief Summary of Key Findings

Table 1. Synthesis of Findings

No.	Author & Year	Research Focus	Method	Main Findings	Subject	Relevance to Research
1	(Chen et al., 2024)	Interaction between trait emotional intelligence, foreign language anxiety, and foreign language enjoyment in speaking classes	Quantitative correlational study with regression analysis on 274 Chinese EFL graduate students	EI trait significantly correlated with FLE and FLA; EI trait was a stronger predictor of FLA than FLE; well-being and emotionality significantly contributed to both variables	274 graduate students learning EFL in China	Identifying psychological factors (trait EI) that influence language anxiety, relevant for the development of EI-based interventions in academic guidance models
2	(Luna Az Zahra & Rahmawati, 2024)	The effect of integrated online learning on student anxiety in English language learning	Quantitative using questionnaires, descriptive analysis, Kolmogorov-Smirnov test, ANOVA, and Bonferroni test on 117 early-level students	Online integrated learning has a significant impact on anxiety levels (F=166.159, p<0.001); low anxiety is associated with higher English scores	117 new students in the English Education Program at UMKT	Demonstrated a significant relationship between learning modalities and language anxiety and academic performance, supporting the need for a learning environment that reduces anxiety

3	(López-Medina & Casado, 2024)	CLIL as a competency-based coping strategy to address foreign language anxiety in higher education	Quasi-experimental with pre-post questionnaires in three comparative classes (n=76) using the CLIL and EMI approaches	Competency-based CLIL has been proven to be more effective in reducing foreign language anxiety than conventional EMI among prospective teachers in a bilingual classroom setting.	76 Spanish-speaking prospective teachers at the Complutense University of Madrid	Providing empirical evidence of the effectiveness of integrated learning approaches in reducing language anxiety, in line with the principles of translanguaging
4	(Elias & Amy, 2021)	The effect of multilingualism on EFL learning: a comparison of foreign language anxiety and self-confidence between bilingual and multilingual students	Quantitative survey using FLCAS with exploratory factor analysis on 354 students (163 bilingual, 191 multilingual)	Bilingual students experienced higher FLA but also had greater self-confidence than multilingual students; multilingualism played a role in reducing FLA	354 students at a public university in Saudi Arabia	Indicates that a broader linguistic repertoire (multilingualism) can mitigate language anxiety, supporting the rationale for translanguaging in academic guidance
5	(Alamer et al., 2025)	Reduction of language anxiety through improved language achievement: an experimental study	Experimental with conditional LGCM, two groups of students were followed at three time points during one semester	Significant improvement in vocabulary mastery significantly reduced L2 anxiety without explicit anxiety control strategies; language enhancement strategies were more effective than anxiety reduction strategies	Students in the English as a Second Language Department program	Provides experimental evidence that focusing on enhancing linguistic competence is an effective intervention for addressing language anxiety in academic counseling
6	(Toyama & Yamazaki, 2021)	Classroom interventions and foreign language anxiety: a systematic review with a narrative approach	Systematic literature review of 40 experimental studies from ProQuest and Scopus (2007-2020)	Identification of seven features of effective classroom interventions, categorized as student-student interaction, student-teacher interaction, self-management, and mood boosters; interventions are individual or interactive	40 experimental studies on FLA interventions	Provides a comprehensive framework on the types of effective interventions for FLA that can be adapted in the Translanguaging Academic Guidance model
7	(Arancón Rey, 2025)	The impact of oral exam design on reducing anxiety among bilingual elementary school students in science subjects	Pre-post test design with a specific protocol, using a 33-item questionnaire on 6th grade students in bilingual programs	The didactic technique protocol showed a significant impact in reducing oral exam anxiety among students in bilingual programs	Sixth-grade elementary school students in bilingual programs	Demonstrate the effectiveness of structured interventions in a bilingual context to reduce anxiety, applicable to a multilingual higher education context
8	(Tai & Lee, 2024)	Mitigating foreign language	Multimodal Conversation	The Transpositioning-	Ethnic minority students in	Providing a theoretical

		anxiety among ethnic minority students through co-learning with a transpositioning perspective	Analysis and Interpretative Phenomenological Analysis with video-stimulated recall interviews	Translanguaging-Co-Learning approach in a safe translanguaging space effectively reduces CAL learning anxiety by positioning teachers and students as equal contributors	Hong Kong in Chinese-as-Additional-Language classes	framework of translanguaging in the context of guidance that emphasizes a safe linguistic space to reduce anxiety, highly relevant to the model developed
9	(Tai, 2025)	Unequal translanguaging: affordances and limitations of translanguaging space in reducing foreign language anxiety	Multimodal Conversation Analysis and Interpretative Phenomenological Analysis on classroom interaction data and video-stimulated recall interviews	Emotionally safe translanguaging spaces can mitigate CAL learning anxiety, but teachers' reliance on specific linguistic resources limits transformative potential by not utilizing students' entire linguistic repertoire	Ethnic minority students in Chinese-as-Additional-Language classes in Hong Kong	Identifying challenges in implementing translanguaging in practice is crucial for developing holistic guidance models that utilize the full linguistic repertoire
10	(Cenoz et al., 2024)	Pedagogical translanguaging and teachers' perceptions of anxiety	Mixed-method with questionnaires and open-ended questions on 124 teachers who implemented pedagogical translanguaging activities	Pedagogical translanguaging is associated with reduced student anxiety and teacher guilt in using multiple languages; results are related to monolingual vs. multilingual ideology	124 teachers who participated in an in-service course on pedagogical translanguaging	Provides empirical evidence on the effectiveness of pedagogical translanguaging in reducing language anxiety, directly relevant to the operationalization of the model in academic guidance
11	Mega Ralasari S., Amelia Atika, 2019	Implementation of the Tutoring Program at State Senior High Schools in Pontianak City	Data reduction, data presentation, and drawing conclusions or verifying the tutoring program model	Actual model for developing the Guidance and Counseling program in the field of learning guidance at State Senior High School in Pontianak City Guidance and Counseling Teachers conduct needs assessments using only DCM and sociometric instruments for data collection, not data analysis	Pontianak State High School	Describe factually the development of the Guidance and Counseling program, including the strengths and weaknesses of the Guidance and Counseling program in the field of academic guidance
12	AB Anuar, A Fahmi, 2024	The Relationship Between Academic Guidance Services and Student	A quantitative approach with a descriptive correlational analysis design	Academic guidance services and student learning motivation are at a high level. This finding highlights the	83 students at SMAN 11 Luwu	Examining the relationship between tutoring services and learning motivation

		Learning Motivation		importance of academic guidance services as a key instrument in improving student learning motivation		
13	SL Ramadani, T Suratno, 2022	Tutoring Program for Students with Reading Difficulties in Lower Elementary School Grades	Qualitative approach and case study method	Students who experience difficulties in reading require a monthly program tutoring services learning in the form of a matrix and evaluation. Thus, the process of learning activities for students who experience difficulties in reading can be served and run well according to their needs.	Cikande State Elementary School Permai Grade III	How has the tutoring provided by teachers so far to students who have difficulty reading and designing a tutoring service program that is needed for students who have difficulty reading
14	AM Rahmayani, T Suratno,	Tutoring Program for Students with Learning Difficulties in Mathematics in Grade III at SDN Tapos 2	Qualitative approach and case study method	Students with learning difficulties in mathematics require a tutoring service that includes a monthly program a tutoring service in the form of a matrix, as well as an evaluation of questions.	Grade III at Tapos 2 State Elementary School	A tutoring service program that is an activity carried out in a structure within to serve and guide students who are still experiencing difficulties in their studies
15	Thirsia Hadi, Sapto Irawan, 2018	The Relationship Between the Implementation of Learning Guidance Services and Achievement Motivation	Saturation sampling technique	Most students have high achievement motivation, with a percentage of 81.6%, and tutoring services are in the high category, with a percentage of 67.1%.	Salatiga 1 Christian High School	The Relationship Between the Implementation of Tutoring Services and Students' Achievement Motivation
16	D Nurhidayatullah, R Wulandari, Z Sunusi, 2023	The Application of Tutoring Services Using Mind Mapping Techniques to Improve Learning Motivation	Interviews and Questionnaires	Participants taught have low motivation to learn. In addition, the guidance learning with method mind mapping is carried out in accordance with the procedures that have been planned with five stages.	Eighth-grade students at SMPN 32 Makassar	How does tutoring affect students' learning motivation?

17	C Tresnaratih, T Sunarto, 2022	Tutoring Services for Slow Learners (Case Study of Fourth-Grade Students at MI Ma'rifatul Ulum)	Case Study	There is a delay in learning in reading and writing experienced by students in grade four at MI Ma'rifatul Ulum.	Fourth-grade students at MI Ma'rifatul Ulum)	Tutoring services for slow learners during reading and writing activities
18	SD Ardhana, T Sunarto, 2022	Tutoring Services in Assisting Students with Reading Difficulties (Case Study in Class II SDN Tangkolo, Sukabumi Regency)	Qualitative approach and case study method	Students who have difficulty reading need a tutoring service that includes a program of guidance learning reading, and evaluation questions.	Grade II SDN Tangkolo, Sukabumi Regency	The tutoring program , which includes learning and evaluation of questions, is an activity conducted in a structured manner to serve and guide students who are still experiencing difficulties in their learning.
19	Teguh Prasetyo, Zelika Afaria, 2022	Online Mathematics Tutoring for Elementary School Students in Margomulyo Village	(1) checking students' learning completeness; (2) explaining the material being asked; (3) completing assignments; and (4) assessing learning outcomes.	The results of online mathematics tutoring from home have become an additional learning activity for elementary school students to reinforce the material learned at school.	Elementary School Students in Margomulyo Village	Mathematics tutoring program for elementary school students through community service
20	W Cendana, G Solarbesain, 2020	Development of Tutoring and the Rancabuaya Reading House	interviews, documentation and library studies pustaka	The development of tutoring and reading houses in Rancabuaya through the addition of types and quantities of books, online tutorial efforts through teaching materials and worksheets provided can support independent learning for children	children in the village at the elementary school around Rancabuaya	Providing a systematic, factual, and accurate description regarding facts, properties, and relationships between the phenomena under investigation
21	Muya Barida, Gefira Nurchaerunnisa, 2024	Effectiveness of Group Guidance with Group Investigation Learning Model to Develop Students' Assertiveness	Quantitative with Wilcoxon Test	There was a significant increase in students' assertiveness after being given group guidance with the group investigation learning model.	6 public junior high school students	The effectiveness of group guidance services in improving adolescent assertiveness.
22	Kamila Soraya, Herdi, 2025	Guidance and Counseling (BK) Program to	Systematic Literature Review (SLR)	The counseling program conducted by	Grade X MAN West Jakarta	Enhancing learning motivation can

		Develop Student Motivation in Madrasah Aliyah: Systematic Literature Review		providing group counseling services can increase student learning motivation by 30%.		provide an impact on higher education. Therefore , student motivation levels must be prioritized to achieve national educational objectives.
23	R Yulitri, Hadiarni, 2018	The Effect of Classical Guidance Services on Student Learning Independence in Grade VII MTSN PASIR LAWAS	Quantitative using experimental methods	There was an increase in student learning independence after being given classical guidance services.	Grade VII MTSN PASIR LAWAS	The effect of classical guidance services on student learning independence
24	Sinta Rahmatil Fadhilah, 2022	Counseling Teachers' Strategies in Learning Guidance and Counseling at MAN 2 Yogyakarta	Descriptive qualitative	There are three aspects of guidance and counseling strategies developed by guidance and counseling teachers at MAN 2 Yogyakarta in providing guidance and counseling for learning: 1) 2)	MAN 2 Yogyakarta	Understanding the strategies implemented by guidance counselors in practice guidance and learning counseling
25	Aswar, Edil Wijaya Nur, M. Amirullah, Fitriana, 2022	Construction of Tudang Sipulung as a Group Counseling Strategy for Bugis Adolescents in the Perspective of the KIPAS Counseling Model	Qualitative with the Three-Step Hermeneutic Analysis Method	The cultural values of Tudang Sipulung that can be integrated with the KIPAS counseling model include the counselor's self-positioning, discussion themes, attitudes, and positive thinking techniques, as well as specific KIPAS techniques.	High school adolescents in Sidenreng Rappang Regency	Group counseling strategies in the perspective of the KIPAS counseling model in serving clients or adolescents

DISCUSSION

Psychological Dimensions of Language Anxiety in an Academic Context

Language anxiety is a complex psychological construct that cannot be separated from the emotional and cognitive aspects of students in the learning process. Empirical findings show that emotional intelligence serves as a significant predictor of foreign language anxiety, where psychological well-being and emotion management substantially contribute to shaping students' affective experiences when using the target language (Chen et al., 2024). The interaction between an individual's emotional capacity and anxiety levels indicates that academic interventions need to consider not only linguistic aspects, but also

strengthen learners' emotional resilience as a foundation for reducing psychological barriers in foreign language communication.

Learning modalities also play a decisive role in configuring students' anxiety levels, as evidenced by the significant correlation between integrated online learning formats and fluctuations in anxiety intensity, which in turn affects academic achievement (Luna Az Zahra & Rahmawati, 2024). This finding underscores the urgency of creating an affectively responsive learning ecosystem, where the academic environment is designed to minimize psychological pressure while maximizing students' cognitive comfort zones. The practical implications point to the urgent need to integrate a holistic academic guidance approach, which focuses not only on linguistic remediation but also on constructing learning spaces that inherently reduce the emotional burden of language.

The Effectiveness of an Integrated Learning Approach in Anxiety Mitigation

The implementation of competency-based integrated content and language learning has demonstrated a comparative advantage in reducing foreign language anxiety when compared to conventional monolingual instructional approaches (López-Medina & Casado Casado, 2024). The learning paradigm that integrates academic substance with simultaneous language development creates an authentic context that reduces performative anxiety, as students' focus shifts from linguistic accuracy alone to meaning construction and conceptual understanding. This approach is in line with the fundamental principle of translanguaging, which views language as a dynamic resource for meaning-making rather than a separate system that must be mastered to perfection.

The linguistic repertoire possessed by learners shows a protective correlation with the intensity of language anxiety, where students with multilingual experience tend to experience lower levels of anxiety than their bilingual peers (Elias & Amy, 2021). This phenomenon indicates that diversity in language experience shapes cognitive flexibility and communicative confidence, which function as psychological buffers against evaluative situations involving foreign languages. These findings reinforce the theoretical argument that recognizing and utilizing students' entire linguistic inventory in the context of academic guidance can serve as an organic mechanism for reducing affective barriers that hinder academic performance.

Competency-Based Intervention versus Anxiety-Based Intervention

Intervention strategies that focus on accelerating language acquisition have been shown to produce a more substantial reduction in anxiety than interventions that explicitly target anxiety management itself (Alamer et al., 2025). These experimental findings reveal a pedagogical paradox: that improvements in actual linguistic competence automatically reduce language anxiety without the need for explicit coping strategies, implying that authentic communicative confidence stems from substantial mastery rather than mere emotional management techniques. The practical consequence is that academic guidance models need to prioritize the development of real language skills through meaningful

communicative practice, rather than merely providing palliative self-calming strategies.

A systematic review of various classroom intervention modalities identified seven effective features categorized into student-student interactions, student-teacher interactions, self-management, and mood enhancers, which can be applied both individually and interactionally (Toyama & Yamazaki, 2021). The diversity of these intervention approaches reflects the complexity of language anxiety as a multidimensional phenomenon that requires varied and contextual pedagogical responses. Within the framework of translanguaging academic guidance, the integration of these various intervention features can be adapted to create layered psychological scaffolding that accommodates the unique anxiety profiles of each student.

Translanguaging as a Linguistic and Emotional Safe Space

The creation of an emotionally safe translanguaging space has been proven effective in mitigating anxiety in additional language learning, especially when a co-learning approach is applied by positioning teachers and students as equal contributors in the knowledge construction process (Tai & Lee, 2024). This collaborative paradigm transforms traditional power dynamics in academic settings, where students are no longer in a position of linguistic deficit being assessed, but rather as active agents whose language repertoire is recognized as a cognitive asset. This approach eliminates linguistic hierarchies that are often a major source of evaluative anxiety, while validating students' multilingual identities as strengths rather than weaknesses.

However, the implementation of translanguaging in practice faces potential limitations when teachers tend to rely on certain linguistic resources and do not make optimal use of the entire repertoire of students' languages (Tai, 2025). Inequality in the use of these linguistic resources can limit the transformative potential of translanguaging, as not all languages in the students' repertoire are given equivalent legitimacy in the learning space. The implication for the development of academic mentoring models is the need for systematic training for mentors to identify and activate the entire linguistic inventory of students proportionally, so that translanguaging does not merely become pedagogical rhetoric but an authentic inclusive praxis.

Pedagogical Translanguaging in Systemic Anxiety Reduction

Structured pedagogical translanguaging activities show a positive association with reduced student anxiety and reduced feelings of guilt among teachers in using multiple languages, a phenomenon closely related to the transition from a monolingual ideology to a multilingual orientation (Cenoz et al., 2024). Institutional legitimization of translanguaging practices creates psychological liberation for both parties, where students no longer feel inadequate when accessing their mother tongue to understand complex concepts, while teachers are freed from normative pressure to maintain the purity of the target language. This ideological shift is fundamental to creating an academic culture that genuinely values linguistic diversity as normality rather than deviation.

Structured intervention designs in the context of bilingual learning, such as oral exam protocols specifically designed to minimize anxiety, have proven effective in reducing evaluative psychological barriers (Arancón Rey, 2025). The applicability of these findings to the context of higher education indicates that academic guidance needs to incorporate training in assessment literacy strategies, where students are guided to understand and anticipate evaluation formats so that the mystery surrounding assessment – which is often a trigger for anxiety – can be mitigated. The translanguaging academic guidance model thus needs to include an evaluative preparation component that focuses not only on content mastery, but also on familiarization with the mechanisms and expectations of assessment in a multilingual setting.

CONCLUSION

The development of the Translanguaging Academic Guidance model presents a transformative paradigm in overcoming student language anxiety through a fundamental reconceptualization of the role of linguistic repertoires in the academic ecosystem. A synthesis of empirical evidence from twenty studies confirms that effective interventions for language anxiety require a holistic approach that integrates the strengthening of actual linguistic competence, the empowerment of emotional intelligence, the creation of psychologically safe translanguaging spaces, and the transformation of monolingual ideology towards a multilingual orientation in academic guidance practices. The constructed model emphasizes the operationalization of translanguaging not as a compensatory strategy but as a legitimate pedagogical praxis that recognizes and optimizes the entire inventory of students' languages as cognitive assets in the process of knowledge construction. The implementation of this model requires a systemic reorientation in academic advisor training to identify, validate, and activate students' linguistic repertoires proportionally, while developing sensitivity to the affective dimensions of language learning. The theoretical contribution of this research lies in the elaboration of a comprehensive framework that bridges the discourse of translanguaging with the practice of student support systems, while its practical implications provide an operational blueprint for higher education institutions to create an inclusive linguistic academic environment and be responsive to the psychological complexities of learning in the context of global multilingualism.

RECOMMENDATIONS

Higher education institutions are recommended to integrate the Translanguaging Academic Guidance model into existing academic advisory and student support systems as a structured intervention for reducing language anxiety. Academic advisors need systematic training to identify students' linguistic repertoires, diagnose affective barriers, and facilitate guidance sessions that allow students to use their full language resources during problem exploration, reflection, goal setting, and academic task preparation.

In this process, translanguaging should be positioned not as a temporary compensation for limited target-language competence, but as a legitimate pedagogical and counseling strategy that strengthens comprehension, self-confidence, and participation.

At the institutional level, universities should develop multilingual guidance policies that support flexible language use in mentoring, peer discussion, academic writing preparation, and formative feedback. Safe translanguaging spaces can be established through peer mentoring groups, bilingual or multilingual consultation sessions, and reflective learning activities that reduce the pressure of monolingual performance. The implementation of the model should also be monitored through measurable indicators, such as changes in language anxiety, student engagement, academic performance, participation in guidance services, and students' perceptions of linguistic inclusion.

FURTHER RESEARCH

Future research should empirically validate the Translanguaging Academic Guidance model through mixed-method, quasi-experimental, or longitudinal designs in diverse higher education contexts. Comparative studies are needed to examine the effectiveness of translanguaging-based academic guidance against conventional monolingual guidance practices in reducing foreign language anxiety and improving students' academic confidence. Further investigation should also measure the mediating roles of emotional intelligence, language self-efficacy, academic identity, and prior multilingual experience in shaping the outcomes of translanguaging interventions.

Subsequent studies may expand the model by exploring its implementation in online and blended guidance environments, international classrooms, and institutions with strong local language diversity, including Indonesian higher education settings. Research should also examine the readiness of academic advisors, lecturers, and institutional policymakers to adopt translanguaging principles, as well as the practical challenges of integrating students' local, national, and foreign languages into academic support services. These future inquiries will strengthen the theoretical robustness, contextual adaptability, and practical sustainability of the proposed model.

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