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BRIDGING LANGUAGES, SHAPING IDENTITIES: TEACHERS' PERSPECTIVES AND PRACTICES OF TRANSLANGUAGING IN INDONESIAN EFL CLASSROOMS

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Abstract

In multilingual Indonesia, EFL classrooms consist of students with diverse linguistic backgrounds, including local languages, Indonesian, and English. This diversity presents both opportunities and challenges for inclusive teaching. Translanguaging has emerged as a pedagogical approach that strategically utilizes students' full linguistic resources to enhance comprehension, participation, and identity affirmation. The research investigated how translanguaging contributes to social inclusion and comprehension improvement and cultural identity preservation in Indonesian multilingual EFL classrooms. The research implemented a qualitative case study methodology to collect data from six EFL teachers using semi-structured interviews and a focus group discussion. Thematic analysis Braun and Clarke were used to analyze data which revealed patterns of perceptions and practices. Five primary themes appeared as follows: translanguaging to promote inclusion alongside cultural identity, perspectives of teachers regarding translanguaging, methods of translanguaging in classroom settings, obstacles for implementing translanguaging and teacher methods for adapting and using translanguaging. The research indicates that translanguaging through planned incorporation of Indonesian, local languages, and English led to greater participation, cultural affirmation, and improved access to content. Teachers used multilingual techniques which included vocabulary translation, flexible multilingual interaction, and collaborative group work. The teachers employed adaptable methods through reflective practices and situational awareness to determine when and how to employ translanguaging effectively. The research indicates that translanguaging operates as an educational approach as well as a social and cultural practice within EFL classrooms. Translanguaging implementation in Indonesian multilingual education needs enhanced teacher training together with adaptable curricula and resource development.

Keywords: classroom practice; cultural identity; EFL; inclusion; translanguaging

INTRODUCTION

In a country with a majority multilingual population, such as Indonesia, English as a Foreign Language is usually taught in classrooms where students generally communicate and understand not only one language but many, including regional languages, Indonesian, and English. The context that specifically refers to multilingualism actually contains considerable benefits, although it also poses a challenge that drains teachers' thinking skills because they must be wise not only in terms of language itself, but also comply with national education policies and an understanding of the socio-cultural identities inherent in their students. The ecological framework proposed by Hornberger (2002) in his book reinforces the existing perspective that education with a multilingual background must be viewed and explored in the context of social and cultural relations that are not constant and stable but continue to experience dynamic changes.

Translanguaging is a learning strategy that offers a framework that is not only profound but also powerful, in which linguistic diversity is not seen as a devastating weakness but can instead be utilized in the development of language learning. It refers to the process through which multilingual speakers deploy their whole linguistic repertoire, across named languages, to make meaning, communicate, and learn (García & Wei, 2014). Rather than separating

languages in the classroom, translanguaging espouses a student-cantered and adaptive pedagogy that welcomes the strategic deployment of all linguistic resources present (Parisi, 2025; Sturgeon, 2024). In the Indonesian context, where students' language backgrounds are heavily shaped by local geography, community, and culture, translanguaging provides teachers with an effective means of scaffolding learning and confirming students' linguistic identities (Fang, Zhang, & Sah, 2022).

In Indonesia, the linguistic landscape comprises more than 700 regional languages, with Indonesian language serving as a unifying national language and English gaining traction as a pathway for global engagement (Eberhard et al., 2019; Abtahian et al., 2021). The multilingual layering of these languages poses challenges in terms of educational practice. Indonesian language indeed facilitates national integration and academic collaboration as a vehicle for communication (Siregar, 2021). On the other hand, the marginalization of local languages, particularly in the official school curriculum, is a source of concern in terms of linguistic equity and cultural preservation (Zein, 2019). Meanwhile, English is highlighted as a global language, widely associated with academic success and socioeconomic progress (Zein et al., 2020), unintentionally reproducing hierarchies among languages.

English Language teachers' beliefs and instructional methods are critical in determining how these languages are integrated in practice. Some studies have reported that there is recognition among Indonesian EFL teachers of multilingualism, yet such understanding does not translate into practice due to institutional rigidity and fixed curricula (Fitriati, 2015; Tamtomo, 2016). Zein (2020) illustrates that in Indonesia's super-diverse classrooms, pedagogic responses must be both culturally responsive and linguistically responsive. It involves making a transition from a monolingual orientation to pedagogies that validate students' whole linguistic repertoires.

Although the rising interest in multilingual teaching strategies and the acceptance of translanguaging as a practical approach to managing diversity within student populations, most studies conducted in Indonesia have cantered on language policy, teacher beliefs and practices, or languages' roles within education (Fitriati, 2015; Zein, 2019; Siregar, 2021). In Silalahi and Santoso (2023) conducted a study highlighting the emergence of translanguaging practices that frequently occur not only to support spoken interactions but also beyond the implementation of these interactions, including through the use of communication utilizing digital programs and classroom practices related to multimodality in education, which is more familiarly called trans-somatization.

This view, which has been clearly explained previously, shows that the implementation of translanguaging is not only used as a fairly effective strategy in classroom learning, but also becomes an irreplaceable unity of communication practices designed more broadly and specifically to establish real adaptations in accordance with education that continues to develop by following trends in the 21st century. There is a gap that is specifically present in empirical research regarding the perceptions and actual practices that take place in the classroom held by EFL teachers regarding the use of translanguaging in three languages, namely local, national, and foreign. Several leading theorists have attempted to address the complexities of teaching in multilingual contexts, but little attention has been paid to the decision-making processes teachers engage in during active classroom interactions.

This lack of empirical evidence somewhat obscures and seems to obscure the relationship between policy and practice in education. Furthermore, the national curriculum currently in force and implemented in Indonesia increasingly demands competency-based policies that focus not only on communication but also on inclusive learning. This makes translanguaging a strategy that is both effective and relevant to support learning, as it holds significant potential for bridging and facilitating all forms of local linguistic realities, with objectives rooted in previously agreed-upon policies.

This study was conducted with the aim of providing a detailed explanation that describes the methods used by English teachers in implementing inclusive pedagogy through the effective and efficient implementation of a translanguaging-based framework that comprehensively represents various methods of unidirectional integration in teaching. What makes this research seem even more interesting, stimulating, and expensive is the choice of focus that is deliberately emphasized on decisions related to pedagogical aspects that although taken by teachers directly, are still directed and well-planned, right on target, leading to multilingual classes, an area of learning that is often overlooked and should be fully considered but is rarely mentioned in most studies reviewed in Indonesia before, even though this is a very important focus.

Thus, this research, when realized properly, will enrich all forms of discussion related to the use of translanguaging theory as a pedagogy in learning that is closely related to multilingual environments, while also being a source of practical and constructive recommendations based on the context taken based on the reality in Indonesia with all its forms of diversity for teaching English as a Foreign Language more effectively.

The theoretical framework supporting this research, teachers' perspectives, and classroom practices related to the use of translanguaging in EFL classrooms will be discussed in depth in this review. These subjects are crucial because they offer a deeper understanding of how translanguaging practices play a role in classroom teaching and learning activities. Therefore, by examining these in depth, this study emphasizes the importance of learning by prioritizing effective strategies such as translanguaging, especially in the EFL classroom context. This is highly relevant to this research because it highlights the need for the use of learning strategies that are not only communicative but also inclusive and responsive, in line with the goals of current educational practices.

RESEARCH METHODS

This study decided to use a qualitative case study methodology as a basis for a more intensive study related to the use of translanguaging strategies by integrating local languages, Indonesian, and English that take the context in the EFL classroom. Theoretically, a case study is a research design that is generally chosen because of its appropriateness in allowing for a more complete and comprehensive exploration of a phenomenon that cannot be said to be simple, which certainly has a direct relationship to the context that exists in the real world and is faced by most people (Yin, 2009). This design also provides an opportunity for a more in-depth and detailed exploration of the perceptions and information about translanguaging practice closely related to language integration, emphasizing the specific lived experiences experienced by teachers in implementing English language teaching in Indonesian multilingual classrooms.

This study involved six English teachers who actively use English, Indonesian, and regional languages in EFL classes. Purposive sampling was used directly to select participants by looking at their background in the bilingual education they are currently undergoing. In addition to coming from formal schools, some of them teach in private language classes and environments as well as from other non-formal education. Nevertheless, each participant clearly and in detail showed appropriate experience in handling interactions that often occur in multilingual classes and was actively involved in English teaching activities. Their varied teaching experiences gave them a lot of knowledge and understanding of the actual use of language that was implemented in Indonesian EFL classes.

Both new EFL teachers and those who were already experienced in the world of education actively participated in this study to gain various in-depth perspectives on translanguaging techniques both applied in formal and non-formal classroom environments as a form of future consideration. In addition, the broader context of English teaching in Indonesia, where formal and non-formal institutions provide support for the implementation of language development, is directly reflected in this variability.

Two qualitative methods are used in this study for data collection, including semi-structured interviews and focus group discussions (FGD). Individual semi-structured interviews were conducted with participants to elicit their lived experiences and perceptions about the use of multiple languages in EFL classrooms. It provides a structure for comparability while allowing probing in relevant areas (Adams, 2015). A FGD was also conducted for group perspectives and interactions between participants. FGD was preferred as it allows ideas to flow, reflect with each other, and generate richer data through group interaction (Mishra, 2016). The six participants were involved in semi-structured interviews and the five participants were taken in a focus group discussion to gain comprehensive insights from individual and collective experiences. We did this to explore more deeply so that the results obtained later would be more optimal.

Furthermore, the data that has been successfully collected is then analyzed by implementing the use of thematic analysis, which is one form of systematic approach that is commonly used to identify and interpret themes that have been obtained in qualitative research data (Braun & Clarke, 2006). This analysis follows the implementation of a six-phase process in sequence, starting with an introduction, where transcripts from interviews and FGD that have been conducted are read repeatedly carefully to obtain a complete understanding of the content to be explored. Furthermore, available data is systematically coded as it has been collected to reveal important features.

These codes are grouped and crafted into potential themes which are revisited, reviewed, and refined in response to research questions that have emerged. Each theme is clearly defined and named, which is the basis used as a final report describing in detail the objectives of research. The analytical approach is very suitable for the procedure of thorough analysis of challenges and perceptions of English teachers, by making a promising suggestion regarding further insight into practices used in multilingual classrooms.

To secure the rights and well-being of participants, ethical considerations were taken into account while conducting the research. Prior to participation in the study, all participants were provided with an information sheet and informed consent to participate. Participants

received full information about the purpose, methods, and their rights in relation to the research, including the right to withdraw at any time and without penalty.

To maintain the quality of data confidentiality, the participant's identity is anonymized, so that all data obtained can be stored safely. With the use of research ethics, this can be carried out better and optimally. In addition, this also provides a guarantee that the research to be carried out has met the agreed ethical rules in accordance with the interests and safety of all. This study has gained ethical approval from the ethics committee [blind for review].

RESULTS AND DISCUSSION

Thematic analysis was chosen to analyze participant responses obtained from semi-structured interviews and focus group discussions with the same six English as a Foreign Language teachers. Using this analysis, various themes representing how translanguaging is not only perceived but also practiced in Indonesian EFL classrooms with a predominantly multilingual scope were identified comprehensively. The themes, subthemes, and representative codes have been summarized and presented in detail in Table 1.

Table 1. Themes, subthemes, and representative codes from the data

Themes	Subthemes	Representative codes / keywords
Translanguaging for inclusion and cultural identity	Building inclusive classrooms; Affirming students' cultural identity	comfort; confidence; participation; belonging; cultural pride
Teachers' perspectives on translanguaging	Positive attitudes; Reservations and concerns	scaffolding; comprehension; exposure to English; institutional demands
Translanguaging in classroom practice	Vocabulary translation; Collaborative learning; Hybrid discourse	translation; group work; grammar explanation; code meshing; scaffolding
Barriers to implementation	Time constraints; Curriculum rigidity; Linguistic diversity	limited time; overloaded curriculum; heterogeneous class; insufficient training
Teacher adaptation and strategies	Reflective practice; Situational decision-making; Cultural responsiveness	flexible choice; balancing clarity & immersion; using English strategically; professional agency

Source: Primary data, 2025

As presented in the table, the five emerging themes indirectly provide a general overview of how translanguaging becomes a learning strategy that is not only understood but also directly applied by teachers in classroom practice, including its role in encouraging the creation of inclusion and cultural identity, the variety of teachers' perspectives on its implementation, its actual use in classroom practice, obstacles that often accompany its implementation, and adaptive strategies used to overcome them. Each theme that appears in the table above is described clearly and sequentially in the following sections with supporting quotes obtained from information provided by participants and discussions that are related to literature relevant to the matter being studied.

The participants' responses taken from semi-structured interviews and a focus group discussion with six EFL teachers were analyzed using thematic analysis. Through thematic analysis, various themes that illustrate how translanguaging is perceived and practised in Indonesian multilingual classrooms were identified. The findings are outlined in five overarching themes: (1) translanguaging for inclusion and cultural identity, (2) teachers' perspectives on translanguaging, (3) translanguaging in classroom practice, (4) barriers to translanguaging implementation, and (5) teacher adaptation and strategic use of translanguaging. Each theme is elaborated on in the following sections with corresponding participant excerpts and discussion in relation to relevant literature.

Translanguaging for Inclusion and Cultural Identity

The results showed that translanguaging was significant in establishing inclusive classrooms, and at the same time, validated students' cultural identity. The teachers noted how effectively engaging local languages, Indonesian, and English within their translanguaging practice encouraged and supported students to actively and confidently participate in classroom discussions. As one teacher noted: *"They are quite excited, feel comfortable, become confident, and the class becomes more active."* (Dani, Interview). The use of students' first languages reduced anxiety and encouraged participation, supporting García and Wei's (2014) notion that translanguaging lowers the affective filter and enhances motivation. The results, according to Fang, Zhang, and Sah (2022), concurred that allowing students to negotiate meaning in more than one language built a secure and cooperative translanguaging space where cultural pride and sense of belonging were reinforced.

Teachers' Perspectives on Translanguaging

The teachers' perspectives ranged along a continuum of openness toward multilingual practices and adherence to monolingual English norms. While many teachers recognized translanguaging as a beneficial scaffolding tool for understanding, the concern was also expressed and supported by some that the frequent shifts between two or more languages could be interpreted as *code-switching*, in turn resulting in decreased time spent with English. One teacher explained: *"I need help from using Indonesian or Regional Languages… so that students understand the material better."* (Dita, Interview). Conversely, another teacher attempted to maintain English dominance: *"I try to speak in full English during lessons, but it does not always work because not all students are ready."* (Dani, Interview).

This finding highlights the tension between translanguaging as a pedagogical resource and the traditional view of language separation. There were teachers who appreciated the cultural proximity brought about by local languages, also found in Silalahi and Santoso (2023), but there were also those who perceived local language use is impractical due to curriculum demand that overvalues English. These divergent views illustrate what García and Lin (2016) refer to as the ideological disconnect between monolingual policies and translanguaging practices. The teachers' standpoint, then, exemplifies the pragmatic tension between institutional demands and learners' linguistic realities.

Another participant also highlighted that while translanguaging can support comprehension, students sometimes rely too heavily on Indonesian and become less motivated to try expressing themselves in English. *"They always want me to translate, and sometimes they stop trying to answer in English if I help too much,"* (Nasya, FGD). This is an example of

the continual balancing teachers have to do between providing support and ensuring substantial exposure to English. Yuvayapan (2019) also raises similar concerns, which indicate that maintaining the scaffolding with language immersion is one of the major challenges for teachers in multilingual EFL classrooms.

Translanguaging in Classroom Practice

In practice, teachers implemented translanguaging through vocabulary translation, flexible language alternation, and collaborative group work. For example, grammar explanations were often supported by Indonesian or local language clarification to ensure conceptual understanding: *"When I explain grammar, especially tenses, I switch to help them understand better. They look more focused when I do that."* (Nasya, Interview). Another teacher reported using regional language to contextualize new vocabulary: *"...they understand more when I translate it into their language... I translate 'monkey' into Madurese and ask them back in English."* (Diandra, Interview).

Teachers also described student-led practices where learners combined English, Indonesian, and local languages fluidly during group discussions: *"...when students work in groups, they often mix English with regional languages... I allow it because it helps them finish the task."* (Dita, Interview). These examples of translanguaging as a process are indicative of not mere alternation but an educational process in which students tap into their language repertoires to co-construct meaning.

This is consistent with Canagarajah's (2011) concept of pedagogical translanguaging, in which the two languages are deliberately intersected for the purpose of learning, and with Gort and Sembiante's (2015) claim that hybrid discourse spaces enable conceptual development. Scaffolding techniques like sequential bilingual language explanations and culturally embedded vocabulary resources also facilitated comprehension and retention, illustrating that translanguaging is purposeful, situational, and reactive to learners' needs.

Barriers to Translanguaging Implementation

Despite its benefits, several obstacles hindered the optimal use of translanguaging. Time constraints were frequently cited, as the use of multiple languages during lessons often extended instructional time and created pressure to meet curriculum pacing. One teacher highlighted this: *"So when we use three languages, the time needed becomes longer."* (Nasya, FGD). Teachers also struggled with navigating linguistic diversity in heterogeneous classrooms: *"...their daily conversation habits are using their regional language... teaching English in the middle of diverse cultures in the class is quite challenging."* (Diandra, Interview).

Another difficulty related to semantic and contextual variations across languages, especially in vocabulary teaching: *"There are some words in English that change their meaning depending on the situation... this is what becomes a struggle for me."* (Dira, Interview). One participant added that the barrier of transferring translanguaging from ideas to things was not only technical, but also psychological, as some teachers expressed concerns about their own linguistic proficiency. Their sensitivity to and reaction against such perceptions occasionally inhibited them from fully drawing on the linguistic repertoire of students. Similar concerns were noted by Putrawan (2022), who argued that teachers' confidence and institutional support are crucial for sustaining translanguaging practices. Institutional challenges like inflexible

curricula, language policy, and inadequate training also constrained the teachers from responding based on the translanguaging in the classroom.

These challenges are in accordance with the evidence-based research that systemic limitations tend to hinder multilingual pedagogy (Braine, 2010; Jon, Embong, Purnama, & Wadi, 2021). They argue that while translanguaging could be seen as a way of facilitation of inclusion and understanding, its actualization would depend on whether or not there is institutional support, professional training, and curriculum adjustment acknowledging learners' full linguistic repertoires.

Teacher Adaptation and Strategic Use of Translanguaging

Teachers' flexibility was in using situational and reflective judgment on the how and when to use translanguaging. Decisions were based upon students' level, cultural background and classroom context. For instance, one teacher described using English strategically for classroom dynamics: *"If it's full of English, they will be quiet, so I usually use it as a punishment… 'You can chat, but only in English', then they will be quiet."* (Dita, Interview). Another emphasized cultural responsiveness: *"I want to explain… using English… some students are confused… then I repeat in Indonesian, they become more active."* (Dani, FGD).

These instances suggest that teachers shifted between languages not as a random, but as an affective pedagogic decision between clarity of communication, student engagement, and affective support. This demonstrates that teachers not only mechanically switch languages, but actively construct participation frameworks with the aim of enhancing students' overall academic achievement and their socio-emotional development as well.

Their reflective practices indicate that translanguaging can be adapted in diverse learning contexts, as it is well documented by García and Lin (2016) whose perspective highlights how this approach should be thoughtfully designed to respond to students' needs. By exercising professional agency, teachers placed themselves as mediators between institutional demands and students' linguistic sense of reality. This finding reinforces Lewis, Jones and Baker's (2012) assertion that teachers serve as agents of change who bridge policy with classroom practice. Finally, teacher adaptation shows that translanguaging is not just a linguistic practice but rather a culturally responsive pedagogy that necessitates awareness, flexibility, and sensitivity to learners' backgrounds.

CONCLUSION

This study examined how translanguaging is perceived and practiced by EFL teachers in multilingual Indonesian classrooms, revealing that it fosters inclusion, lowers students' affective filters, and affirms cultural identity by enabling learners to draw on their full linguistic repertoire. Teachers recognize its pedagogical value in enhancing comprehension, participation, and confidence, although some remain cautious about balancing translanguaging with sufficient English exposure. In practice, translanguaging is implemented through flexible strategies such as vocabulary translation, negotiated meaning-making, and culturally embedded scaffolding, despite challenges including limited time, rigid curricula, and insufficient institutional support.

Nonetheless, teachers demonstrate reflective agency by adapting their approaches to meet students' needs, reinforcing translanguaging as both an effective pedagogy and a form of

culturally responsive education. Overall, the findings highlight that translanguaging extends beyond linguistic practice to represent an inclusive approach to language learning that integrates language, culture, and identity, underscoring the need for teacher training, supportive curricula, and institutional backing. Future research should involve larger and more diverse samples across different regions and educational levels, while also incorporating students' perspectives to provide a more comprehensive understanding of the impact of translanguaging in EFL contexts.

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