

## TRANSLANGUAGING PRACTICES IN EFL CLASSROOMS: TEACHERS' PERSPECTIVE

Fabelia Indah Putri<sup>1</sup>; Irfan Rifai<sup>2</sup>

<sup>1</sup>Language Center Universitas PGRI Adi Buana Surabaya;

<sup>2</sup>Pascasarjana Universitas Pasundan

Corresponding author: irfan rifai, Universitas Pasundan.  
E-mail: irfan.rifai@unpas.ac.id

Volume 6  
Nomor 1  
September 2021  
Page 460-470

### Abstract:

*This study is centered on exploring the teachers' perspective towards translanguaging practices in EFL classrooms. This study is framed within a qualitative case study involving four English teachers from two high schools in Sidoarjo, East Java. In order to understand the subjects' perspectives, personal interviews were utilized. The data having been collected, it were transcribed verbatim and analyzed thematically. The current study's findings show that teachers practiced translanguaging mainly when they explained the materials, such as grammar. In this sense, the sole motivation of using translanguaging is that grammar is complex and explaining in English is far more complicated. In addition, teachers also practiced translanguaging when they managed the classroom, showing shared cultural values. Further analysis showed that translanguaging helps teachers achieve their goals, and one of the goals is helping their students understand the materials explained in English better. The results of this study are expected to be advantageous for the teachers to be aware of the importance of translanguaging practices in the EFL classroom.*

**Keyword:** *translanguaging; EFL classrooms; teacher perspectives.*

Cite this as: Fabelia Indah Putri; Irfan Rifai (2021). Translanguaging Practices in EFL Classrooms: teachers' perspective  
English Journal Literacy Utama,  
<https://doi.org/10.33197/ej lutka. vol6. iss1. 2021. 2655. 4585>

### Article History:

Received: 12 July 2021; Revised: 26 July 2021; Accepted: 29 August 2021

## INTRODUCTION

The rapid growth of economy and advancement of technology leads to the increased people's mobility from one place to another (Cenoz & Gorte, 2015; Garcia et al, 2015). Blommaert and Rampton (2011) assert that this more globalized world inclines to form a super diverse society whose identities and language practices could not be accurately identified and neatly categorized. In this super diverse society, translanguaging is inevitable and creatively used to transform the intended messages to others, since translanguaging is not only about the language practices but also includes some body movements to send the exact meaning of the utterance. Concerning the translanguaging practices, Williams and Whittal were investigating strategies of learners to use two languages, Welsh and English, in a single lesson which happened in Bangor, North Wales around 1890s (Baker, 2011).

In addition, the use of translanguaging can be a device for learning particularly learning foreign languages in a superdiverse society and is seen to be very beneficial whether for teachers or students, as the implementation of translanguaging in education field is increasing. Translanguaging can be understood as the process where one language is used in order to reinforce the other language with the aim to increase understanding and in order to augment the students' ability in both languages (Williams, 2002:40). In other words, through translanguaging, students internalize new ideas they hear, assign their own understanding to the lessons, simultaneously, utilize the lessons in their other languages. In doing so, they augment and supplement the lessons through dual language processing.

Joana Duarte (2016) figure out that in one of the secondary schools in Hamburg, German, it is allowed that students use translanguaging in a classroom interactions. Translanguaging

in this regard can encourage the students to use any languages in classroom interactions. Translanguaging also allowed the students to shared experiences and knowledge without having the effort to use their target language to engage in a classroom interaction. The target language itself is German, while half of the students are using Russian and the rest of them are using both of the languages.

Moreover, in Gujarati schools, Leicester, it is a common phenomenon when the interaction pattern between teacher and students using Gujaratin and English. Teacher and students are using translanguaging in classroom interaction in order to increasing the participation and understanding of students in the learning process, conveying ideas more easily and accomplishing lessons better. Translanguaging is not only practiced in Gujarati schools, but also in other schools such as Turkish schools located in London, Cantonese and Mandarin schools located in Manchester, and Bengali schools in Birmingham. Those schools delineate similar phenomenon of the use of translanguaging that is used to get engaged in interaction between teacher and students or students and students which the ultimate aim is to achieve their goals in the lessons accomplishment (Creese, Blacklegde, 2010).

Conteh (2018) discovers that teachers who recognize the importance of translanguaging will likely create the good relationship with students, nurturing a mutual empowerment. As Mertin (2018) demonstrates that the research of translanguaging opens up the potential space for teachers to voice their academic discourse related to translanguaging. Teachers in Brussels and teachers in Johannesburg, for example, provide examples of classroom activities that involve translanguaging, such as using video clips in the students' home languages and constructing translations collaboratively. Research indicates that there is a relationship between quality of interaction, translanguaging, and class cooperation and cohesion (Hinger, 2006).

Having recognized that translanguaging is crucial on students learning language, the researchers intend to know what is the teachers' perspective toward translanguaging practices in EFL classrooms and what are the underlying rationales of utilizing translanguaging (mixture of languages) on their teaching learning in the classrooms.

## **LITERATURE REVIEW**

### **Translanguaging and Its Definition**

The term of Translanguaging is used as pedagogical strategy to support multilingual students and critique toward existing conceptualized of language and bilingualism that have historically marginalized certain language communities (García, 2007, 2009a). Specific about the translanguaging, García and Kleyn (2016, p.14) highlight that translanguaging does not correspond to the defined boundaries of named languages refers to the deployment of a speaker's full linguistic repertoire. Moreover Canagarajah (2011) discover that translanguaging enable bilingual to be more invested in learning through meaningful participation. Translanguaging is a new approach which incorporates students' languages and cultural to strengthen academic achievement as has been explained by Lubriner and Grisham (2017) in their study about translanguaging. In more specific, academic achievement including four main skills; speaking, reading, writing and listening and so on. Translanguaging, furthermore, allows students to easily shift between their native language to their target language and vice versa (Lubriner & Grisham, 2017). In one side, Ebe and Chapman (2016) figure out that implementation of translanguaging need to be systematically careful although usually it is perceived as the translations materials. Translation materials can occur in the teaching process of four main skills that have been explained before; speaking, reading, writing and listening which can be form in the various interactions, for instance, teacher-student, student-teacher, student-student, student-self.

### **Translanguaging Practice in the Classroom**

Classroom is a context which language practice can be easily found, particularly between local language or national language and foreign or second language (Cenoz & Gorte, 2015; Levine, 2011). However, EFL or ESL classroom often enforce language separation by "othering the languages for those who spoke them within the nation" (Wei & García, 2014, p.54). Furthermore, the use of home languages is considered as damage for the learning of foreign or second languages (Levine, 2011). In fact, the used of translanguaging can be used to show the contribution of bilingual students during small group reading activities of urban High School in a southeastern state in the USA as explained by Li and Luo (2017) in their study about translanguaging for bilingual high school students. Hence, bilingual students who practice translanguaging in their everyday language use achieved better reading comprehension (Li & Luo, 2017).

In relation with translanguaging, McMillan and Rivers (2011) show that the lecturers in one of the Japanese universities practiced translanguaging in their classroom. Moreover, Kim and Petraki (2009) in their study about students and teachers to L1 in the EFL classroom, also discover that teachers in Vietnamese are practicing translanguaging in their teaching and learning process. Practicing translanguaging not only helps students to achieve knowledge better but also make teaching and learning activities run well. In another study about translanguaging, African students' academic literacy in English used translanguaging in order to frame their own understanding of the concepts and enable them to write good method (Cartens, 2016). Furthermore, translanguaging allows students to use their native language as a tool to help them develop their target language (Cummins, 2008, p.65).

In an EFL classroom, the students who are learning English particularly share the same native language, therefore translanguaging mostly occur in that situation. To be more specific, as has been examined by White et al. (2013) in their study about development of plurilingual pedagogy, note that teachers who assign their language choice to the students are assisting them to integrate their knowledge in their native language with their growing knowledge in the target language. While EFL classroom is where the environment (students and teachers) rarely use English language as a means of dominant language communication. They only use English as a media to teach the students about foreign language, in this case is English. EFL is mainly used by non-native English learners (Iwai, 2011).

In addition, translanguaging allows students to use their native language as a language resource that will help them in developing the ways they interpret the meaning and communicate in English. Otherwise, Nambisan (2014) in her study about teachers' attitudes towards translanguaging practice in classrooms, find out that teachers in one of the state school in Turkey are rarely practiced translanguaging and believe it is not significant. Although practiced translanguaging is necessary but it is quite detrimental when it is keeping the students to rarely use their native language, it is expected to be the main reason why teachers in Turkey are contrast with other teachers who agree to practice translanguaging in their classrooms.

### **Benefits of the Translanguaging Practice in the Classroom**

By using translanguaging as pedagogy tool in the classroom can bring benefits to both teachers and students. In relation to translanguaging, teachers are eager to use different languages purposefully to enrich their teaching by incorporating students' linguistic and cultural resources (Lubriner & Grisham, 2017). As has been explained by Lubriner and Grisham (2017) in their study about translanguaging, note that Cognate Strategy Instructions (CSI) is used as a practical method by the teachers for achieving their goals related with translanguaging. In more specific, Baker (2011, p.281-282) mentioned four benefits of translanguaging; first is to promote deeper and fuller understanding of the content, second is to help students to improve their skills in their weaker language, third is to facilitate home-school cooperation, forth is to develop learners' second language ability concurrently with content learning. Therefore, possibility of pedagogy problems can be easily coped with if the teachers are realized of the importance of two languages practice or more to explain the material to their students (Baker, 2011). With this in mind, both teachers and students will easier to do teaching and learning activities in the classroom.

Furthermore, translanguaging in writing subject is worked as self-regulated mechanism on young students (Velasco & García, 2014). The analysis is done based on five writing texts of the young students and how they used translanguaging in planning, drafting, and productions stages of their writing process. In addition, Holdway and Hitchcock (2018) in their study about perspective translanguaging on a classroom by multilingual learners and teachers, argue that teachers should be aware to the importance and also the benefits of translanguaging practices in classroom, so the teachers establish translanguaging for their students in the mainstream of their class. Specific about literature on relation with translanguaging in pedagogy, Schissel et al. (2018) define in their study that the role of multilingualism in teaching and classroom assessment is drawing upon the concept of translanguaging as a lens through which to explore the perceptions and practices of the teachers. It is to be expected that multilingualism in a classroom is an important tool to enhance the learning of linguistic minority students. University level-classroom students also reveal that they use translanguaging in order to take a depth-look at the coursework and attitudes from the distinctive use of language, in this case is Spanish and English, in their academic work (Rivera & Mazak, 2017).

## METHODS

Qualitative method was used in this study due to this method enables to answer the questions about the complex nature phenomenon which usually described and understood based on participants' point of view (Leedy & Ormrod, 2005:94). Qualitative method typically required smaller sample size than quantitative method, therefore the researcher applied sample size qualitative case study. To be more specific about sample size in qualitative case study, Glaser and Straus (1967) recommended the concept of saturation for achieving appropriate sample size in qualitative study, Morse (1994) suggested approximately 30-50 participants. While for phenomenological studies, Creswell (1998) recommended less than 10 participants. Therefore, the researchers only involve four participants in this study.

Interviews is selected as the primary technique since it can create a connection between researcher and participants (Cooper & Schindler, 2014, p.152). In relation to interview, there are two types of the interviews as has been explained by Cooper and Schindler (2014, p.152) first is individual depth interview (IDI) and the second is interview that conducted in groups. Hence the researchers used individual interviews and semi-structured types of interviews (Cooper & Schindler, 2014, p.152). The researcher typically conducted interview by face-to-face with the participants, yet it can also be done by telephone.

The source of data in this study generated from English teachers whose practiced translanguaging in EFL classroom. The obtained data was in the form of dialogues and interviews, and then the researchers transcribed verbatim. The obtained data from the interviews were analyzed by thematic analysis (Braun & Clarke, 2006). There are four English teachers to be interviewed. Mrs. Merida and Mr. Rangga who become English teachers at SMA 1001 while Mrs. Jessica and Mr. Arnold who become English teachers at SMA 2002. As such, the name of the schools is not disclosed throughout this paper similarly as the name of the participants in order to avoid the possibility of being identifiable and for other convenience reasons. The following table provides the profiles of the participants, all names are anonymized.

Table 1. *Participants' profile*

No.	Participants	Sex	Teaching Experiences (Years)
1.	Mrs. Merida	Female	4 years
2.	Mr. Rangga	Male	4 years
3.	Mrs. Jessica	Female	3 years
4.	Mr. Arnold	Male	5 years

## RESULTS AND DISCUSSION

### The Ways of English Teachers Practice Translanguaging in EFL Classroom

The data analysis shows that English teachers are still practicing translanguaging in their teaching learning activities. Mrs. Merida, for example, told that she often practices translanguaging in order to deliver her lessons to the students.

#### *Extract 1.1*

The Researcher: "And then to deliver your lesson, what language that you usually use?"

Mrs. Merida: "I use English often, but sometimes I translate it into Bahasa Indonesia. I also use Bahasa Jawa rarely."

From the Mrs. Merida's story, she practiced translanguaging by using three languages in her teaching learning activities. Moreover, Mr. Rangga also asserted that he often practiced translanguaging in his teaching learning activities. He said that he practiced translanguaging to explain his lesson in classroom.

#### *Extract 1.2*

The Researcher: "What language that you usually use to explain your lesson to the students?"

Mr. Rangga: "I use Bahasa Indonesia dominantly but of course I use English sometimes."

The ways Mrs. Merida and Mr. Rangga, both as English teachers, practiced translanguaging are quiet similar. Mrs. Merida used English more often rather than Bahasa Indonesia. She explained that her students are quiet understood to receive the lesson in English. She also used Bahasa Indonesia in case to support her explanation. Moreover, she used Bahasa Jawa when her students started not to pay attention to the lesson. Meanwhile, Mr. Rangga tend to use Bahasa Indonesia rather than English. He said that his students are easier to receive the lesson using Bahasa Indonesia, in other way he also tried to explain the lesson using English, as the target language. He also needed extra ways to explain in English because his students are less interest when he started to teach in English, he explained.

Furthermore, most of English teachers practiced translanguaging when it comes to grammar. It means that the English teachers often use Bahasa Indonesia in order to explain about grammar to the students rather than using English. Mr. Arnold, for example, said that practiced translanguaging when he explained about grammar is much more effective.

*Extract 1.3*

Mr. Arnold: "When I started to explain about grammar, I chose to use Bahasa Indonesia. Grammar is one of the most important knowledge that the students must be understood. If I used English more often than Bahasa Indonesia, I am sure it will make them (students) confused. Even sometimes I also used English when explained about grammar yet it is much more effective when I used Bahasa Indonesia."

Mrs. Jessica also said that even when she almost used English in her teaching learning activities, she tends to use Bahasa Indonesia when explained about grammar. She told that her students are easier to receive explanation about grammar when she used Bahasa Indonesia.

*Extract 1.4*

Mrs. Jessica: "At first I used English to explain about grammar because in every teaching learning process, their ability in English is good. But it turned out that they (students) could not get better understanding when I explained about grammar. I needed to explain everything about grammar, such as present tense, past tense, present continuous tense and so on and so forth. It needed much attention and extra hard work so that they can understand about grammar. Regarding this problem, I changed my language used from English to Bahasa Indonesia. I explained the difficult parts used Bahasa Indonesia and the rest of the parts are in English. In this way, the students also got better understanding and result."

In addition, Mr. Rangga asserted that practices translanguaging while explained about grammar is better. He did not need to struggle to grab the students' attention, it was different when he explained the lesson using English in every teaching learning activities.

*Extract 1.5*

Mr. Rangga: "Even when they (students) did not much pay attention to the lesson, it was surprisingly they keen into grammar. For keeping their enthusiasm, of course I used Bahasa Indonesia to explain about grammar. Indeed I tried to use English in minor."

All three participants who are expressed their thought towards translanguaging practices in grammar indicating that they have similar perspectives. It begins from Mr. Arnold who explained that using translanguaging will allow the students to have better comprehension in grammar. He added that the students must be capable of doing grammar therefore he used Bahasa Indonesia to explain about grammar and used English in small scale as the target language. The next is Mrs. Jessica said that traslanguaging practices in grammar are more understandable for the students. Even when she mostly used English in her teaching learning activities, the students still needed Bahasa Indonesia to be used considering it is a native language. Mr. Rangga, as the last participant told that he used Bahasa Indonesia rather than English while explained about grammar is because the students are highly anticipated it.

Bahasa Indonesia as native language is certainly needed, but English as target language must be well improved.

However, Mr. Rangga used translanguaging not only in grammar explanation but also in listening and speaking sections. He asserted that he used Bahasa Indonesia and English interchangeably in order to engage with the students to practice speaking and listening faster.

*Extract 1.6*

Mr. Rangga: "Most of them (students) are excited when I taught them about listening and speaking, amazingly they can receive the knowledge I shared even when I used English. I still used Bahasa Indonesia in case there are some difficulties for them, so that it can help them to conquer it."

In addition, Mrs. Merida also explained when she taught about listening and speaking is more efficient to practices translanguaging. She said that listening and speaking sections are demanding for practicing translanguaging frequently, so that the students are more quickly to understand and practice it better.

*Extract 1.7*

Mrs. Merida: "By using English, the students know how to pronounce common words even difficult words. Of course I used Bahasa Indonesia, but only in certain times, to translate the difficult words which rarely known by the students. For listening section, I used English almost all the time. I also played a conversation record or short video for the students in order to sharpen their listening skill and it could be sharpened their speaking skill as well."

Slightly different from Mrs. Merida who used translanguaging in listening and speaking, Mrs. Jessica used translanguaging in reading and writing sections, she told that she used Bahasa Indonesia in order to support her explanation in reading and writing sections.

*Extract 1.8*

Mrs. Jessica: "Actually reading and writing are more difficult rather than listening and speaking, therefore I prefer to use Bahasa Indonesia to explain about it. Even if I know their (students) English is good, but I wanted to make sure that they did not make a mistake."

Based on Mrs. Jessica interview result of the above is in line with the study of Velasco and García (2014) which shows the use of translanguaging in five young students' writing texts. It indicates the effectiveness of using translanguaging in developing writing skill. Therefore Mrs. Jessica also practiced translanguaging in order to increase her students' writing skill.

Mr. Arnold also asserted that using translanguaging to teach about reading and writing is better rather than using English. He explained that his students are still struggle to write in a good method.

*Extract 1.9*

Mr. Arnold: "My students, even when their reading skill is good but not with their writing skill, it is still required an improvement. Regarding this problem, I tend to use Bahasa Indonesia when I taught them the way to writing in a good method. Sometimes I used picture to make them write a short story based on the picture that I gave. I realized that their reading skill is increase along the time, but I still needed to pay attention to them."

From the explanation above, Mr. Arnold said that he practiced translanguaging in order to increase his students' writing skill. He also explained that he sometimes ask his students' to write a short story based on the pictures he already give before. This result is in line with the study of Cartens (2016) which shows the used of pictures could increase the understanding of African students' in their literacy. By using pictures in his teaching learning activities, his students will improve their writing skills gradually.

Both of Mrs. Jessica and Mr. Arnold have similar way to practice translanguaging in reading and writing sections. The first is Mrs. Jessica who practiced translanguaging in order to make sure that her students did not make any errors by using Bahasa Indonesia. She also

said that she still use English as target language with considerable time. Meanwhile Mr. Arnold practiced translanguaging in case to improve his students' skill in writing, therefore he used Bahasa Indonesia considering as native language so that his students will make an improvement in writing skill. He also said that he used English as target language as much as he used native language. He added the using pictures to develop his students' writing skill are the right choice.

Moreover, Mr. Rangga also asserted that he practiced translanguaging when he checked the attendance list of the class. He said that checking attendance list class is one of the simple activity which sometimes practices translanguaging.

*Extract 1.10*

Mr. Rangga: "I already taught them (students) if I checked the attendance class, I will call their name one by one and they needed to respond in return. I told them to say 'present' or 'I am here' but sometimes they said 'saya pak' instead. Then I told them in Bahasa Indonesia that they need to familiarize themselves to respond in English."

Mr. Arnold told that he practiced translanguaging when checked the attendance class. Moreover he asked some simple questions to his students such as, how are you today, how was your day, what was your breakfast this morning and so on and so forth while checked the attendance class.

*Extract 1.11*

Mr. Arnold: "When I checked the attendance class, some of them still respond in Bahasa Indonesia, even when I already told them to use English. I also asked some questions to the students like 'how was your day?' in order to engage them to respond in English."

Different from Mr. Arnold who practiced translanguaging when checking the attendance class, Mrs. Merida said that she practiced translanguaging when she made interaction with her students such as a small conversation. The interaction not only happens between teacher and students, but also between students and students.

*Extract 1.12*

Mrs. Merida: "My students are always excited when I did the attendances class, they respond me in English happily. But when they had a communication with me or their classmates, most of them still using Bahasa Indonesia. I encouraged them to communicate using English more often."

All the explanation from the participants indicate that they used translanguaging when they checked attendances class and have a communication with their students. Mr. Rangga told that he usually called their students' names, but some of them still using Bahasa Indonesia to respond. He asked the students to use English as much as possible when they give a respond to him. Mr. Arnold explained that he also asked some simple questions to his students while he checked the attendances class, he said that it can stimulate the students' willingness to respond him in English. When Mrs. Merida had a conversation with his students, she said that some of them are still using native language.

### **Reasons of English Teachers Practice Translanguaging in EFL Classroom**

The data analysis presents that there are two underlying reasons teachers practice translanguaging in EFL classroom. First is to help students to understand materials in English better and the second is to help students be more familiar with English. In regard with the reasons of the teachers practicing translanguaging that is to help students to understand materials in English better, Mr. Rangga, for example, eloquently ascertained that he used translanguaging in explaining the lesson in the classroom.

*Extract 2.1*

Mr. Rangga: "Actually I really want to deliver my lesson using English. But many of my students still struggle to accept my explanation in English. For now I am still intensely using Bahasa Indonesia, sometimes I also translate my explanation into English. I start to

engage my students to communicate using English with me as their teacher or with their classmates.”

Mr. Rangga said that he used translanguaging to achieve his purpose which is to help his students to understand English. He also explained that it is quite difficult for him to make his students are able to understand English, so that he uses Bahasa Indonesia more often than English. In addition he also delivered the lesson in Bahasa Indonesia and sometimes is translated it into English as well.

Moreover, Mrs. Jessica also said that she helps the students to understand the lesson better so that they got good grades. Mrs. Jessica told that she tends to use English rather than Bahasa Indonesia or other languages to deliver the lesson. She said that her students are ready to get the lesson in English.

*Extract 2.2*

Mrs. Jessica, “Recently, I use English more often, even full English can be said. The reason is because my students will have a final test in the next few months, so there is a lot to be prepared as well. Still have to sharpen their skills in reading, writing, listening and also speaking. So far they (students) are good enough in all of those important components, there are indeed some students who still cannot keep up yet. Sometimes I still using Bahasa Indonesia to clarify and supported my teaching activity.”

Mrs. Jessica said that she did not find any difficulties to use English to deliver her lesson. She said that some of her students may not well keep up but she still managed it well. By using translanguaging she can reach her goal that is helping her students to understand the materials better so that they will get a good result.

In addition, Mrs. Merida told that that she dominantly used only one language which is Bahasa Indonesia, but she also tried to use English sometimes to help her students be more familiarized with English.

*Extract 2.3*

Mrs. Merida: “Because I apply 80% speaking 20% writing, so I use English as much as possible but for students who still below the intermediate level, I will definitely translate it. So it should be like English-Bahasa Indonesia-English-Bahasa Indonesia. Because my target even though they (students) still could not understand English at least they (students) are familiar with it (English).”

The goal that Mrs. Merida wants to achieve is that her students are used to using English, whether it's spoken or written even when they (students) are not properly understand about English yet. Merida also adjusts the language used when she starts to teach, for example sometimes she used Bahasa Indonesia then changes to English and changes again to Bahasa Indonesia. This finding is in line with the study of Baker (2011) which shows that teachers should be aware with the classroom condition which have students for diverse background, so that teaching the students should be practiced translanguaging which include two or different languages.

Furthermore, translanguaging practices also helped Mr. Alnod in many aspects, for example to help students understand the materials better and also to increase students' skill in reading and writing.

*Extract 2.4*

Mr. Arnold: “At first, I tried to explain the lesson in English but after few weeks of learning, the method that I used was not effective. The fact that I used English to explain the materials was not able to make students understand, so I changed the way I explain the materials. I started to use Bahasa Indonesia and English, sometimes I used pictures also to make students understood with the materials that I explained, and yes it is more effective than I used English only.”

From the explanation above, Mr. Arnold used translanguaging in order to help him make students' understand about materials that he already explained. Mr. Arnold said that using English only would not increase students' understanding. The way Mr. Arnold used pictures in



his teaching learning activities are more enjoyment and effective that made students understand the materials faster.

All participants who conveyed their purpose by practicing translanguaging said that it is really helpful. All of the four participants practicing translanguaging in order to help them achieved their goals, for example, helping their students to understand the materials better so the students are able to pass the test, help the students to understand English and familiar with English, also make the students are able to speak in English, increase their writing and reading skills.

## **CONCLUSION**

This study addressed two questions, the first is how translanguaging is practiced in EFL classroom based on teachers' perspective and the second is why the English teachers practice translanguaging in EFL classroom. Therefore, the purpose of the current study was to explore the teachers' perspective towards translanguaging practices in EFL classroom. This study shows that translanguaging will help teachers to teach in EFL classroom in two different high schools at Sidoarjo. The use of native language does inhibit the learning process, in fact it proves the opposite. The practice of translanguaging shows that it could help both teacher and students to achieve their goal to understand the target language during teaching learning activities in the classroom.

Most obvious result of this study is all of the participants who are English teachers practiced translanguaging in their classroom, whether it is used for teacher-student interaction or student-student interaction. The ways of the English teachers practice translanguaging also vary. The participants practice translanguaging in many aspects of language skills such as, reading, writing and other skills. They also practiced translanguaging when they explained about grammar which is needed extra attention during explanation to the students. The participants not only practiced translanguaging in language skills, but also in pedagogical aspect as well. For example, the participants practiced translanguaging when they checked the attendance class, when they explained about materials and when they handled the class situation. Translanguaging also practice during the interaction between teachers and students, such as a small conversation and asking a simple question also during student-student interaction such as small group or seatmate discussion. Practicing translanguaging also helps the participant to reach their goal which is to make students understand the materials in English better so that the students are able to get a good result in their test and make the students to be more familiarized with English. Gradually, by continuing to practices translanguaging, hopefully that the students will be able to excel the target language, in this case is English

## **REFERENCES**

- Baker, C. 2003. Bilingualism and Translanguaging in Wales: Language Planning and the Welsh National Curriculum. In N.H. Hurnberger (Ed.), *Continuum of Bilingualism: An Ecological Framework for Educational Policy, Research and Practice in Multilingual Settings* (pp. 71-90). Clevedon: Multilingual Matters.
- Baker, C. 2011. *Foundations of Bilingual Education and Bilingualism* (4th edition). Clevedon: Multilingual Matters.
- Blommaert, J., & Rampton, B. 2011. Language and Superdiversity. *Diversities*, 13(2), 1-22.
- Canagarajah, S. 2011. Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy. *Applied Linguistic Review*, 2, 1-28.
- Cartens, A. 2016. Translanguaging as a Vehicle for L2 Acquisition and L1 Development: Students' Perceptions. *Language Matters*, 47(2), 203-222. DOI:10.1080/10228195.2016.1153135
- Cenoz, J., & Gorter, D. 2015. *Multilingual Education: Between Language Learning and Translanguaging* (pp. 1-15). Cambridge: Cambridge University Press
- Conteh, J. 2018. Translanguaging as Pedagogy – a Critical Review in A. Creese and A. Blackledge (eds-) *The Routledge Handbook of Language and Superdiversity*. London: Routledge

473-87.El Meysarah, Cintya. (2015). Listening of news through cornell note-taking system in a univeristy critical listening class. *RETAIN*, 3(1), 2015.

Cooper, R. D., & Schindler, S. P. 2014. *Business Research Methods*. United States of America: The McGraw-Hill Companies, Inc.

Creese, A., & Blackledge, A. 2010. *Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?* United Kingdom: The Modern Language Journal.

Creswell, J. W. 1998. *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. Thousand Oaks, CA: Sage Publications.

Cummins, J. 2008. Teaching for Transfer: Challenging the Two Solitudes Assumptions in Bilingual Education. *Encyclopedia of Language and Education*, 2nd Edition, Volume 5, 65-75.  
Ebe, A. E., & Chapman-Santiago. 2016. Students Voices Shining Through. In O. García & T. Kleyn. (Eds.), *Translanguaging with Multilingual Students* (pp. 57-82). New York: New York University Press.

García, O. 2009. *Multilingual Education for Social Justice: Globalising the Local*. New Delhi: Orient Blackswan, pp. 128-145.

García, O. 2009b. *Bilingual Education in the 21st Century: A Global Perspective*. Malden, MA: Wiley Blackwell.

García, O., & Kano, N. 2015. *The Multilingual Turn in Languages Education: Benefits for Individuals and Societies* (pp. 258-277). Clevedon: Multilingual Matters.

García, O., & Kleyn, T. (Eds.). 2016. *Translanguaging with ultilingual Students: Learning from Classroom Moments*. New York, NY: Routledge.

García, O., & Wei, L. 2014. *Translanguaging: Language, Bilingualism and Education*. *Bellaterra Journal of Teaching & Learning Language & Literature*, 11(1), 85-95. DOI: <http://doi.org/10.5565/rev/jtl3/.764>

Glaser, B. G., & Strauss, A. L. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Piscataway, New Jersey: Transaction.

Hinger, B. 2006. The Distribution of Instructional Time and Its Effect on Group Cohesion in the Foreign Language Classroom. A comparison of Intensive and Standard Format Courses. *System*, 34, 97-118. (*System*, 34 Italia)

Holdway, J., & Hitchcock, C. H. 2018. Exploring Ideological Becoming in Professional Development for Teachers of Multilingual Learners: Perspectives on Translanguaging in the Classroom. *Teaching and Teacher Education*, 75, 60-70.

Iwai, Y. 2011. The Effect of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers. *The Reading Matrix*, pp. 150-159.

Kim, Y., & Petraki, E. 2009. Students' and Teachers' to L1 in the EFL Classroom. *Asian EFL Journal*, 11(4), 58-59.

Leedy, P. D., & Ormrod, J. E. 2005. *Practical Research: Planning and Design* Upper Saddle River, N.J.: Prentice Hall. NIH Office of Extramural Research.

Levine, G. 2011. *Code Choice in the Language Classroom*. Bristol: Multilingual Matters.

Li, S., & Luo, W. 2017. Creating a Translanguaging Space for High School Emergent Bilinguals. *The CATESOL Journal*, pp. 139-162.

Lubliner, S., & Grisham, D. L. 2017. *Translanguaging*. Maryland: Rowman & Littlefield.

- McMillan, B. A., & River, D. J. 2011. The Practice of Policy: Teachers' Attitudes towards "English Only". *System*, 39, 251-263.
- Mertin, P. 2018. *Translanguaging in the Secondary School*. Woodbridge: John Catt Education Ltd.
- Morse, J. M. 1994. Designing Funded Qualitative Research. In Denzin, N. K. & Lincoln, Y. S., *Handbook of Qualitative Research* (2nd Ed). Thousand Oaks, CA: Sage.
- Nambisan, K. A. 2014. Teachers' Attitudes towards and Uses of Translanguaging in English Language Classrooms in Iowa. Graduate Theses and Dissertations.
- Rivera, A. J. and Mazak, C. M. 2017. Analyzing Student Perceptions on Translanguaging: A Case Study of a Puerto Rican University Classroom. *HOW Journal*, 24(1), pp. 122- Schissel, J. L., Korne, H. D., & López-Gopar, M. 2018. Grappling with Translanguaging for Teaching and Assessment in Culturally and Linguistically Diverse Context: Teacher Perspective from Oaxaca, Mexico. *International Journal of Bilingual Education and Bilingualism*.138. doi: 10.19183/how.24.1.312.
- Schissel, J. L., Korne, H. D., & López-Gopar, M. 2018. Grappling with Translanguaging for Teaching and Assessment in Culturally and Linguistically Diverse Context: Teacher Perspective from Oaxaca, Mexico. *International Journal of Bilingual Education and Bilingualism*.
- Velasco, P., & García, O. 2014. Translanguaging and the Writing of Bilingual Learners. *Bilingual Research Journal*, 37(1), 6-23. DOI: 10.1080/15235882.2014.893270.
- White, G., Hailemariam, C., & Ogbay, S. 2013. Towards the Development of a Plurilingual Pedagogy: Making Use of Children's Informal Learning Practices. *TESOL Quarterly*, 47(3), 638-643.
- William, C. 2002. *A Language Gained: A Study of Language Immersion at 11-16 Years of Age*. Bangor: School of Education. [http://www.bangor.ac.uk/addysg/publications/Ennill\\_Iaith.pdf](http://www.bangor.ac.uk/addysg/publications/Ennill_Iaith.pdf).