

Exploring Translanguaging Practice in EFL Classroom: A Case Study in Indonesia Context

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ABSTRACT

The aims of this study are to explore in what situations teachers implement translanguaging and how its practice in EFL classrooms. The qualitative case study was employed by having observation, field notes, and semi-structured interviews. The study involved two English language teachers in Bandung, West Java, Indonesia. The findings revealed that both teachers consistently integrated translanguaging strategies into their pedagogical settings, with the exception of mediating text. Notably, these practices were frequently employed when explaining complex concepts and managing classroom activities. The primary objective behind incorporating translanguaging was to ensure students' thorough understanding of the subject matter and clear comprehension of instructions. By fostering a conducive learning environment, these teachers aimed to create an atmosphere where students could readily follow the flow of instruction.

Keyword: translanguaging; EFL; bilingual; multilingual

INTRODUCTION

Indonesia has a wide variety of languages. As per the Language Development and Fostering Agency of the Indonesian Ministry of Education and Culture (2017), Indonesia boasts a remarkable linguistic diversity, housing a total of 652 indigenous languages alongside the official language, Bahasa Indonesia. This abundance of languages offers a unique opportunity for individuals to become fluent in multiple languages and effortlessly switch between them. This phenomenon is not only a reflection of Indonesia's linguistic richness but also a manifestation of the practice of translanguaging in daily communication.

Translanguaging is the process of seamlessly moving between languages to achieve effective communication and meaning-making. As Baker (2011) contends, translanguaging involves the interplay of two languages to shape experiences, enhance comprehension, and acquire knowledge. Translanguaging, or "*Trasmsieithu*" as first coined by Cen Williams, is a pedagogical approach that involves the use of English and Welsh languages for diverse activities and objectives such as reading in one language and writing in the other, allowing learners to develop their linguistic skills holistically (Vogel and Garcia, 2017).

Furthermore, Indonesia's linguistic diversity is highly relevant to the concept of translanguaging. Wei (2016) has argued that humans have a natural inclination towards translanguaging as a means of utilizing all available cognitive and modal abilities during the process of language learning. Indonesian society is prevalent with this instinct, where individuals frequently communicate in multiple languages without strict adherence to the rules or boundaries of any one language. This phenomenon is often referred to as the "Translanguaging Instinct," which allows individuals to effectively communicate and express themselves through multiple linguistic codes. This instinct also highlights the need for educational institutions to recognize and leverage the diverse language practices of students in teaching and learning, thereby promoting more inclusive and effective language pedagogy.

In the realm of EFL classrooms, the primary emphasis has been on monolingualism, overlooking the potential benefits that could arise from embracing the diverse language backgrounds of students. (Garcia, 2020). Regrettably, not all languages receive equal representation in these classrooms, leading to the exclusion of numerous languages and discouraging both learners and educators from utilizing languages other than English (Garcia & Wei, 2014; Otheguy et al., 2015).

Teachers play a central role in classroom interactions, and their perspective is crucial for the successful implementation of translanguaging in any educational setting (Akbar & Taqi, 2020; Romanowski, 2019). However, the imposition of a restrictive "English Only" policy by educational institutions poses a significant barrier for teachers to adopt translanguaging practices (Almayez, 2022). The practice of using a local language alongside the primary language of instruction is often stigmatized as "bad practice" and attributed to teachers' perceived lack of competence in English (Martin, 2005). This policy enforces a monolingual approach throughout the educational community, disregarding the presence of multiple languages within it.

The concept of translanguaging challenges this traditional monolingual view of language education. Rather than compartmentalizing languages, many scholars advocate for the creation of safe and interactive spaces in schools that allow for the integration of all available linguistic resources. In this context, incorporating students' native languages in foreign language classrooms is believed to aid in the acquisition of a 'second' language. (Garcia & Wei, 2014).

Recently, the concept and strategy of translanguaging have been gaining recognition and widespread use among educators. This approach to pedagogy has the potential to offer significant benefits in the classroom, including a more profound and comprehensive understanding of learning materials, since the use of two languages requires cognitive processes that are not present in a monolingual system. Furthermore, translanguaging can help strengthen students' weaker language skills while also enabling parents who speak minority languages to contribute to their children's language development by communicating with them in their native language. Finally, students who possess a higher level of English proficiency can provide support and aid to their peers who are in the process of developing their English language abilities. (Baker, 2001).

The Distinctions between Translanguaging and Code-Switching

Translanguaging differs fundamentally from code-switching, as pointed out by Garcia and Wei (2014). Translanguaging goes beyond simple transitions or shifts between two languages; instead, it involves the speakers' skillful and interconnected use of diverse linguistic practices that form their complete language repertoire. On the other hand, code-switching solely pertains to the act of shifting between different languages.

Code-switching and translanguaging exhibit fundamental distinctions in various aspects. At its core, translanguaging encompasses a dynamic process of creating meaning and communication, going beyond a simple language switch, as emphasized by Lewis et al. (2012a, 2012b). The central emphasis lies not in pinpointing particular languages utilized in communication but rather in comprehending how language users skillfully utilize their linguistic and cognitive abilities to effectively express their thoughts and ideas (Wei, 2018).

Furthermore, translanguaging offers a distinct perspective on language learners, recognizing them not as deficient or lacking in proficiency as second language speakers, but as individuals with rich and diverse language repertoires (Hornberger & Link, 2012). This contrasts with the traditional view of code-switching, which may sometimes view language learners from an outsider's standpoint, treating languages as distinct, predefined entities separate from the users.

Translanguaging stands out significantly due to its aspiration to challenge the conventional distinctions between named languages and even extends to breaking the boundaries between languages and non-linguistic symbols or signs. (Wei, 2018). This perspective diverges from code-switching, which often maintains a more compartmentalized approach to language use.

Translanguaging extends beyond a mere linguistic phenomenon, becoming an integrated practice that pervades people's lives. It showcases how language speakers comprehend the world by seamlessly

utilizing all the languages they have access to. Embracing the translanguaging approach offers a more comprehensive and dynamic understanding of language use and language learners, leading to significant implications for language education and social justice. Educators who wholeheartedly adopt translanguaging can create truly inclusive and equitable language learning environments that fully value and harness the complete range of students' linguistic resources.

ESL/EFL Contextual Translanguaging

In the realm of EFL education, the inhibition of translanguaging practice can be attributed to several prevailing factors. Phillipson (1992) outlined five commonly held assumptions in foreign language teaching worldwide, which discourage the reintegration of other languages within classrooms. To begin with, there is a widespread notion that English is most effectively studied through a monolingual approach. This perspective advocates for exclusive instruction in English while viewing the use of any other language in the classroom as detrimental to the learning process. The underlying belief is that students need complete immersion in the target language to attain proficiency. Secondly, the belief that a native speaker of a foreign language makes for the most competent teacher remains firmly entrenched. According to this assumption, only native speakers possess the necessary linguistic knowledge and skills to effectively teach a foreign language. Thirdly, a pervasive belief in foreign language teaching is that the earlier one begins learning a foreign language, the better the results. This assumption suggests that younger learners have a greater likelihood of achieving proficiency, and delaying the initiation of language learning makes fluency attainment more challenging. The fourth assumption commonly held in foreign language teaching is that the more extensive the use of foreign language materials, the more favorable the outcomes. This perspective implies that employing a wide range of vocabulary, grammar, and language skills will lead to improved language learning results. Lastly, there persists an assumption that incorporating the native language in teaching, even for clarification purposes, diminishes the quality of foreign language instruction. This belief suggests that using the native language in the classroom may confuse students and impede their ability to grasp the foreign language. These widely held beliefs have been refuted by academics who contend that a translanguaging strategy can aid in language acquisition. The translanguaging strategy takes into account the students' prior linguistic knowledge and abilities and makes use of them, enabling them to apply these abilities to the new language.

In addition, translanguaging is used in the classroom as a means of mediating understandings, constructing meaning, including, excluding, and showing knowledge (Garcia, 2014). Seltzer and Garcia (2020) argue that several key principles are important to understand when using translanguaging in EFL educational settings. First, English is a social construct with practical consequences rather than merely a closed and autonomous set of linguistic elements. The "standard English" taught in schools is a homogenized invention of the language used for colonialism and nation-building. When working with kids that have a variety of language backgrounds, it is crucial to acknowledge this fact. Second, all speakers partake in "linguaging," which encompasses a wide range of social practices performed by semiotic beings. Linguaging is molded by the chances speakers have encountered to engage with those who support or refute their linguistic practices. Finally, the cognitive, linguistic, social, and emotional aspects of linguaging are intricately interconnected. Speakers use a unitary repertoire of language features that reflects the opportunities they have had to engage with different interlocutors. By understanding this accumulation of language features, educators can help students build new connections between different linguistic, cognitive, and social elements, thus fostering distributive agency and promoting a more equitable classroom environment.

Translanguaging Practice in EFL Classroom: What is and What is not?

In Garcia & Wei's (2014) study, various instances of translanguaging implementation within the classroom are discussed. One such example involves the teacher introducing key vocabulary words and their meanings, prompting students to translate them into their native languages. This approach facilitates the connection between new vocabulary and existing knowledge, fostering a deeper

understanding of the words. An alternative approach suggested involves having students listen to a Spanish song related to the subject of the day and then answering questions in English. This method aims to enhance language proficiency in both languages and encourages cross-linguistic adaptability.

A third illustration of translanguaging in action permits struggling students to seek assistance from their peers in translating their thoughts into English during presentations. This collaborative method not only fosters teamwork but also provides support to those having difficulty expressing themselves in the second language. Finally, students engage in group discussions about a set of pictures in any language of their choice. However, when sharing their conclusions with the entire class, they are required to do so in English. This fosters active engagement among students and helps them refine their communication skills in both languages.

It is crucial to recognize that certain bilingual practices do not fall under the category of translanguaging. For instance, a teacher repeatedly switches between English and Spanish during a lesson, providing alternating paragraphs of English and exact translations in students' home language, or offering word-for-word translations and allowing students to choose between reading in English or their native language. While these practices involve multiple languages, they fail to fully integrate students' linguistic repertoires, which is the essence of translanguaging. Instead, these methods could potentially encourage language isolation and strengthen the mistaken belief that the native language should be excluded from the classroom setting. Therefore, it is imperative for teachers to discern the difference between bilingualism and translanguaging and consciously adopt language practices that foster a supportive and inclusive learning environment for all students.

Functions and Benefits

The practice of translanguaging in the class has been acknowledged as serving a number of discursive functions for teachers, as discussed by Garcia and Wei (2014). These functions include engaging students and giving them a voice, explaining ideas, enhancing learning, running the classroom, and extending learning through questions. Translanguaging also offers teachers the chance to provide students with directions, feedback, praise, and encouragement. Also, by establishing emotional connections with their students using the English language, teachers can cultivate an atmosphere of trust and rapport within the classroom.

Apart from the aforementioned discursive functions, Wang (2019) identified additional roles of translanguaging in language learning and usage. One such role is the interpretive function, in which translanguaging is employed to clarify elements of the target language, including grammar, vocabulary, pronunciation and cultural concepts. This aids in developing a deeper metalinguistic awareness of language learning and usage. Educators can draw comparisons between linguistic structures or phrases, employing examples from both languages to enhance student's comprehension. Another vital function of translanguaging is the managerial aspect, which involves using translanguaging for various purposes, including activity instructions, providing feedback, planning assignments, preparing tests and examinations, and assessing comprehension and knowledge retention. Additionally, translanguaging can be employed to motivate and guide students in producing desirable outputs.

Lastly, translanguaging functions as an interactive tool that students can employ to promote a more engaging and interactive atmosphere within the classroom. Pupils can utilize translanguaging to mediate their understanding, engage in communication with peers, or offer peer support, thereby enhancing the overall teaching and learning experience.

In addition, Anderson (2022) reveals that the practice of translanguaging by teachers is classified into various activities within the pedagogical setting. These activities encompass a range of functions that support effective language instruction. Firstly, teachers participate in the process of clarifying lexis to guarantee that students possess a comprehensive grasp of vocabulary and terminology. Secondly, they are involved in explaining complex concepts, such as grammar rules and metaphors, in order to facilitate comprehension. Thirdly, teachers provide individual or group tutoring sessions to assist learners in their language development. Additionally, they offer guidance and advice on aspects like learner training and life skills. Furthermore, teachers handle administrative tasks such as roll calls and

disseminating school-related information. They also engage in formative assessments to gauge students' progress and adapt instruction accordingly. Moreover, teachers play a crucial role in building schemata, helping students connect new information to their existing knowledge. They are responsible for classroom management, ensuring an organized and conducive learning environment. Furthermore, teachers engage in informal conversations or "chit-chat" with learners, fostering a supportive and communicative classroom atmosphere. Lastly, teachers incorporate writing activities on the board or in instructional resources to enhance students' writing skills.

Also, translanguaging has been widely recognized as a beneficial practice in education, according to numerous research articles. Its implementation in the classroom has been found to provide a comfortable and friendly learning environment for students, promote metalinguistic awareness, encourage cross-linguistic flexibility, appeal to shared identity, facilitate communication between teachers and students, enhance cognitive engagement, improve students' comprehension, and even boost foreign language writing skills (Akbar & Taqi, 2020; Sun & Zhang, 2022; Vijaykumar et al, 2020; Yuzlu & Kenan, 2022; Zhang & Chan, 2022).

Moreover, the concept of translanguaging is believed to offer students numerous cognitive, social, and psychological advantages (see Emilia & Hamied, 2022). From a cognitive perspective, neglecting the first language while learning a second language means disregarding a valuable resource that learners possess, given the strong connections between the two. Socially, the inner voice and private speech, which significantly influence our thoughts and actions, are primarily expressed in the first language. Moreover, on a psychological level, using the first language during interactions can act as a psychological tool, empowering learners to participate in fruitful collaborative dialogues when undertaking meaning-based language tasks. This is achieved through three essential functions: providing scaffolded help, establishing intersubjectivity, and utilizing private speech.

Additionally, numerous publications have explored the application of translanguaging in EFL contexts. One such previous study was carried out by Emilia and Hamied (2020). Their research delved into the utilization of translanguaging, its various functions, and the advantages it offers in tertiary EFL classrooms. The study also sought to gather students' opinions about this practice. Employing a qualitative design with an ethnographic approach, the researchers conducted observations, informal interviews, open-ended questionnaires, and field notes, involving 75 students. The study's results unveiled the prevalence of translanguaging practices, each serving specific functions, including interpretive, managerial, and interactive roles. These practices had positive effects on students, benefiting them cognitively, socially, and psychologically. Notably, a significant majority of the students, approximately 82.6%, expressed their preference for using a combination of Indonesian and English, while 15.2% favored using only English and 2.2% preferred solely Indonesian within the classroom setting. Among the various translanguaging strategies, "mixing words and expressions from different languages in the same spoken or written words" emerged as the most commonly employed technique, surpassing other approaches such as translating between languages, playfully using different languages in the same written or spoken utterances, and utilizing first language in one part of an activity and the school language in another part.

Furthermore, Raja, Suparno, and Ngadiso (2022) conducted a study investigating the perspective of teachers regarding translanguaging practices and its implications in the context of EFL classrooms in Indonesia. The research employed a qualitative approach, utilizing observations, questionnaires, and interviews with four grade VIII English teachers. The findings indicated that EFL teachers in Indonesia hold a positive view towards translanguaging practices within the classroom setting. This positivity is demonstrated through their favorable assessments of both teacher-directed and student-directed. In EFL classrooms in Indonesia, the practice of translanguaging is widely prevalent, with teachers using a combination of English and Indonesian in East Nusa Tenggara for teacher-directed, and English, Indonesian, and Javanese in Central Java for student-directed. Although some teachers acknowledge the potential risks associated with excessive use of languages other than target language, overall, the participants view translanguaging as beneficial in achieving their pedagogical objectives.

Moreover, Guo (2023) conducted another preceding investigation centered on Chinese school students. This qualitative study employed various methods, including observation, audio recordings, field notes, and semi-structured interviews, involving 35 primary school students. The study's outcomes revealed that translanguaging was prompted by both familiar and unfamiliar concepts and served multiple purposes, such as facilitating academic tasks like comprehension and producing English sentences, as well as allowing students to express themselves. These early Chinese learners indeed switched between Chinese and English based on two distinct needs: 1) to excel in their learning by comprehending new content and constructing complete sentences in English, and 2) to freely express themselves, sharing stories, describing their abilities, and explaining their understanding of new knowledge. The first type forms the foundation for their continued engagement and alignment with their teachers, while the second type exhibits a more dynamic and adaptable translanguaging practice. For these early language learners, translanguaging serves as both a means of expression and a way of comprehending. In essence, there are two types of translanguaging, each driven by different factors, which correspond to the students' internal needs: comprehension and expression.

Based on the existing studies on translanguaging practice in EFL contexts, there is a growing understanding of the functions, benefits, attitudes, needs towards the practice. Yet, the existing studies on translanguaging have primarily focused on contexts where English is not taught as a foreign language (Renandya & Chang, 2022). Thus, there remains a significant gap in exploring the specific situations in which translanguaging practice is utilized and how it is implemented within EFL classrooms (Khairunnisa & Lukmana, 2020). In order to contribute to the existing literature, this study tried to investigate the different situations in which translanguaging occurs, as well as investigate how that teachers translanguaging practice in junior high school EFL classrooms.

METHODS

This study employed a qualitative approach to explore phenomenon of translanguaging in EFL education. Qualitative research is particularly suitable for comprehending intricate social phenomena since it produces data in the form of words rather than numerical values (Patton & Cochran, 2002). In order to acquire a thorough comprehension of translanguaging in EFL education, this research utilized a case study approach. This methodology facilitates a detailed investigation of specific cases over a period of time, incorporating diverse data sources, including observations, field notes, documents, and in-depth interviews.

The data analysis process involved describing, identifying, and analyzing the data collected through these various methods. By collecting data through multiple methods, the process of triangulation was enhanced, which increases the study's validity and reliability (Delamont, 2002). The most suitable type of triangulation for this study is triangulation between methods, as it allows for the exploration of various perspectives on the phenomenon of translanguaging in EFL education.

Site and Participants

The current study investigated the use of translanguaging practice in EFL junior high schools' classrooms in Bandung, West Java. The research design employed purposive sampling, which allowed for the selection of participants who were best suited for the study's objectives. Specifically, the study focused on two EFL teachers who have extensive experience in translanguaging and have more than two languages as well as who were currently teaching in two separate schools in Bandung. T1 has worked as a teacher in a private school for a duration of three years, while T2 has accumulated five years of teaching experience in a public school.

Through the participation of these two EFL teachers, the primary aim of this study was to offer valuable insights into how translanguaging practices are applied in EFL classrooms in Bandung. By examining their teaching practices, the study aimed to identify in what situations or activities do teachers integrate translanguaging into EFL education and how they practice it in EFL classroom.

Data Collection

In order to address the research question concerning the utilization of translanguaging in EFL classrooms, this study employed various data collection instruments. The primary instruments were observation, field notes, and semi-structured interviews.

Observation allowed for the collection of real-time data on how translanguaging was being used in the classroom. By observing the participants' teaching practices and interactions with students, the study could gain insights of using translanguaging in EFL education. The observation framework used in this study was based on Anderson's (2022) methodology, which is specifically designed to identify translanguaging practices in the classroom.

In addition, the researcher acted as a non-participating observer, refraining from intervening in the natural interactions between the teachers and students. This allowed for the collection of unbiased and objective data, which is essential for a rigorous qualitative analysis. During the observation sessions, the researcher carefully records the participants' use of translanguaging, the types of languages used, and the contexts in which it occurs.

Taking field notes was another method for collecting data in this study. This involves recording detailed descriptions of the classroom environment and teacher actions during observation sessions. In qualitative research, field notes are suggested as a way of recording essential contextual information. (Philippi & Lauderdale, 2018). Field notes could provide context for the observed behaviors and help the study identify patterns and themes in the data.

Semi-structured interviews offered participants a chance to contemplate their encounters with translanguaging in the classroom. These interviews allowed for profound insights into how individuals experience, perceive, and interpret the social environment (Creswell, 2012). Unlike fully structured interviews, semi-structured interviews not only included pre-prepared questions but also allowed for new questions to emerge during the course of the conversation. The purpose of conducting semi-structured interviews was to obtain a comprehensive understanding of the interviewees' perspectives. These interviews were designed to elicit in-depth responses from the participants about their teaching practices and attitudes towards translanguaging in EFL education.

Thus, the utilization of observation, semi-structured interviews, and field notes offered a complete array of tools for gathering data on the implementation of translanguaging in EFL classrooms. By employing these methods, the study sought to achieve a detailed and nuanced comprehension of translanguaging practices in the EFL education context.

Data Analysis

The data gathered through observations, field notes, and interviews will undergo qualitative analysis techniques. Specifically, the researcher will adhere to the steps outlined in Miles and Huberman's (2014) flow model of analysis, encompassing data reduction, data display, and lastly conclusion drawing or verification.

The initial step of the analysis involved the researcher merging the observation recordings as well as field notes to identify instances of translanguaging during classroom interactions. These events were subsequently categorized through coding, utilizing various labels that took into account the teaching situations or context and the functions of translanguaging.

Apart from analyzing classroom interactions, the researcher would also integrate the viewpoints of the teacher. These opinions were taken into account during the analysis to provide valuable insights into the challenges and advantages of employing translanguaging in the EFL classroom.

The data, after being coded, was arranged and presented in a manner that emphasizes the patterns and trends present in the information. The researcher utilized thematic analysis to identify and examine themes that surfaced from the data. These themes were derived directly from the data and were applied in accordance with the existing literature.

Furthermore, this data was coded as part of the broader dataset, focusing on particular pedagogic functions, such as scaffolding learning, error correction, and language play. These functions were then examined concerning their linguistic content, which involved activities like translating text, explaining

vocabulary, and engaging in translanguaging discussions. The analysis aimed to provide insights into how these pedagogic functions were effectively accomplished.

Finally, the study drew conclusions and verified the findings to offer a comprehensive comprehension of the implementation of translanguaging in the EFL classroom. The conclusions were derived from the data analysis and were presented with extensive and elaborate descriptions of the findings, supported by relevant excerpts from the data.

RESULTS AND DISCUSSION

In this study, a qualitative approach was utilized to investigate the phenomenon of translanguaging practice in EFL education. Qualitative research is well-suited for to answering the research questions, namely how is the translanguaging practice engaged in the classroom? The purposive sampling was utilized to select two teachers in this case study. Specifically, the study focused on two EFL teachers who have extensive experience in translanguaging and have more than two languages as well as who are currently teaching in two separate schools in Bandung. T1 has three years' experience as a teacher in private school and T2 has five years' experience as a teacher in public school.

The observation merely focusses on teacher directed translanguaging and it is classified into pedagogic functions based on Anderson (2022) framework. The activities only take 10 activities, since the focus of study on the teachers' utterances, i.e. clarifying lexis, explaining complex concepts (e.g. grammar, metaphor), mediating texts, tutorial learners individually or in groups, giving advice (e.g. learner training, life skills), administrations (e.g. roll class, school information), formative assessment, building schemata, classroom management, informal "chit-chat" with learners.

All teachers used three languages or more in their lessons which was observed in those two observations meetings. Although, T1 doesn't know exactly about translanguaging. Indeed, T1 stated:

"But before that, I also want to ask, what is translanguaging? ... Okay, what's the difference? How is it different from being a polyglot?" (Interview T1)

The excerpt above showed that even though he actually implemented translanguaging, he didn't realize that translanguaging occur in his class. It is the evidence of the existence of translanguaging instinct where individuals frequently communicate in multiple languages without strict adherence to the rules or boundaries of any one language. Consistent with this idea, Wei (2016) contends that humans naturally lean towards translanguaging as a way of utilizing all their cognitive and modal resources in the process of language learning.

In addition, T1 was found using three languages during teaching and learning process, namely English, Bahasa Indonesia, and local language (Sundanese language). Meanwhile T2 was found using 4 languages, namely English, Bahasa Indonesia, local languages (Sundanese and Javanese languages).

T1 class observation was taken from two classes of 8th grade, meanwhile T2 class observation was from two classes of 7th grade. The data derived from the audio recordings of observation, and field notes reveals that translanguaging practices were evident in various situations., namely clarifying lexis, explaining complex concepts (e.g. grammar, metaphor), tutorial learners individually or in groups, giving advice (e.g. learner training, life skills), formative assessment, building schemata, classroom management, informal "chit-chat" with learners). However, there is no translanguaging practice in mediating texts and administration (see table 1). Additionally, the Indonesian and Sundanese expressions are formatted in italics, accompanied by the English translation placed beside them. Also, the sample of observation will be merely provided representatively.

TABLE 1. Pedagogical Activity

No	Activity	T1	T2
1	Clarifying lexis	-	1
2	Explaining complex concepts (e.g. grammar, metaphor)	19	12
3	Mediating Text	-	-
4	Tutoring learners individually or in groups	7	5

5	Giving advice (e.g. learner training, life skills)	4	3
6	Administration (e.g. roll call, school information)	-	3
7	Formative assessment	2	24
8	Building schemata	4	5
9	Classroom management	21	18
10	Informal "chit-chat" with learners	1	4

This table illustrates the different activities conducted by teachers or educators in the teaching and learning context, specifically highlighting how they employ translanguaging in their speech. The data indicates that teachers frequently employed translanguaging when explaining complex concepts and managing the classroom, aiming to ensure that students grasp the material and comprehend the instructions clearly. This approach aimed at fostering a conducive learning environment where everyone could easily follow the flow of the teaching.

Furthermore, it was observed that T2 teachers significantly utilized translanguaging during formative assessments, suggesting a heightened emphasis on monitoring and supporting student progress. This proactive approach to formative assessment may have contributed to better student learning outcomes.

However, there were no instances of translanguaging being used for mediating text during the measured time periods. It actively demonstrates the teachers were not using text in their teaching during the time periods measured.

Explaining complex concepts

T1 wanted to ensure that the students understand all the core material on that day. For instance, highlighting the essence of past tense and its purposes by using Bahasa Indonesia.

Extract 2: T1 [01:00-03:00] Recording 1

jadi intinya untuk past tense itu fungsinya

So, the main thing of past tense is its functions

fungsi dan tujuannya adalah untuk mengekspresikan atau menyampaikan suatu kejadian di masa lalu atau masa lampau.

its function and aim are for expressing or conveying something from the past

Tutorial learners individually or in groups

T1 tutored the students to explore more in Google about regular verb

Extract 3: T1 [12:00-13:00] Recording 1

Cing, coba kalian cari sendiri di Google, verb play.

Try searching it on Google yourselves, the verb "play."

Verb satu, dua, tiga, dah komplit di sana mah.

Verb one, two, three. Everything is there.

Langsung aja di Google kata play, terus verb.

Just search "play" on Google directly, and then the verb.

Nanti muncul bentuk satu, bentuk verb satu, play misalnya.

Later, you'll see the first form, the base form, like "play" for example.

Terus bentuk verb duanya kayak gimana.

Then, how does the second verb form look like.

Formative Assessment

T2 employed formative assessment by giving quiz to check the students' understanding.

Extract 10: T2 [31:54-33:01] Recording 1

Ok, my question is when in talking about daily routine

So, what part of sentence or utterance that can help you to identify that the sentence or the utterance is a kind of daily routine or talking about daily routine?

Yok, siapa yang tahu?

Well, who knows?

Ketika kalian melihat suatu kalimat ni atau mungkin ucapan dari seseorang.
Bagian kalimat mana yang bisa memberikan petunjuk pada kalian bahwa, oh ini itu membicarakan tentang rutinitas.

When you see a sentence or maybe someone's statement,
Which part of the sentence can give you a clue that, "Oh, this is talking about routines."

Classroom management

T2 wanted to create a structured and well-managed classroom to ensure smooth teaching and learning experiences. This emphasis on classroom management may indicate that the educators in school 1 recognized the importance of establishing a conducive atmosphere for effective learning, where students could focus on their studies and feel supported in their academic journey.

Extract 12: T2 [18:49-20:00]

Don't blame your friends, okay?

Jangan salahin temen. kan tadi bapak bilang hayo perhatikan. Karena, sebenarnya kalian itu sudah paham, tapi ya itu tidak mau diperhatikan lagi.

Karena, sebenarnya kalian itu sudah paham, tapi ya itu tidak mau diperhatikan lagi.

Furthermore, the findings from this study reveals that not all activities occurred translanguaging practice. It is different with Anderson (2022) which is stated that translanguaging practice occurred in all activities.

Additionally, all discursive functions are found during the observation. This confirms Emilia and Hamied (2022) report. The interpretive function refers to explaining grammar concepts, such as past tense and simple present tense. For instance, "*jadi intinya untuk past tense itu fungsinya, fungsi dan tujuannya adalah untuk mengekspresikan atau menyampaikan suatu kejadian di masa lalu atau masa lampau.*". Then, the managerial function encompasses activities like assigning tasks, providing scaffolding to students, offering praise, and assessing comprehension.

For instance, to give activity by saying "*Cing, coba kalian cari sendiri di Google, verb play. Verb satu, dua, tiga, dah komplit di sana mah.*". Lastly, the interactive function, such as, asking questions and informal "chit-chat" with the students. For instance, "and how about diseberang? *Bedanya apa dengan menyebrang dan diseberang, huh? Kan tadi menyebrang tadi cross ya, and how about diseberang.* (students answering) Zebra cross? Hahaha... Zebra cross *itu tempat penyeberangan, yang modelnya kayak zebra.*"

Moreover, the evidence from the study indicates that the translanguaging practice was guided by an educationally principled approach and driven by the consideration of scaffolding (Garcia & Wei, 2014; Otheguy et al., 2015). This clear demonstration highlights how translanguaging was strategically employed to support students in gradually attaining their learning objectives.

Besides, this is emphasized from the semi-structured data of those teachers. The teachers deliberately used other languages in their classroom for students' better comprehension, especially for beginner-level students with limited English proficiency. Indeed, T1 stated:

"Well, it's actually a mixture. Why? Firstly, the abilities of my students are still at the beginner level. Why? Because their background is such that they were not taught Indonesian language at all during elementary school. Even until grade 7, they are still not proficient enough to, you know, understand things properly." (Interview T1)

Similar with T1, T2 stated:

"So, if we don't use Indonesian as an introduction, for example, then what we convey won't be able to be absorbed by the students. That's for sure. Yes, because I've experienced it myself, I just ever tried, I tried using full English, and they immediately said they didn't understand anything. They didn't understand. Yes, because most of them, their elementary school education didn't include English language learning." (Interview T2)

In line with it, this interview approves the previous study conducted by Khairunnisa & Lukmana (2020). This clearly shows that EFL teachers actively endorsed the integration of Indonesian and local languages in EFL classrooms, particularly to support students with low English proficiency.

To sum up, all teachers are found practicing translanguageing whether subconsciously or consciously. All discursive functions are occurred based on the observation. These findings indicate that the translanguageing practice adhered to an educationally principled approach and was driven by considerations of scaffolding. Also, translanguageing practice are reported beneficial to scaffold the students learning and help the lower English proficiency students.

CONCLUSION

In summary, this qualitative case study investigated how two English language teachers in Bandung, West Java, Indonesia, utilized translanguageing in their teaching practices. The study's results provided insights into the particular instances where translanguageing was utilized and its practical implications within the EFL classroom. Notably, the teachers used translanguageing most frequently when explaining complex concepts and managing classroom activities, with the primary goal of ensuring students' clear understanding of the material and instructions. By fostering a conducive learning environment through this approach, both teachers and students could effectively engage in the teaching and learning process.

The theoretical contribution of this study lies in enriching the literature on translanguageing, particularly in the context of EFL teaching in Indonesia. By showcasing the successful use of translanguageing and its contexts by EFL teachers, this research provides valuable insights for educators and researchers interested in exploring and incorporating this practice into their own classrooms. Additionally, the practical implications of this study are significant, as it offers teachers and researchers practical guidelines and considerations for implementing and researching translanguageing practices effectively.

Despite its valuable insights, this study also has some limitations that should be acknowledged. Firstly, the sample size was relatively small, consisting of only two English language teachers in a specific region of Indonesia. While the findings offer valuable context-specific information, they may not be fully representative of the diverse practices across all EFL classrooms in the country. A larger and more diverse sample of teachers from different regions could provide a more comprehensive understanding of translanguageing practices in Indonesia. Secondly, the study was conducted within a specific cultural and institutional context, namely Bandung, West Java, Indonesia. The unique characteristics of this region, such as its sociolinguistic dynamics and educational policies, may have influenced the way translanguageing was implemented by the participating teachers. Thus, caution should be exercised when generalizing the findings to other regions or educational settings with different linguistic and cultural backgrounds.

Lastly, this study highlights the potential of translanguageing as a powerful pedagogical tool in the EFL context, offering teachers a means to bridge language gaps and foster more effective communication and comprehension among students. As the educational landscape continues to diversify, understanding and utilizing translanguageing practices can play a crucial role in promoting inclusive and accessible education for language learners.

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