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Indonesian Suburban Area EFL Teachers' Perspectives on Translanguaging

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Abstract
Bilinguals and multilingual people use translanguaging, which is the technique of using different linguistic components or forms of independent languages to improve communication. When incorporated into teaching methods, translanguaging strategies enable educators to bridge linguistic gaps and support the learning of a foreign language. Despite the perceived advantages of translanguaging, variations in teachers' perceptions create ideological barriers, hindering students from fully embracing translanguaging. This study intends to investigate the perspectives of Indonesian teachers teaching in suburban areas on translanguaging in English language instruction in order to obtain a deeper knowledge of this subject. This study used semi-structured interviews using a qualitative research design to go deep into teachers' insights on the topic. The result of the study shows that the participants

had a generally positive perception on translanguaging and used a variety of translanguaging strategies in their teaching methods, such as the use of contextual cues, cooperation, student-centered approaches, and bidirectional translation. The result of this study also shows participants' perspective on a crucial need to include translanguaging to support low proficiency level EFL students in their classrooms. In addition, the findings reveal teachers' perspectives on the ramifications of translanguaging when it is used in EFL classes. The findings can be valuable for education stakeholders, particularly in suburban areas, guiding design of lessons with translanguaging practices that cater to learners' needs in English as a Foreign Language (EFL) classrooms.

Keywords: suburban area, efl teachers, perspectives, translanguaging

INTRODUCTION

In our globalized world, bilingualism (and often multilingualism) has become the standard (Atmawati, 2020). Classrooms are becoming increasingly linguistically and culturally diverse due to the growing globalization of education, rising enrollment growth, and worldwide migration (Brown et al., 2022). Consequently, numerous bilingual and multilingual speakers from around the globe have emerged. The concept of bilingualism has evolved due to the inevitable language contact resulting from interactions among speakers of different linguistic communities (Ramírez-Esparza et al., 2020). There is an urgent need to think about bilingual education given the rise of bilingualism and multilingualism together with linguistic and cultural diversity in society (Becerra-Lubies et al., 2021). Bilingual education advocates for the concurrent use of two languages in the classroom, emphasizing that both languages contribute to learners' linguistic abilities. Chin (2021) argues that languages should coexist rather than be isolated since this makes it easier for language learners to pick up new languages. It is crucial for bilingual individuals to have a relative dominance in one language, as noted by Chan and Abdullah (2015), and this dominance can impact their learning and usage of another language. Therefore, recognizing learners' language repertoire is essential, as it enhances the positivity of the learning process.

Indonesia boasts a notable linguistic diversity within its society. It stands as a multi-ethnic and multilingual nation, boasting over 700 listed

local languages (Atmawati, 2020). English is considered a foreign language in Indonesia, while Bahasa Indonesia is the official national language. As a result, English is not widely used across the country (Wahyuningsih & Afandi, 2020). In these kinds of circumstances, students could face difficulties in English language classes because the language may be exceeding their level of proficiency. In order to tackle this problem, educators can help students by supporting their language learning through scaffolding, recognizing and valuing their linguistic and cultural identities, and encouraging participation through lesson plans that utilize all of the students' linguistic resources (Back et al., 2020; Pacheco et al., 2019). Consequently, it becomes imperative for teachers to adopt an appropriate strategy that can help these students effectively in the EFL classroom.

Translanguaging represents an approach that acknowledges and accepts the linguistic resources of learners. As stated previously, translanguaging strategies advocate for the significance of students' native language within their overall language repertoire. Teachers can close language gaps and facilitate language acquisition by including translanguaging tools into their teaching methodologies. Despite the recognized advantages of translanguaging, variations in teachers' perceptions and attitudes toward translanguaging exist, creating ideological barriers that hinder its widespread adoption (Gorter & Arocena, 2020; Liu & Fang, 2022). Additionally, research on translanguaging in suburban areas remains limited, particularly in the Indonesian context, where this study is located. Consequently, this study seeks to investigate the perceptions of EFL teachers in suburban areas in Indonesia regarding the use of translanguaging in English language lessons to address this issue.

The educational practice of switching between languages (English and Welsh) within the context of the Welsh language was first described by Cen Williams in 1994. Since then, translanguaging has gained widespread recognition as an educational approach in a variety of settings (Cenoz & Gorter, 2020; Itoi & Michaud, 2021). The concept of translanguaging has been broadened throughout time by a number of language researchers (Facciani, 2019). Translanguaging, as defined by Cenoz & Gorter (2021), is the deliberate utilization of students' native

tongues and cultural assets as instructional tools. A more comprehensive interpretation is offered by Fang et al. (2022), who suggest that translanguaging entails the use of language expressions connected to the speaker's background, experiences, and culture. Furthermore, Okla in Gobert (2020) suggests using a variety of linguistic components or distinct qualities of separate languages in order to maximize communicative efficacy. Within the realm of education, translanguaging pertains to the utilization of one language to bolster the other, augmenting comprehension and improving students' proficiency in both languages (Chicherina & Strelkova, 2023). Translanguaging is seen by several studies as advantageous for bilingual and multilingual learners in a number of ways. This emphasizes the growing corpus of research on translanguaging as a pedagogical and instructional tool, especially when it comes to learning foreign and second languages.

As a teaching strategy, translanguaging is frequently used, particularly in ESL and EFL classes (Barahona, 2020; Ooi & Aziz, 2021). According to recent research, translanguaging is a typical and unique habit among bilingual people and has a lot of potential as a teaching strategy. Teachers can promote more equitable learning experiences by incorporating students' varied language practices into their lessons through the use of translanguaging pedagogy (Yilmaz, 2021). Translanguaging offers a fresh perspective on language acquisition by acknowledging and utilizing the variety of language activities that comprise learners' broad language repertoire as useful tools for learning (Parra & Proctor, 2021). Translanguaging is a dynamic and adaptable approach that may be used in a variety of contexts and learning environments to help students acquire a language (Shah et al., 2019). In addition to improving understanding of the material, scaffolding in the dominant language fortifies the weaker language (Tedick & Lyster, 2020). EFL learners' comprehension is further improved and their level of knowledge processing is raised when translanguaging is used (Rabbidge, 2019). This emphasizes how much research has been done on the subject since academics have realized how much it can help EFL students study more effectively.

Numerous studies highlight the significant effects of translanguaging in EFL classrooms. In his study, Robillos (2023) underlined how teachers

may use translanguaging to successfully teach, stimulate classroom discussions, improve student comprehension, and control student behavior. The key discovery of this study was that, whether consciously or implicitly, participants used translanguaging to mediate their communicative functions. This is an important finding in EFL classrooms. A study conducted by Rajendram (2023) also highlights the importance of translanguaging in fostering teamwork and communication in EFL classes and fostering an atmosphere that is favorable for the growth of students' translinguistic language proficiency. The examination of student interactions in this study showed active translanguaging during every collaborative small group activity, despite the teacher's constant instructions to utilize exclusively English. It is important to recognize that for these learners, translanguaging occurs naturally, making total control impracticable (Wei & Lee, 2023; Kasmaini et al., 2023). This aligns with other previous studies that highlight that while improving students' English proficiency is still the major goal in EFL lessons, attempts to enforce an all-English setting ought to be avoided. Previous research has also shown the purposeful application of translanguaging in EFL classrooms, demonstrating its efficacy in supporting students' acquisition and comprehension of content across a range of skill levels. Therefore, the cumulative findings from previous studies strongly advocate for the substantial impact of translanguaging, underscoring the need for extensive exploration of this practice in diverse educational contexts.

Although there are no universally applicable teaching practices in educational settings, a great deal of literature has been written about teachers' perspectives on translanguaging in a variety of contexts as of right now (Hornberger & Link, 2012; Yuvayapan, 2019;Liu & Fang, 2022; Karabassova & San Isidro, 2023). The majority of research findings regarding teachers' views have been positive, particularly those dealing with integrating translanguaging in the learning process. According to Yuvayapan's (2019) mixed-method study, educators recognized advantages of teaching in the students' native tongue. Another study by Kleyn & García (2019), similarly concluded that using the native language was considered essential, particularly in the learning process for beginners. According to Makarova et al., (2023), teachers showed positive opinions toward translanguaging techniques in EFL classrooms

due to the practice's ability to help students understand the material. Although educators are generally in favor of translanguaging, students' attitudes and perspectives vary. As an illustration, a recent study by Raja et al., (2022) found that students were reluctant to use translanguaging. They acknowledged their shame and thought it was improper to use languages other than English in an EFL session. The participants were determined to learn the target language only in English. Therefore, teachers need to recognize the value of translanguaging and make sure that it fits the needs and preferences of the students, particularly when teaching the target language in EFL classes (Dryden et al., 2021).

The theoretical foundation of this translanguaging research is the sociocultural theory put forth by Vygotsky in 1978. The heteronomous individual, whose growth is impacted by various social structures in their environment, is the center of Vygotsky's sociocultural theory of learning (Huang, 2021). In keeping with the concept of translanguaging, sociocultural theory considers learning as an unpredictable interrelation of social and individual processes based on social interaction and the joint creation of knowledge (Glăveanu, 2020). When sociocultural theory is combined with translanguaging, many affordances and learning opportunities are created for students throughout their cooperative social interactions (Yuan & Yang, 2023). The diverse linguistic origins of instructors and students can be used as beneficial resources for the teaching and learning process, in line with Vygotsky's sociocultural theory (Ngubane et al., 2020). This aligns with the ideas of translanguaging pedagogy, which aims to enhance equity in educational opportunities by having educators incorporate students' language repertoire into the classroom setting.

The application of translanguaging to provide a good learning environment is consistent with sociocultural theory, since previous researchers like Santoso (2020) have noted the benefits of utilizing learners' native languages for a variety of objectives. Ideas and information conveyed in a language that the learners are familiar with are usually easier for them to access and comprehend in an educational setting than when they are presented in a foreign language. By allowing students to move between their many linguistic competencies and work together to generate meaning, translanguaging recognizes students as

unique individuals who are fluent in numerous languages. This fosters inclusive environments and expands learning opportunities. This coherence with sociocultural theory emphasizes the learner's linguistic repertoire as a valuable learning resource, aiding the learning process while emphasizing the significance of the social and interactional context in which learning occurs.

The theoretical framework of sociocultural theory, as highlighted by earlier scholars, serves as the foundation for the scaffolding concept. Translanguaging is regarded as an instructional instrument that assists multilingual individuals in scaffolding their abilities, offering a fresh viewpoint on conceptualizing and approaching multilingualism in the modern era (Omidire & Ayob, 2022). The pedagogical scaffolding, within this context, should strongly emphasize guiding students in leveraging their complete linguistic repertoire to enhance and deepen their understanding (Daniel et al., 2019). A significant amount of study in the field of second language acquisition has been conducted on the interactions between teachers and students as well as the verbal scaffolding strategies teachers use to support students' cognitive growth. A more comprehensive understanding of the subject is assisted by the use of translanguaging and staging in the dominant language, which also reinforces competency in the less developed language (Sari & Rozimela, 2021). Additionally, this method empowers learners to construct a framework for their conceptual understanding by summarizing, dissecting, and disseminating various ideas (Prada, 2022). Consequently, the integration of translanguaging is crucial, offering numerous advantages for bilingual and multilingual learners, particularly in scaffolding their learning processes.

Drawing from the aforementioned introduction, the purpose of this research is to understand the three perspectives held by teachers: their perception of translanguaging, their perception of its necessity, and their perception of its implications. As a result, the study poses the following queries:

1. How are the perceptions of teachers on the use of translanguaging in EFL classes?
2. How do teachers perceive the need on translanguaging in an EFL classroom?

3. How do teachers perceive the potential ramifications of integrating translanguaging into EFL lessons?

RESEARCH METHOD

In order to gain a comprehensive knowledge of participants' practices and perceptions regarding translanguaging in EFL classrooms, this study employed a qualitative research methodology. Ten EFL teachers in Indonesia, specifically instructing at secondary schools located in suburban areas of Bengkulu City, Bengkulu Province, were intentionally chosen based on predetermined criteria. The criteria for selection consisted of EFL secondary school instructors working in suburban regions, having experience with translanguaging in EFL instruction, and being capable of participating in Zoom online interviews. In order to maintain the confidentiality of the EFL teachers participating in the study, whose names could not be disclosed, the term *Participant* was employed. Additionally, each participant was assigned a code, denoted as *P*, resulting in ten participants identified as P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10. The research utilized a semi-structured online interview as the research instrument, conducted via Zoom, lasting approximately 120 minutes. All ten participants were interviewed collectively during the session. The interview questions were designed to cover three primary topics: the demographic data of the participants (5 questions), the perspectives of EFL instructors about translanguaging in EFL classes (5 questions), and the actual translanguaging practices of EFL teachers in EFL classrooms (5 questions). To detect important themes in the research findings, the transcriptions were subjected to thematic analysis. It was chosen to address research questions and explain observed patterns. The acquired data underwent triangulation among the research participants, involving a comparison of data from different participants with varying perspectives using the same method.

RESULTS AND DISCUSSION

During the interview session, a series of questions were posed to elicit the teachers' underlying perceptions regarding their translanguaging practices. Derived from the insights of all ten participants, these perspectives can be systematically classified into

three distinct categories: 1) Perspectives on the Utilization of the First Language (L1), 2) Perspectives on the Requirements for Translanguaging, and 3) Perspectives on the Ramifications of Translanguaging.

Perspectives on the Utilization of the First Language (L1)

A total of ten participants were interviewed in focus groups, and the findings showed that their perspectives on students using their native tongue (L1) in English classes varied depending on the situation. Every participant agreed, without exception, that they would normally have no problem with their pupils using their L1 in the English classroom. Particularly for student discussions, the participants expressed a consensus that the use of L1, predominantly the Bahasa Indonesia in this context, is deemed permissible. During the interview session, the participants (P1 to P10) provided the following responses on this matter:

> *"I find it acceptable as long as they are engaging in task-related discussions; I have no issues with that. Moreover, managing a class with more than 30 pupils makes it impractical to guarantee that everyone communicates solely in English."(P1)*

> *"To be honest, it doesn't bother me much. I'm fine if they prefer to discuss it in Bahasa Indonesia."(P2)*

> *"I am comfortable with them utilizing the Bahasa Indonesia in my class. For instance, if I'm teaching reading, and they wish to discuss the reading materials in Bahasa Indonesia, I don't have any objections to them conversing with each other in Bahasa Indonesia during their discussion."(P3)*

> *According to me, when students use Bahasa Indonesia, discuss in Bahasa Indonesia, it's not a problem, as long as they can complete their tasks, which are essentially in English." (P4).*

> *"My class is indeed large, with more than 35 students on average in one class. In the context of public schools in Bengkulu, not many students are proficient in English. So, for me, it's not an issue when they use Indonesian in the learning process in class." (P5)*

"I don't mind my students using Bahasa Indonesia in the learning process; the important thing is that they can complete their tasks and understand the material taught." (P6)

"I see that Indonesian is used by students as a language to understand the English they are learning, and that's good." (P7)

"It's reasonable for students to use Bahasa Indonesia to comprehend a foreign language, so it's not an issue for them to use it to learn English." (P8)

"Bahasa Indonesia is used during learning English... that's not a problem. It's just like using a ladder to reach something high. Well, that's normal in my opinion." (P9)

"For me, it's not a problem; the important thing is that their motivation remains high to learn English." (P10)

Nevertheless, concerning the utilization of the first language (L1) in specific class activities like group presentations or written assignments, the participants conveyed apprehension regarding their students' inclination to opt for L1 over the targeted language, English. The participants articulated concerns about the prevalence of L1 ascendancy in English classes, emphasizing that English should take precedence. In light of this, three participants (P1, P2, P3) advise their students to try using the English language for written assignments and group presentations rather than using L1.

"I simply request them to characterize the destination they wish to visit for their holiday. It's quite straightforward. However, they still inquire if they can provide the answers in Bahasa Indonesia. I expect them to respond in English at the very least. This eventually left me feeling quite irritated." (P1)

"I intended for my students to deliver a presentation... Some of them expressed a preference to present it Bahasa Indonesia, but naturally, I firmly declined that option... They frequently asserted, 'Teacher, we can't speak English at all,' which is quite exasperating." (P2)

"As English teachers, our medium of instruction is English, and since we are teaching English, it is reasonable to anticipate that students can use English, at least within our class... There are

instances when we can't help but feel frustrated when repeatedly questioned about this." (P3)

In summary, the participants generally hold positive views on the utilization of the first language (L1) in English classes, and these views vary based on the nature of the assigned task. For activities like group discussions aimed at enhancing knowledge on a given topic, the use of translanguaging is considered beneficial and appropriate. Nevertheless, with regards to language-producing tasks, including written assignments and presentations, the participants stated that they should be carried out in the target language, giving students a chance to practice the language.

Perspectives on the Requirements for Translanguaging

The focus group results provided insight into the views of the participants on the need for translanguaging in EFL classes. Participants highlighted that the appropriateness of this approach hinges on the students' degree of proficiency in the class. Translanguaging is considered beneficial in a classroom setting with students of low proficiency, as it has the potential to improve their learning experience. On the other hand, the participants recommend that teachers use English in the classroom most of the time for advanced students. This approach is seen as instrumental in refining the students' language skills and preventing potential discouragement. It can be seen from participants' (P5, P7, P8, P10) statements below:

"…..With advanced students, it is imperative to exclusively use English. Using Bahasa Indonesia could negatively impact their motivation."(P5)

"I believe that the implementation of translanguaging in EFL lessons is contingent upon the students' proficiency level. It proves to be highly beneficial for students with intermediate to low proficiency as they may encounter challenges in comprehending our instructions solely in English." (P7)

"I see that, for students with decent English proficiency, it's fine to use English throughout the class. However, for students with weak English skills, there is a possibility that learning will stagnate, and

> *it might even lead to a complete failure of the learning process."(P8)*

> *"I believe that, for advanced students, it is more equitable and advisable for us to exclusively use the English language because our aim is to further enhance their proficiency."(P10)*

All ten participants concurred on the essentiality of incorporating translanguaging in English classes, particularly when dealing with students with low level competence. Many learners at this proficiency level encounter difficulties in grasping lessons conducted solely in English, underscoring the importance for teachers to incorporate the students' mother tongue (L1) into the lesson. The participants underscored the vital need for educators to utilize translanguaging as a strategy to offer assistance in improving students' understanding of instructions delivered in the foreign language (L2). Through the implementation of translanguaging practices, students can better understand the instructions given during English lessons, thereby facilitating their learning. This perspective is evident in the provided excerpts from P1, P6, and P9:

> *"...they struggle to comprehend basic instructions in English. I'm compelled to reiterate my guidance in Bahasa Indonesia so that they can, at the very least, complete the assigned exercise... I need to adjust to their level and adapt to facilitate understanding."(P1)*

> *"...every time I provide instructions in English, they respond with blank expressions... I find myself having to repeat it in Bahasa Indonesia."(P6)*

> *"I would say they have significant difficulty comprehending even simple instructions when I speak. I believe almost throughout my teaching in a single classroom requires the use of the Bahasa Indonesia."(P9)*

Furthermore, the research outcomes, as reflected in the participants' responses, underscore the imperative of implementing translanguaging as a response to the lack of excitement among students for the English language. The participants articulate the challenge they confront regarding their students' hesitancy to make an effort to both use and comprehend the language. In order to promote the students' active engagement,

it is imperative that the participants use translanguaging, which involves integrating the students' first language (L1) into the course of study. As noted by P2, P3 and P4, imposing restrictions on the use of L1 in the classroom may hinder students' interest in learning, presenting a substantial impediment to their educational progress.

> *"...the students are simply unwilling to engage with and comprehend the language. If not addressed, they won't gain any knowledge, and their lack of interest in learning will persist. I cannot disregard the fact that they won't learn unless I incorporate Bahasa Indonesia."(P2)*

> *"They frequently express directly, 'Teacher, we have no ability to communicate in English at all.'"(P3)*

> *"I am compelled to utilize Bahasa Indonesia because not only do they fail to comprehend me, but they also resist making an effort to understand."(P4)*

In order to support students' learning, this section concludes by highlighting the perspectives of the respondents regarding the necessity of implementing translanguaging techniques in English language classrooms. The translanguaging approach has many advantages for enhancing students' educational experiences, which may help them acquire the target language.

Perspectives on the Ramifications of Translanguaging

The participants in this investigation regard translanguaging as influential in the process of learning English. Notably, the results of the interviews showed that translanguaging can have an impact on EFL learners in both positive and negative ways. In this segment, the effects of translanguaging are discussed and examined from two different angles: the benefits as well as the drawbacks.

Positive effects of Translanguaging in EFL Classroom

In the course of the interview, participants noted that they incorporate translanguaging into their classrooms, considering it beneficial for facilitating their students' learning. The participants outlined several advantages of utilizing translanguaging in English language instruction, emphasizing its potential to enhance their students' overall learning experience (P2). As indicated by the

participants, translanguaging proves effective in bolstering students' knowledge and comprehension, particularly in the realms of vocabulary acquisition and reading comprehension. It enables students to support their comprehension process by connecting it to their existing conceptual framework (P5, P8). Additionally, a participant (P10) highlighted that translanguaging fosters peer teaching among students, contributing to an enhanced collective understanding as they learn new concepts from their peers. The following is a list of advantages that participants cited in relation to the favorable cognitive impacts:

"....when I teach reading, they engage in discussions about the reading materials in Bahasa Indonesia... by the end of the lesson, I observed that they could provide accurate answers to questions, articulating them in complete sentences in English."(P2)

"...in the initial segments of the lessons when instructing vocabulary, I typically translate from English to Bahasa Indonesia... subsequently, I encourage the students to engage in discussions among themselves to translate independently, relying on contextual clues... and, typically, this approach proves effective."(P5)

"It improves, especially concerning vocabulary.... in the initial stages of teaching vocabulary, utilizing translanguaging is essential... they can connect with the language and their schemata... it contributes to their learning, particularly in the acquisition of vocabulary."(P8)

"In the scenario of students utilizing translanguaging among themselves, such as in group discussions, even if they utilize the Indonesia language, I believe peer teaching can take place during their discussions... even if they employ different languages, they have the opportunity to acquire new insights from their peers."(P10)

Additionally, the participants highlighted several advantages of employing translanguaging to diminish learners' emotional restrictions, which can impede the process of learning. The participants noted that incorporating translanguaging into the classroom enhances their students' motivation and eagerness to

engage in assigned tasks. According to the participants, this approach also fosters a less intimidating atmosphere in English language classrooms, thereby promoting a favorable learning atmosphere. As the classroom becomes less intimidating, educators can cultivate students' interest and foster an engaging learning experience for language acquisition. The positive effects mentioned are elaborated in the subsequent excerpts (P1 and P7):

"... After translating the content into Indonesian, they begin the task. They gain motivation to participate in discussions and complete the assigned tasks."(P1)

"...it unquestionably enhances their learning encounter... as some students are genuinely apprehensive about the English language due to the fear that they might not be able to speak it proficiently. If we demonstrate how, it is quite similar to Bahasa Indonesia, they may develop a greater fondness for the language."(P7)

The results on the impact of translanguaging, which are supported by the participants' responses, highlight a number of benefits for EFL learners, drawing on the information gleaned from the focus-group interview. It is now clear that translanguaging improves the emotional and cognitive aspects of learning for students.

Negative effects of translanguaging in the EFL classroom
While translanguaging offers possible advantages to enhance EFL learners' learning experiences, the participants in this study also have outlined several drawbacks associated with implementing this approach. Among the issues faced by the participants, one (P3) expressed concern is related to accommodating students with mixed abilities within the same classroom. This concern arises from the possibility that students may have varying preferences regarding translanguaging, which could influence their perceptions and engagement with the lesson. The participant's apprehension is articulated in the following excerpt:

"When there is an advanced student in the class, it poses a significant challenge as we must cater to everyone, following the policy of inclusivity. The advanced student often struggles to

maintain focus, and using Bahasa Indonesia adversely affects his motivation, rendering the lesson essentially futile." (P3).

Furthermore, as indicated by the input provided by the participants, translanguaging may encourage learners to become more reliant on their teachers and their mother tongue. Concerns regarding their wish for students to become independent learners were voiced by the participants. However, in this scenario, these pupils often ask the teacher for help, especially with translation. The participants saw that there was an over-reliance on the mother tongue in the classroom, which could be impeding their ability to acquire the target language, which is English, in this case. The next extracts from P4 and P6 illustrate the issues raised by the participants and show the negative impacts of translanguaging in EFL learning:

"As time progresses, we aim to reduce the students' dependence on us for translating words and explaining their meanings, as our ultimate goal is for students to become independent learners. "...students becoming overly reliant on us and also overly dependent on Bahasa Indonesia. Since we frequently use translanguaging, they anticipate us to continue assisting them in Bahasa Indonesia."(P4)

"However, when assigning tasks, low-proficiency students tend to heavily rely on the teacher's presence, which is not ideal. I desire greater independence for my students, but they struggle to achieve it. "...some students tend to excessively depend on me, even during examinations, they ask if you can help translate words, which, of course, you cannot do."(P6)

Additionally, as per the insights gathered during the interview, the participants noted that translanguaging can be demanding and problematic, particularly when offering straightforward explanations to the students. According to them, certain vocabularies in the first language (L1) lack equivalents in the second language (L2) and vice versa. One participant (P9) emphasized that this challenge could make it difficult for teachers to provide clear explanations to students, potentially impeding the achievement of learning objectives as students may struggle to

comprehend certain terms. This concern expressed by the participant is highlighted below:

"...the majority of Bahasa Indonesia words do not have a one-to-one translation equivalent in English...when students inquire about the meaning of an English word, there may not be a direct equivalent in Bahasa Indonesia...As a result, it becomes challenging to achieve the objective since students may not fully grasp the true meaning of the words. Explaining can be very difficult... There are numerous words that cannot be directly translated."(P9)

In conclusion, this section delineates several limitations and obstacles related to translanguaging, as elucidated by the participants. These factors have the potential to hinder the advancement of learners when utilizing translanguage in an EFL classrooms. Hence, it is essential to critically contemplate when devising lessons that incorporate this approach.

The participants' generally positive view on the utilization of the first language (L1), Bahasa Indonesia, in English lessons carries significant scientific implications for language education. The complexity of language acquisition in a variety of contexts is highlighted by the acknowledgement of the practical difficulties in leading big classrooms and the realization that using L1 during discussions promotes a more inclusive learning environment. The idea that creating an inclusive language learning environment requires striking a careful balance between recognizing students' linguistic variety and highlighting the significance of English proficiency in certain language production tasks is where the scientific significance lies. This idea is in line with the results of earlier studies by Rajendram (2023) and Robillos (2023). This realization motivates additional research into successful teaching techniques that can balance the need to keep the target language front and center during specific language learning activities with the advantages of using L1 for increased inclusion. The necessity for sophisticated approaches in language education research that take into account the contextual elements influencing language usage and competency development in vast and diverse classroom settings is also highlighted by these findings.

Notable scientific ramifications for the field of language teaching result from the study's central issue, the Requirements for Translanguaging. The participants' focus on the applicability of translanguaging in light of students' skill levels illuminates the complexity of language learning techniques. The discovery that translanguaging is thought to be especially helpful for students at lower competence levels, helping them grasp instructions and making the learning process go more smoothly, is consistent with what is now known about scaffolding strategies in language acquisition. The dynamic role that translanguaging plays in aiding language learners at varying degrees of proficiency is where the scientific value rests. This finding has validated the arguments made by the sociocultural theory perspective (Glăveanu, 2020). Moreover, the participants' support for using just English in the classroom for advanced language learners demonstrates a sophisticated grasp of language development. This emphasizes how crucial it is to adapt language training to the unique requirements and skill levels of students, and it also motivates more research into the best methods for language acquisition across a range of competency levels. The study adds insightful information to the continuing conversation about successful language teaching strategies and has implications for instructional strategies that meet the various language demands of students.

A range of scientific ramifications for language teaching are revealed by this study's investigation of the repercussions of translanguaging. The identification of beneficial effects is consistent with current pedagogical trends that highlight the many advantages of diverse language use, such as translanguaging's contributions to vocabulary acquisition, enhanced reading comprehension, and the development of a less intimidating classroom environment. The acknowledgement of translanguaging's effectiveness in promoting peer teaching and scaffolding learning highlights its potential as a useful instrument for cooperative and encouraging language learning settings. On the other hand, the recognition of certain drawbacks, like increased reliance on the instructor and the mother tongue, especially in mixed-ability classes, emphasizes the necessity

of using translanguaging techniques with caution. Finding the fine balance between translanguaging's benefits and drawbacks is important from a scientific standpoint since it can help mitigate future problems while maximizing its advantages. This study encourages more investigation into the refinement of translanguaging techniques, assisting teachers in maximizing its advantages while addressing issues related to language dependence and possible roadblocks to autonomous learning.

The extensive study's overall conclusions about language teaching have important scientific ramifications in a number of areas. The participants' enthusiastic attitude toward using Bahasa Indonesia, the first language (L1), in English classes highlights the difficult task of fostering an inclusive learning environment while also highlighting the difficulties of managing various classrooms. This realization highlights the need for more study into instructional approaches that take advantage of L1 advantages while keeping the goal of English proficiency in particular language production tasks in mind. Similar to this, the study on the prerequisites for translanguaging clarifies the complexity of language learning techniques and promotes individualized methods based on students' skill levels. The recognition of translanguaging's dynamic function in assisting learners at varying competence levels adds important new information to the ongoing discussion of successful language teaching strategies, which is why it has scientific value. Ultimately, a range of consequences are revealed by investigating the implications of translanguaging, which calls for cautious execution. This study offers important information for educators in various language learning environments and stimulates more research into improving translanguaging procedures to maximize benefits while addressing difficulties related to language dependency. All things considered, these results contribute to the field of language instruction by providing complex viewpoints and recommendations for useful teaching.

CONCLUSION

This study adds to the investigation of educators' perspectives on translanguaging in English language instruction, with a focus on Indonesian suburban areas. The findings show that participants' perspectives about the incorporation of translanguaging in EFL classes are generally positive. While translanguaging has benefits and drawbacks, particularly for students with lower proficiency levels, it is important to emphasize that a sophisticated understanding of how to use students' first language to improve comprehension of the target language in the classroom is necessary for its effective implementation. This emphasizes how important it is for EFL teachers to carefully prepare their translanguaging activities, taking into account things like when and how to use the first language and modifying tactics according to students' ability levels. Given the study's shortcomings, most notably its small sample size, it is necessary to interpret the results cautiously because they might not hold true for all situations. A more thorough understanding of translanguaging procedures in a range of situations can be obtained by expanding the participant pool in future study to include English teachers from diverse learning institutions, including suburban and urban settings.

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