

Examining Teachers' Practices and Attitudes on Translanguaging Pedagogy in Indonesian EFL Classrooms

Supriadin

Department of English Language Education, State University of Makassar, Makassar, Indonesia

Amirullah Abduh*

Department of English Language Education, State University of Makassar, Makassar, Indonesia

Muhammad Basri

Department of English Language Education, State University of Makassar, Makassar, Indonesia

Muhammad Azwar Assiddiq

Department of English Language Education, State University of Makassar, Makassar, Indonesia;
English Language Education Study Program, Faculty of Teacher Training and Education, Khairun University, Maluku Utara, Indonesia

Nurlaila Wattiheluw

Department of English Language Education, State University of Makassar, Makassar, Indonesia

Abstract—This study examines the application of translanguaging pedagogy in English as Foreign Language classrooms in Indonesian high schools, emphasizing teachers' attitudes and practices. Based on observations and interviews with three educators in various educational contexts, the findings indicate that translanguaging is an effective pedagogical approach. It closes gaps in students' understanding, reinforces existing knowledge, clarifies grammar concepts, and promotes active participation. Educators utilize a blend of English, Indonesian, and regional languages to enhance lesson accessibility and engagement, especially for students with restricted English proficiency. The research additionally investigates educators' emotions, convictions, and intentions regarding translanguaging. All participants conveyed favorable attitudes, recognizing its advantages in meeting students' linguistic requirements and improving their comprehension. Nevertheless, experienced educators exhibited mixed intentions as they struggled to balance English immersion with adaptable language use to cater to students' diverse proficiency levels. These findings underscore translanguaging as a culturally responsive strategy that fosters inclusive learning environments and addresses the complexities of multilingual classrooms. Future research should further examine the long-term effects of translanguaging on language acquisition and its integration with other innovative pedagogical methodologies.

Index Terms—translanguaging, pedagogy, EFL, attitudes, practices

I. INTRODUCTION

In the 21st century, numerous scholars have introduced various translanguaging paradigms to explore and understand this concept in the contexts of bilingual and multilingual education (e.g., Creese & Blackledge, 2010; Mazak & Herbas-Donoso, 2015). Williams (1994) defines translanguaging as a pedagogical practice that involves teaching and learning through multiple languages to enhance students' knowledge, comprehension, and experiences. Moreover, García and Wei (2014) describe translanguaging as a multifaceted discursive process in which students and teachers utilize the complete range of students' linguistic practices. This technique can enhance linguistic proficiency while simultaneously fostering a deeper comprehension of the topic matter being examined. Furthermore, translanguaging underscores the adaptable utilization of languages. It indicates that students may complete the gap-fill exercise terms from their first language alongside the unfamiliar ones in their target language (García, 2009). Students may use a term or idea from their first language because it's not in their goal (García, 2009). Languages are interrelated and provide meaning or express messages when used together (Creese & Blackledge, 2010). They chose the most effective terms from a single language framework to communicate. They allegedly chose linguistic sources from their extensive repertoire to satisfy their communicative needs and affirm their linguistic and cultural identities (García & Wei, 2014). Thus, translanguaging goes beyond flexible discursive meaning-making.

* Corresponding Author. Email: amirullah@unm.ac.id

Baker (2001) highlighted four advantages of translanguaging in bilingual or multilingual education. Initially, it improves content comprehension by prompting students to read in one language and write in another, fostering deeper analysis and understanding. Secondly, it enhances proficiency in the less dominant language by augmenting communication and reading abilities, thereby fostering bilingualism and biliteracy. Third, it enhances home-school links, enabling kids to discuss academic content at home in their mother language, so facilitating comprehension. Fourth, it promotes classroom integration by uniting students with diverse language proficiency levels, thereby cultivating a more inclusive learning environment.

Considering these advantages, translanguaging holds a significant role in language education, as highlighted by García and Wei (2014). It supports practices such as engaging and empowering students, clarifying concepts, reinforcing understanding, managing the classroom, and encouraging deeper inquiry through questioning. Therefore, translanguaging can be applied in various ways within language education. Translanguaging emphasizes the flexible use of languages, allowing students to bridge gaps in their target language by using words from their first language (L1) when necessary (García, 2009). If the target language lacks certain terminology or concepts, students may use them from their L1. Dual language use shows how they work together to build meaning and communicate (Creese & Blackledge, 2010). According to García and Wei (2014), students use the most suitable linguistic resources to communicate, express their backgrounds, and enhance their comprehension. Additionally, several classroom practices can enhance translanguaging in English language instruction. García and Wei (2014) recommend techniques such as translation, collaborative discourse, group work, reading multilingual texts, thematic units, word walls, sentence starters, cognates exploration, and multilingual vocabulary inquiry. Thus, translanguaging promotes meaning-making and identity expression as well as language flexibility.

Translanguaging has become globally accepted, thus scholars have studied its pedagogy in English language learning. The research focusses on instructors' and students' global and national views on translanguaging in language acquisition. Research on students' views on translanguaging in the classroom has grown globally. A Puerto Rican university undergraduate psychology classroom survey and case study found that students were neutral to favorable about their lecturer's translanguaging tactics (Rivera & Mazak, 2016). Most students thought lecturer translanguaging was reasonable, usual, and respectful. Similarly, a US descriptive quantitative study assessed graduate students' translanguaging views. Students' attitudes towards translanguaging were mostly positive, especially in social interactions and L2 learning environments (Moody et al., 2019). While students were ambivalent about professors' translanguaging, they saw it as a powerful L2 learning tool. Wang (2019) discovered that Chinese university students were split between monolingual and bilingual approaches. Students had no significant variations in preferred, actual, or lecturers' language use. About half of respondents selected Mandarin-only or L1-only, while the other half picked Mandarin-English or Mandarin-other L1s. A qualitative study in South Africa examined university students' views on translanguaging academic concepts. Participants said translanguaging group conversations helped them understand complicated English. Despite speaking more than three languages, they thought translanguaging could improve reading comprehension in multilingual classrooms (Mbirimi-Hungwe, 2021). Participants saw linguistic diversity as a learning resource and were generally positive.

Nationally, research on attitudes toward translanguaging in English as Foreign Language (EFL) classrooms remains a topic of debate. Although translanguaging has been shown to positively impact EFL teaching and learning (Putrawan, 2022), students and teachers hold differing views regarding its implementation. Rasman (2018) observed that Indonesian English learners often have negative attitudes toward translanguaging, influenced by the country's monolingual mindset and socio-political context. Numerous students regard the utilization of their first language (L1) as a hindrance to mastering the target language. Moreover, Raja et al. (2022) indicated that translanguaging procedures frequently encounter opposition from both educators and learners in Indonesia. Students with positive attitudes yet voiced apprehensions regarding the use of indigenous languages in EFL classrooms, highlighting difficulties arising from Indonesia's linguistic variety. This variability has led to a hesitance in fully embracing translanguaging procedures.

Generally, this study builds upon previous research by employing a multi-case study design (Yin, 2018) and involving a diverse group of participants. What sets this study apart from earlier research is the inclusion of participants not only from public senior high school but also from vocational school and Islamic Madrasah Aliyah, the private schools in rural area of Bima regency. Through classroom observations, we were able to document authentic translanguaging practices implemented in EFL classrooms by the participants. Furthermore, in-depth interviews were conducted, providing participants the opportunity to express their genuine feelings and beliefs about utilizing their entire linguistic repertoire in a multilingual classroom context. Therefore, the research questions listed below serve as the foundation for this investigation.

- 1) How do the translanguaging-based instruction is implemented in Indonesian secondary schools?
- 2) How do the teachers' attitude on the translanguaging-based instruction is implemented in Indonesian secondary schools?

II. LITERATURE REVIEW

A. *Translanguaging vs Code Switching*

As the number of multilingual individuals continues to grow, language teachers and researchers have become increasingly interested in understanding how and when multilingual speakers use each language. These choices are often influenced by factors such as their audience, the topic of conversation, and the social context (Reyes, 2004). A critical distinction must be made between translanguaging and code-switching. Translanguaging is not merely the straightforward alternation between designated languages—a phenomenon linguists refer to as code-switching. Code-switching involves alternating between languages as defined externally by political entities and educational institutions (García & Kleyn, 2016). According to García and Wei (2014), code-switching originates from distinct grammars associated with each language. In contrast, translanguaging focuses on the linguistic strategies multilingual speakers use to navigate and construct meaning in communication.

Meanwhile, translanguaging as proposed by García (2011a), goes beyond just translating and code-switching in educational settings. It includes learners who are bilingual participating in a range of multimodal classroom tasks, including reading, writing, taking notes, speaking, and signing. As they construct meaning through translanguaging, speakers utilize all of their linguistic and semiotic tools. Translanguaging aims to go beyond the limitations of specific named languages and other modalities including voice, sign, and gesture, as contrast to code-switching that focusses on switching between established linguistic codes (Wei, 2018). The flip side is that code-switching is functional in multilingual communication, but if we just look at it in a negative light, we could think it involves complicated or problematic behaviors. A more inclusive approach to language usage and learning can be fostered through translanguaging, which welcomes the continually changing and fluid use of linguistic resources, questioning conventional distinctions between languages and modalities.

B. *Pedagogical Perspective on Translanguaging*

In pedagogy, Translanguaging intentionally includes students' multilingual resources in both language and topic areas. Recent research (Cenoz & Gorter, 2017; Cenoz & Gorter, 2020a) has focused on pedagogical Translanguaging, particularly in educational settings. Pedagogical translanguaging research acquired prominence alongside the multilingual shift in language learning and education studies, even though the use of many languages in instruction has historical roots in language education (Ortega, 2019).

Pedagogical translanguaging research emphasizes valuing students' current knowledge, including linguistic and multisemiotic repertoires. This strategy supports social justice by addressing the educational requirements of language-minority learners, promoting equity and societal inclusion (Antony et al., 2024). Furthermore, the literature has employed phrases like "translanguaging instructional practices," "translanguaging approaches to teaching," and "translanguaging pedagogies" (García & Kleyn, 2016). Researchers have coined concepts such as "dynamic plurilingual pedagogies" (García & Kleyn, 2016). Creese and Blackledge (2010) use words like "bilingual instructional strategies" and "translanguaging practice" to highlight the various applications of translanguaging in pedagogy.

C. *Function of Translanguaging in EFL Classroom*

In high school target language classrooms, translanguaging, as proposed by researchers like Gutiérrez (2008), entails the utilization of several languages among multilingual individuals, where the meaning is constructed and negotiated across diverse interactional contexts. This aligns with García (2011a), who asserts that the translanguaging strategy frequently facilitates the construction of collective meaning within multilingual groups. An investigation was performed to ascertain the functions of translanguaging employed by instructors and multilingual students, demonstrating its role in enhancing communication and learning processes among diverse linguistic groups. Moreover, translanguaging in the classroom has raised concerns among experts, as evidenced by the research conducted by Sapitri et al. (2018) about its function in EFL learning. The study delineated four primary functions of translanguaging: 1) knowledge construction, which pertains to utilizing Translanguaging for comprehension of the subject matter; 2) classroom management, wherein educators employ translanguaging to oversee student conduct during the learning process; 3) interpersonal relationships, encompassing the teacher's initiatives to foster connections with students; and 4) personal and affective meanings, which signify the articulation of personal experiences, emotions, and sociocultural dimensions of the educator. These findings provide insight into the application of translanguaging in the learning context.

III. METHODS

A. *Research Design*

This study intends to use multiple studies since the research settings were taken from three different senior high schools in Indonesia. Yin (2018) defined a multiple case study as an investigation that focuses on a collective case study, cross-case study, multi-case study, multisite study, or comparative case study. This study's data acquisition and analysis are based on various sources, including numerous cases, diverse programs across multiple research locations, or multiple programs within a single location. The methodology employed in this study is a multiple-case study, as

delineated by Yin (2018). The study's objective is to acquire, analyze, and compare data on translanguaging practices in Indonesian high schools, which is well-aligned with this research design.

B. Participants

This study included three teachers of English from a Senior High School, a Vocational High School, and an Islamic Boarding School in Bima Regency, West Nusa Tenggara, Indonesia. The English teachers were particularly selected to educate first-grade students, with each school designating one teacher for this class. The teachers possessed differing levels of experience: the first instructor had 34 years of teaching, the second had 20 years, and the third had 5 years of experience. All of the teachers were proficient in Bimanese, Indonesian, and English. One of the English teachers was also skilled in Arabic, which is utilized in the setting of the Islamic boarding school.

C. Data Collection Procedures

Data was collected through observations and interviews. First, we observed the class activities using some instruments namely observation checklist, video recorder, and audio recorder. It was done to gain the data related to the teachers' activities using translanguaging-based instruction in teaching EFL class. Second, three participants were interviewed in a semi-structured form to confirm their teaching and learning process and gain more information. The first section of the interview covers teachers' identities, linguistic backgrounds, and language competency, while the second examines teachers' translanguaging views. In this phase, teachers directed participants to discuss their translanguaging sentiments, ideas, and goals.

D. Data Analysis

The data collected via observations and interviews were analyzed following the six steps of thematic analysis established by Braun and Clarke (2006). In the initial step, we identified observational data and interviews according to the used research instrument. The identification procedure will ascertain the implementation of translanguaging-based education in EFL classrooms, as well as the attitudes of teachers. During the second phase, we commenced coding all identified data. The data was classified into three categories: participants' attitudes as positive, negative, or mixed. This classification was predicated on their verbal articulations of emotions (affect), convictions (cognition), and motivations (conation). Sentences or arguments devoid of clearly positive or negative evaluative terminology were classified as mixed (Raja et al., 2022). Subsequently, we conducted axial coding in phase three by examining the semantic relationships of data coding or categorizing data pertinent to each code to develop the themes. In phase four, we reassessed the encoding outcomes by re-examining the identifying data to verify the accuracy of the results. During Phase five, we discerned the prevalent themes by elucidating the particulars of each subject and assigning definitions and nomenclature accordingly. During phase six, we developed narratives by selecting engaging excerpts and revisiting the proposed study questions. Subsequently, upon completion of all procedures, we concluded the processes by compiling a final report on the research findings.

IV. FINDINGS

A. Research Question 1: Translanguaging-Based Instruction Practice in EFL Classroom

This section examines teachers' translanguaging patterns and functions in classrooms. Teachers employ translanguaging to strengthen prior knowledge, explain grammatical concepts, respond to student, emphasise important points, give feedback and directions, manage the classroom, and build vocabulary understanding. These functions were identified through careful observation of English language teaching and the analysis of video recordings.

1) Strengthening prior knowledge

Before jump to the next lesson, teachers usually strengthen students' understanding of previous material that have been discussed. Although the lesson already learned, but the teachers still rediscussed and relate it with the current lesson that the students are learning. The language teaching that teachers used is combining both Indonesian or student's L1 and English as in the following example:

Extract one

Teacher : Hallo my students, do you still remember what learned last meeting?

Students : *(students keep silent!)*

Teacher : *Ada yang masih ingat pelajar minggu lalu?*, <do you remember the lesson last week?> *ra tana'o mena mu minggu lalu.* <your lesson last week>

Students : *Oh iyo, tentang penggunaan simple past tense ya Pak?* <oh yeah, it is about simple past tense, sir> *(they mention all together)*

Teacher : Okey, what is simple past tense? *Apa itu?* <what is that>

Students : *yang menjelaskan kejadian pada masa lampau* <it talks about the action in the past>

Teacher : *okey, misalnya, ra laumu tabe awi na, au ngaha mu awi na. Ada yang bisa tuliskan contoh di papan?* <okey, e.g., where did you go yesterday? what did you eat yesterday. Any body can write its example on the white board?>

2) Explaining Grammar Rules

As outlined in the previous findings, teachers find it necessary to use Indonesian to explain English grammatical rules. However, when the explanation in Indonesian remains unclear to students, the teachers resort to using Bimanese, their first language (L1). This approach aims to enhance students' comprehension of specific tenses or grammatical structures in English. For instance, when introducing the concept of the present continuous tense for the first time, the teacher attempts to draw parallels between Indonesian, Bimanese, and the target language to facilitate a deeper understanding of its usage.

Extract two

- Teacher : Well, my students, today we learn about present continuous tense. Any body knows what it is?
 Students : *(no response)*
 Teacher : *Ada yang pernah mendengar present continues tense? <have you ever heard present continuous tense>*
 Students : *Pernah pak. Cuma wau ra nefa ra tanao wunga SMP. <Yes, we have, but we forgot it the lesson in junior high school>*
 Teacher : *present continous tense untuk ungkapan hal-hal yang sedang kita kerjakan. Misalnya, dalam bahasa bima pak guru sodi "wunga au mu Aldi? Mada wunga tunti pak". Nah, dalam bahasa Inggris, kata kerja harus ditambahkan -ing dan wajib ada to be -nya untuk kejadian yang sedang berlangsung (teacher explains it more on the whiteboard). (Present continuous tense explains the thing is being happen. For example, in Bimanese "wunga au mu Aldi? =what are you doing Aldi?, mada wunga tunti, pak = I am writing, sir." In English, we should have to add -ing in verb and to be after subject in continuous tense (teacher explain it on the whiteboard).*

3) Providing Student Responses

The teachers in this study tend to use translanguaging to establish solidarity with students and to aid learning, especially when students have difficulty understanding. In the above example, students struggle to understand the work requirements. Noticing that the learners struggle to provide an example of the grammatical structure in question, the teacher provides clarification and help by explaining in both Indonesian and Bimanese to assist them in constructing an adequate response.

Extract three

- Teacher : Who can make an example of using asking for help?
 Students : *(No response!)*
 Teacher : *Ada yang bisa? <any body knows> Itu pelajaran minggu lalu. <? That is our last lesson.>*
 Students : *(silence)*
 Teacher : *Pak kasih contoh dalam bahasa Bima "wara loa mada bantu ta?" <I give you an example in Bimanese "what can I do for you?">*
 Student 1 : Me sir, what can I do for you, sir?
 Teacher : Very good.

Emphasising on Important Points

In the following extract, the EFL teacher highlights the key points covered during the lesson to reinforce students' understanding. The teacher employs both Bimanese and Indonesian, as demonstrated in the sentence below:

Extract four

- Teacher : *Okey. Sebelum kita pulang, au ra tana'o akande harus ulang wali aka uma ya! Ede ru tentang 'deskripsi orang'. Kalau memang bingung pakai bahasa Inggris, gunakan campuran bahasa Inggris dan bahasa Indonesia dulu atau bahkan kani nggahi mbojo juga lebih bagus. Itu tidak apa-apa. See you next time!" (Okey, before we go home, what you have learned today, you need to practice at home. What is that? 'Describing people'. If you cannot use all in English, you can combine it English, Indonesian, or Bimanese. It is not problem.*
 Students : *Baik Pak (alright, Sir)*

Before concluding the lesson, the teacher reminds students to practice at home what they have learned about "describing people." He also emphasizes that it is acceptable for students to use other languages, such as Indonesian or their mother tongue, to construct sentences before translating them into English.

4) Giving Directions and Feedback

Translanguaging in EFL classes extends beyond facilitating comprehension, grammatical elucidations, or student replies; it also manifests in providing directions and feedback. Instructors frequently transition to the students' native language or Indonesian following initial explanations in English. This approach is employed to direct tasks, discussions, or assignments. Feedback is similarly conveyed in these languages to elucidate concepts, address responses, resolve inquiries, and evaluate student work. This strategy aids in ensuring that all students achieve a more profound understanding.

Extract six

- Teacher : *Okey my students. Akande, pak guru wau ra jelaskan apa itu teks naratif. Nah, ini pak guru sudah siapkan sebuah teks yang harus kalian diskusikan dan nantinya di presentasikan ta depan kelas. Kemudian, setelah kalian pahami isi bacaan, silahkan*

jawan soal yang ada di bawah teks tersebut. Loa ka ao? Ai na dahu sodi ya, wara si da bade mu. Loa henga kamus untuk mencari arti kata yang sulit. Okey silahkan mulai. (Okey my students, just now, I have explained the narrative text is about. And, here I have provided a text that you have to be discussed and presented. Then, after you understand the text, please answer the questions below it. Do you understand? Don't be shy to ask question. If you don't understand the words, you may open dictionary to find the difficult words. Okey, please start!)

Students : Baik Pak guru. <alright sir>

5) Managing the Classroom

Translanguaging is very helpful for teachers in managing the classroom, especially in situations where the class is not conducive, such as when students are noisy or playing around during the lesson. In our observation, teachers tended to use the students' native language to manage the class, ensuring that the learning process ran smoothly and orderly.

Extract seven

Students : *(students making noise in the classroom)*

Teacher : *Ai ja na nganggo mena wunga si ta nao ndake! Nggomi mai doho ta depan!* <please do not make noise when we are learning! You sit down in front!>

6) Building Vocabulary understanding

Translanguaging is frequently utilized by teachers to enhance students' English vocabulary. Instead of directly providing the meaning of a word, teachers often encourage students to infer the meaning on their own. This method aims to foster critical thinking and self-discovery among students. The following is an example of how translanguaging is applied to develop students' understanding of English vocabulary.

Extract eight

Teacher : ...the long animal lives in the mud...*ada yang tau 'mud'?* <any body knows 'mud'>

Students : No, sir!

Teacher : *Dana au ma mbecca aka tolo?* <the wet soil in the rice field.

Student 1 : *Dana compo* [laughter] <mud>

Teacher : *Jadi, au arti kalimat itu?* <so, what the sentence means?>

Student 2 : *Binatang panjang tinggal di lumpur.* < the long animal lives in the mud> [laughter]

B. Research Question 2: The Teachers' Attitudes on the Translanguaging-Based Instruction

In the following table, we provided findings on teachers' attitudes on translanguaging based instruction in EFL classroom.

TABLE 1
TEACHERS' ATTITUDES ON THE TRANSLANGUAGING-BASED INSTRUCTION

Teachers	Schools	Teaching Experiences	Attitudes toward Translanguaging		
			Feelings	Beliefs	Intentions
Teacher 1	Public of senior high school	5 years	Positive	Positive	Positive
Teacher 2	Public of Vocational high school	34years	Positive	Positive	Mixed
Teacher 3	Prive of Islamic Boarding School	20 years	Positive	Positive	Mixed

The data indicates that, despite differing teaching experiences ranging from 5 to 34 years, all teachers exhibit positive feelings and beliefs regarding translanguaging, recognizing it as an effective practice in the EFL classroom. Teachers believe that translanguaging enhances their communication with students, especially in elucidating intricate concepts more flexibly. All three educators assert that translanguaging can improve the learning experience. They recognize that translanguaging allows students to utilize their native language to comprehend the content, theoretically facilitating concept development prior to achieving complete proficiency in English. Teacher 1, despite limited teaching experience, possesses positive intents to adopt translanguaging in their classroom. He believes this strategy is pertinent and practicable for using in educational activities. Teacher 2 and Teacher 3, however, displays a mix attitude towards intensions. Despite having much teaching experience and exhibiting favorable attitudes and ideas toward translanguaging, teachers nevertheless face a substantial challenge in the realm of English language instruction. They strive to employ English as the principal medium of instruction to cultivate an English-speaking atmosphere in EFL classes, hence promoting students' familiarity and fluency in the language.

1) Feelings (affect)

In this section we present data finding regarding to the teachers' feeling on translanguaging-based instruction in EFL classroom which included three teachers in different senior high schools. In regarding to feelings, all the teachers expressed positive attitudes on using translanguaging in EFL classroom. Teacher 1 said that:

Extract nine

"I mainly use translanguaging approach and contextual learning method. I would like to make the learning which suitable with my students' condition. Because most students in my school cannot speak English and they cannot

understand if I speak English all the time. So, I need to combine between English and Indonesian, and sometimes Bimanese."

This supported by the teacher 2 who expressed positive attitudes on translanguaging by combining English, Indonesian, and students' local language as in the following quoted:

Extract ten

"In the context when the students cannot speak English, I think it must be used the combination of language, English-Indonesian-Bimanese, to make the students understand. They will not understand the lesson if I speak English all the time... the students lack interest on the lesson if the teacher only speak one language during teaching in the classroom."

The teacher 3 also showed positive attitude by saying the reason of using translanguaging since the students comprehend on their local language as well as Indonesian as presented below:

Extract eleven

"In my teaching, I combine between English and Indonesian. I sometimes used students' mother tongue. I used Indonesian because I know that all students understand it as well as Bimanese."

2) Beliefs (Cognition)

Regarding beliefs (Cognition), all three teachers showed positive attitude on translanguaging practice in their teaching English. They believe that translanguaging can help him in explaining the lesson is being learned by students. Teacher 1, an English teacher in senior high school, considers that translanguaging is a good strategy that has a lot of benefits for teacher in teaching target language. it can help students understand the lesson, particularly for those who lack of grammar and vocabulary.

Extract twelve

"I think it is a good practice. It might be some helps as I help for them who are not really good in English especially the students who are lack of grammar or vocabulary."

This statement aligns with teacher 2's belief that employing translanguaging is an effective approach in the context of learning English as a foreign language. The teacher argues that language learning becomes less effective if English is used exclusively throughout the classroom. In contrast, the teacher encourages students to draw upon their entire linguistic repertoire when they struggle to express themselves in English. Moreover, the teacher believes that the use of translanguaging enables him to better structure the class, facilitate clearer explanations, bridge gaps in understanding when using English, and create a more engaging classroom environment that is enjoyable, fun, and conducive.

Extract thirteen

"Using all resources can help the students more affective in learning. When they do not understand or unable to speak English, they can use another one. It can help me to guide the class, to make clear explanation on lesson, to bridge what I explain in English, to make the class more fun, enjoy, and easy to understand."

In addition, Teacher 3 also believes that translanguaging offers significant advantages for students in learning the target language. This approach allows the teacher to facilitate a deeper understanding of the material, particularly when addressing concepts or lessons that the students have not previously encountered. In this context, the teacher often switches between Indonesian and English. Furthermore, the teacher emphasizes that the use of translanguaging in the classroom serves to encourage students to ask questions, actively participate in the learning process, and engage in meaningful interactions.

Extract fourteen

"by using the language that students comprehend, I can help students deeply understand the lesson, to explain the material which is never been learned by the students or new materials. So, I need to explain in Indonesian first than explain it into English. In other situation I used their students' language to organize the classroom or giving instructions, making jokes, asking questions, to ask students participate on the learning and interaction."

3) Intentions (Conation)

Regarding the intention, teacher showed different attitudes on translanguaging practice in EFL classroom. Teacher 1 with the short experience of teaching have positive intentions to implement translanguaging in their classrooms. He uses this approach in order to make the students understand the lesson as presented below:

Extract fifteen

"I use students' languages in several situation when they really do not know the lesson or my explanation. The other situation is when I am not sure whether they understand of not about my explanation. Therefore, this is need to be emphasize in Indonesian or the mother tongue. And in other situation is when some students understand but I believe that many of them are still don't understand."

Teacher 2 and 3, however, displays a mixed attitude toward intentions on using translanguaging in EFL classroom as expressed by teacher 2 below:

Extract sixteen

"I think a little troubles with the situation there the students use Indonesian or Bimanese. Actually, they should use English for the main purpose on my lesson. But I understand this situation because mostly students cannot speak English. if I see when the students have to discuss the lesson, they more active and participated to use Indonesian or Bimanese rather than English..."

This also expressed by the teacher 3 as presented below:

Extract seventeen

"I actually want to speak English on the discussion and forbid them to use other languages. But sometimes I should let them to use any other languages that have to discuss the materials. Because students are coming from different ability of language that why it changes my mind to give them more flexible of using their native language in the classroom. But I intend to motivate them to use English".

V. DISCUSSION

All the findings presented above indicate that translanguaging is a highly effective pedagogical strategy that can be utilized to improve English language learning in English as Foreign Language (EFL) classrooms, particularly at the high school level in Indonesia. This study's findings illustrate how teachers utilize translanguaging as a means of instruction to strengthen previous knowledge, explain grammatical instruction, providing students responses, emphasis important points, giving feedbacks and directions, manage the classroom and analyze vocabulary. The study also examines teachers' attitudes towards translanguaging and their assessments of its advantages and obstacles. This discourse rigorously analyzes the gathered data, correlating it with existing theories and prior research on translanguaging teaching.

In regarding to the teachers' practice on translanguaging in EFL classroom, we observed seven strategies that can be discussed in this article. The first is reinforcing prior knowledge. Translanguaging engages students' prior knowledge and links it to new material. By incorporating Indonesian and Bimanese with English, educators facilitate the enhancement of students' prior learning experiences, including the review of grammatical concepts such as the simple past tense. This method corresponds with García and Wei (2014) who assert that translanguaging utilizes students' language repertoires to enhance the accessibility and significance of learning.

The second, translanguaging in grammatical instruction. Extract Two demonstrates the utilization of translanguaging by teachers to explain complicated grammatical instruction, including the present continuous tense. Teachers facilitate students' understanding of structural similarities and differences by comparing English grammar rules with those of Indonesian and Bimanese. This result, reinforced by Creese and Blackledge (2010), underscores that translanguaging reconciles linguistic disparities, rendering abstract grammatical concepts more comprehensible. Furthermore, Ellis (2006) posits that explicit grammar instruction is more effective when students can comprehend explanations in their L1 prior to implementing them in L2.

The third translanguaging facilitates students' responses. Translanguaging is essential in fostering student engagement, especially for individuals with less confidence in their English skills. Teachers employ Indonesian or Bimanese to assist students in developing responses, which are subsequently translated into English. This method corresponds with Canagarajah's (2011a) claim that translanguaging enables learners to participate in meaning-making without the apprehension of failure. Translanguaging diminishes the emotive filter and promotes active participation in classroom interactions by establishing a receptive environment for expression.

The fourth translanguaging emphasizes key points. Translanguaging is an efficient technique for highlighting essential lesson elements, promoting clarity and retention. Educators utilize students' first language to emphasize key themes, especially when students are prompted to formulate ideas in their first language prior to translating them into English. Lin (2017) contends that this method fosters cognitive engagement by enabling students to choose meaning over form at the outset. It also affirms kids' linguistic capabilities, promoting a sense of inclusion and respect for their cultural and linguistic identities. Furthermore, García and Wei (2014) propose that translanguaging can be strategically employed to highlight significant concepts, hence enhancing students' retention and application of new knowledge.

The fifth translanguaging promotes the classroom management. Effective classroom management is essential for successful instruction, and translanguaging proves to be a versatile tool in this context. By addressing disruptions or providing instructions in students' L1, teachers ensure a conducive learning environment while maintaining cultural sensitivity. For instance, in extract seven demonstrates the application of translanguaging by teachers for effective classroom management, especially in instances of students' noise or distraction. By communicating with students in Bimanese, the teacher swiftly secures their attention and reinstates order. This approach connects to García and Wei's (2014) notion of translanguaging as a culturally responsive pedagogy that acknowledges and respects the language and cultural heritage of students.

The sixth is enhancing vocabulary understanding. Vocabulary growth is fundamental to language acquisition, and translanguaging promotes this by enabling students to infer meanings using contextual cues in their L1. Teachers facilitate students in establishing correlations between English vocabulary and its counterparts in Indonesian or Bimanese, hence enhancing semantic comprehension. This exercise cultivates critical thinking and provides pupils with methodologies for autonomous vocabulary acquisition. The last is providing feedback and direction. Explicit directives and constructive criticism are essential for efficient learning. Translanguaging guarantees that all students, irrespective of their English skill, can understand and gain from these encounters. Teachers utilize students' first language to elucidate assignments, rectify misunderstandings, and reinforce educational objectives. This corresponds with Vygotsky's (1978) theory, which underscores the mediating function of language in the learning process. Critics contend that excessive dependence on L1 for education and feedback may diminish students' exposure to genuine

English input. Nonetheless, the observed activities demonstrate a balanced methodology, including translanguaging to bridge comprehension gaps while incrementally enhancing English usage.

The sixth is building vocabulary understanding. Vocabulary development is a cornerstone of language acquisition, and translanguaging facilitates this by encouraging students to infer meanings using contextual clues in their L1. Teachers guide students to draw connections between English words and their equivalents in Indonesian or Bimanese, promoting deeper semantic understanding. This practice fosters critical thinking and equips students with strategies for independent vocabulary learning.

The last is giving directions and feedback. Clear instructions and constructive feedback are fundamental to effective learning. Extract six illustrates how teachers employ translanguaging to convey instructions for a discussion activity. Initially, instructions are presented in English, succeeded by explanations in Indonesian and Bimanese, thereby providing that all students grasp the expectations. Translanguaging ensures that all students, regardless of their English proficiency, can comprehend and benefit from these interactions. Teachers use students' L1 to clarify tasks, address misconceptions, and reinforce learning outcomes. This aligns with Vygotsky's (1978) theory, which emphasizes the mediating role of language in learning. Critics, however, argue that over-reliance on L1 for instructions and feedback may reduce students' exposure to authentic English input. Nevertheless, the observed practices illustrate a balanced approach, using translanguaging to bridge understanding gaps while progressively increasing English use.

In the context of teachers' attitudes on translanguaging-based instruction in EFL classrooms. These attitudes, which comprise feelings, beliefs, and intentions, are influenced by the linguistic capabilities of students, classroom contexts, and the teaching experiences of the teachers. The results of this study indicate that all three teachers, who were participants in the study, expressed favorable attitudes toward translanguaging, highlighting its effectiveness in fulfilling the requirements of students. Raja et al. (2022a) conducted a previous study that contradicted this finding. The latter reported that while the majority of teachers exhibited a positive attitude toward translanguaging-based English language instruction in the classroom, a small number of teachers maintained a negative stance toward its implementation. This resistance is a result of their aspiration to introduce English in a more exclusive manner and to motivate students to use it instead of other languages.

In this finding, for instance, teacher 1 highlighted the fact that translanguaging fosters a more flexible and student-centered approach in this discovery. This is consistent with the claim made by García and Wei (2014) that translanguaging promotes inclusivity by enabling learners to utilize their complete linguistic repertoire. Similarly, Teachers 2 and 3 stated that courses are more comprehensible and engaging for students, particularly those with limited English proficiency, when they combine English, Indonesian, and students' local language (e.g., Bimanese). Regarding the pedagogical value of translanguaging, teachers are unanimous in their conviction that it is particularly effective in facilitating students' comprehension of intricate concepts. Teacher 1 emphasized that translanguaging enables students with limited vocabulary and grammar to more effectively comprehend lessons. This was further emphasized by Teacher 2, who observed that translanguaging promotes a more engaging and enjoyable classroom environment and enables more concise explanations. Teacher 3 emphasized that it promotes active participation and facilitates a more profound understanding of new material. This is further substantiated by Canagarajah (2011a), who posits that translanguaging enables students to navigate between languages in order to construct meaning, thereby improving their comprehension and engagement. Finally, in terms of teachers' intentions toward translanguaging, they demonstrated a range of intentions with respect to the integration of translanguaging into their classrooms. Teacher 1, who had less teaching experience, demonstrated a strong desire to incorporate translanguaging as a regular practice. In contrast, Teachers 2 and 3, despite their extensive teaching experience, exhibited a mixed attitude, balancing the use of English as the principal medium with the flexibility to use students' L1 when necessary. It appears that Teachers 2 and 3 are experiencing a challenge in thoroughly integrating English as the sole medium of instruction in the classroom. One of their objectives is to establish an English-speaking environment in EFL classrooms by utilizing English as the primary language of instruction, thereby enhancing students' familiarity and proficiency with the language. However, they face substantial obstacles in implementing this method, particularly as a result of students' inadequate comprehension skills, limited vocabulary, and lack of motivation to participate in English language learning. As a result, educators are inclined to implement a more adaptable methodology for language utilization in EFL classrooms.

VI. CONCLUSION

This study's findings highlight the important role of translanguaging as an effective pedagogical method for improving English language acquisition in EFL classrooms, especially at the high school level in Indonesia. Translanguaging allows educators to support students' comprehension of English topics while concurrently enhancing learning engagement and metalinguistic awareness. Translanguaging bridges comprehension gaps and cultivates an inclusive and accessible learning environment through practices such as reinforcing prior knowledge, elucidating grammar rules, facilitating student responses, emphasizing key points, managing the classroom, enhancing vocabulary, and delivering directions and feedback. The observed activities correspond with known theories, notably Vygotsky's sociocultural theory, which highlights the significance of utilizing students' linguistic and cognitive resources for substantive learning.

The report also emphasizes teachers' positive attitudes regarding translanguaging. All participants acknowledged its significance in meeting students' linguistic requirements and improving the overall educational experience. Teachers acknowledged translanguaging as a flexible strategy that facilitates clearer elucidations, enhanced engagement, and active student involvement, especially for individuals with restricted English ability. Nonetheless, the study also reveals a conflict in teachers' goals for the application of translanguaging. Less experienced teachers demonstrated a strong desire to consistently implement translanguaging, whereas more experienced teachers displayed ambivalent views, trying to connect English immersion with the integration of students' L1. This illustrates the difficulties of establishing an English-speaking environment despite the linguistic constraints and motivational obstacles encountered by students.

Consequently, translanguaging arises as an effective practice in EFL classes, providing a balanced method for managing linguistic diversity while enhancing English competence. To optimize its advantages, teachers must systematically incorporate translanguaging into their teaching while slowly moving toward greater utilization of English. Professional development programs and upcoming research may look into how translanguaging affects students' language skills and how it can be used with other creative teaching methods.

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Supriadin is an English lecturer at Islamic highest school of Sumbawa. Currently, he is pursuing his doctoral degree in English language education program, State University of Makassar. His research interests in English language teaching and learning, Language assessment, linguistics, and translanguaging. Readers can see his works on ORCID iD: <https://orcid.org/0009-0006-2838-2030>. Email: supriadin@student.unm.ac.id



Amirullah Abduh is a Professor in English Language Education, Universitas Negeri Makassar. His work focuses on bilingualism/bilingual education, intercultural/multicultural learning in a variety of contexts, looking at classroom interactions, curriculum, and internationalization discourses. He is Editor-in-Chief of the International Journal of Language Education (IJoLE). Readers can see his works on ORCID iD: <https://orcid.org/0000-0002-1332-3584>. Email: amirullah@unm.ac.id



Muhammad Basri is Professor in English Language Education, Universitas Negeri Makassar. He works in the area of language, bilingual education, and multicultural education. Readers can see his works on ORCID iD: <https://orcid.org/0000-0002-9366-7992>. Email: muhammadbasri@unm.ac.id



M. Azwar Assiddiq is an English lecturer. Currently, he is pursuing his doctoral degree in English language education program, State University of Makassar. His research interests in English language teaching and learning, Language assessment, and linguistics. Readers can see his works on ORCID iD: <https://orcid.org/0009-0006-9984-8504>. Email: azwarassiddiq@unkhair.ac.id



Nurlaila Wattiheluw works as lecturer in State Islamic Institute of Ambon. Currently, she is pursuing his doctoral degree in English language education program, State University of Makassar. Her research interests in English language teaching and learning, Neurolinguistics, Linguistics, and reading assessment. Readers can see her works on ORCID iD: <https://orcid.org/0000-0002-3242-230X>. Email: nurlailawatthelud@gmail.com