

PERCEPTIONS AND PRACTICES OF TRANSLANGUAGING IN INDONESIAN EFL CLASSROOMS: EXPLORING TEACHERS' VIEWS AND IMPLEMENTATION STRATEGIES

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ABSTRACT

In Indonesian multilingual classrooms, students come to the classrooms with the ability to speak more than one language. Previous studies have highlighted that teachers should view the languages as resources for learning, instead of problems. In this context, translanguaging emerges as a relevant and pedagogical approach to be implemented. This study investigates the perceptions of three Indonesian English as a Foreign Language (EFL) teachers about translanguaging, the kinds of translanguaging that they implemented, and the ways they dealt with the challenges. A case study was employed, with the data collected through a series of semi-structured interviews and multiple classroom observations from three purposely sampling EFL teachers. Thematic analysis was applied to identify the patterns in the data. Findings reveal that teachers viewed translanguaging positively, as it aided comprehension and improved students' confidence by providing linguistic support in students' native language. The forms of translanguaging included translation, code-switching, code-mixing, and transliteration, with code-mixing being the most frequent and transliteration was not found. All these findings highlight the importance of implementing translanguaging pedagogical strategies that actively promote multilingualism in the classrooms. This study offers the ways in which teachers could implement such strategies and provides directions for further research.

Keywords: Indonesian EFL Teachers, Language Policy, Multilingual Pedagogy,
Teacher Perception, Translanguaging, Teacher practices.

INTRODUCTION

In the increasingly multilingual classrooms of Indonesia, students often possess the ability to speak more than one language. As English as a Foreign Language (EFL) learners, they bring with them a rich linguistic repertoire, including their native language(s) and possibly other regional or official languages (Rasmin & Samsudin, 2024). Traditionally, the use of students' native languages in English classrooms should be concerned, with the expectation that English would be the sole language of instruction. However, this approach is being reconsidered in light of new perspectives that view students' multilingualism as an asset rather than a barrier to learning. One such perspective is the approach of translanguaging, which recognizes the value of utilizing students' full linguistic resources in the classroom to facilitate learning (Wei & García, 2016).

Translanguaging, defined as the practice of switching between languages fluidly and strategically, has gained attention as an innovative and effective pedagogical approach in multilingual educational settings (Wei & García, 2016). Unlike code-switching, which is often seen as a form of language interference, translanguaging allows students and teachers to draw on all the languages available to them, using them purposefully to enhance understanding and communication (García & Kleifgen, 2020). In an EFL context, translanguaging can support language learners by making abstract English language concepts more accessible and by providing emotional and cognitive support in their native language (Wei & García, 2017). This can be particularly beneficial in Indonesia, where students may face challenges in fully engaging with English due to limited exposure outside the classroom.

The role of translanguaging in Indonesian EFL classrooms, however, remains needed to further exploration. There is a need to understand how Indonesian EFL teachers perceive this approach and how they incorporate it into their teaching practices (Silwal, 2021). While some teachers may embrace the flexibility of translanguaging, others may remain hesitant due to traditional views that prioritize monolingual instruction. Teachers' perceptions of translanguaging can significantly influence whether and how it is integrated into their classrooms. Understanding their views provides valuable insight into how translanguaging is used as a tool to enhance language learning in a multilingual environment.

In addition to perceptions, it is important to explore the specific forms of translanguaging that Indonesian EFL teachers implement in their classrooms. Translanguaging can take many forms, there are several forms of translanguaging, including translation, transliteration, code-switching, and code-mixing. Each form has its unique function and can be used for different purposes, such as clarifying vocabulary, explaining grammar, or reinforcing concepts. By examining how teachers implement these practices, this study aims to identify the strategies that have proven effective in promoting both English language proficiency and student engagement in the Indonesian EFL context.

Previous studies have explored the translanguaging in the EFL settings. Previous study explored that translanguaging in EFL classrooms reveal generally

positive among teachers and students. Ali et al., (2023) emphasized that benefits of it include improved communication, enhanced understanding of materials, and a more inclusive learning environment. Furthermore, teachers recognize translanguaging's effectiveness for content learning, deepening understanding, and creating class rapport (Liu & Fang, 2022). While translanguaging is seen as valuable, it is not always frequently used due to perceived inefficiency (Marsevani & S, 2023). While translanguaging is widely recognized for its benefits in enhancing communication, understanding, and creating an inclusive learning environment, its usage in EFL classrooms remains inconsistent, often due to concerns over its perceived inefficiency

However, there is a gap in the literature regarding how teachers manage and use multilingual abilities in ELT settings. However, existing literature has not enough sufficiently addressed how teachers practically implement translanguaging in classrooms, specifically concerning the forms of translanguaging they use especially in Indonesian EFL. Therefore, this study investigates the perceptions and practices of three Indonesian EFL teachers regarding translanguaging, aiming to answer two key research questions: How do Indonesian EFL teachers perceive the role of translanguaging in their ELT classrooms? What specific forms of translanguaging do Indonesian EFL teachers implement in their classrooms? Through this research questions, this research seeks to provide insights into how translanguaging is being utilized in Indonesian EFL classrooms, and offer recommendations for further integrating this approach into language teaching practices to support multilingualism and enhance language learning outcomes.

Although previous research has explored multilingual practices in ELT, much of it has focused on general benefits or challenges, with limited attention to how multilingual abilities can be strategically managed by teachers as an intentional pedagogical tool. This study addresses that gap by examining how multilingual resources can be purposefully utilized in EFL classrooms to support comprehension, scaffold learning, and enhance learner engagement. The study lies in its shift from viewing multilingualism as incidental or compensatory to framing it as a deliberate instructional strategy. The significance of this study is its potential to offer practical insights and guidance for ELT practitioners, curriculum designers,

and policymakers in optimizing multilingual practices to strengthen EFL learning outcomes.

METHOD

This study employed a case study approach to investigate how teachers' perception and practices of translanguaging in their classrooms. Since the study focuses on a specific group and aims to understand their experiences, perspectives, and interactions, a case study provides rich, detailed, and contextual data that may not be captured using quantitative methods. A case study, as defined by (Creswell & Poth (2022), involves an in-depth examination of a specific instance, such as a program, activity, or process, to gain deeper insights. In this research, the focus was on the experiences and practices of three junior high school teachers. Purposive sampling was utilized to select participants who best met the research objectives, ensuring the study's rigor. This method facilitated a thorough exploration of the teachers' perspectives and practices regarding translanguaging. Data collection involved both classroom observations and interviews. A total of 12 classroom observation sessions were conducted, followed by interviews with all three teachers to further delve into their experiences.

Purposive sampling was chosen to ensure that the sample closely aligned with the research aims and objectives, thus enhancing the validity of the findings. Through purposive sampling, three teachers were selected who were willing to participate and share their experiences. The selection criteria followed the guidelines proposed by Creswell & Poth (2018), focusing on teachers who had the required experience and qualifications. Specifically, the participants were EFL teachers with a bachelor's degree in English education, who had experience teaching multilingual classes and were open to providing detailed insights. These criteria were essential to ensure that the teachers could offer valuable data on the challenges and implementation of translanguaging in a multilingual teaching context.

Data for this study were collected through classroom observations and semi-structured interviews. The researcher observed 12 classroom sessions, taking detailed notes and recording the teachers' use of translanguaging. These recordings were transcribed to analyse how translanguaging was applied and the challenges

teachers faced. After the observations, the researcher conducted semi-structured interviews with the three teachers, asking more than ten questions to clarify and gather additional insights. The data from the observations and interviews were analysed using thematic analysis, where the researcher identified common themes by reviewing the data, grouping similar information, and refining the themes. The final themes were linked to the research questions and existing literature to form a clear understanding of the teachers' perceptions and practices of translanguaging.

FINDINGS

A. Indonesian EFL Teachers Perception on the Translanguaging in their ELT Classroom

1. Teacher Absorption of Translanguaging in ELT

The way teachers absorb translanguaging is important in determining how they use it in the classroom. Absorption involves experiencing the world from a displaced standpoint (Geniusas, 2022). the findings of these absorption are summarized in the table below:

Table 1. Findings of teachers' absorption on Translanguaging

No.	Key Findings Absorption of Translanguaging	Teachers
1.	Translanguaging has a positive improvement on students' learning experience of English.	Teachers 1, 3
2.	Translanguaging enhances learning and understanding of students in the classroom.	Teachers 2, 3
3.	Translanguaging can improve student engagement and active participation of students.	Teachers 1, 3
4.	Translanguaging as an approach to overcome language barriers in the classroom.	Teacher 2
5.	Translanguaging beliefs as important roles for learning English.	Teachers 1, 2

The findings above, related to teachers' absorption, suggest that translanguaging plays a significant role in improving students' learning experiences, with positive effects on their comfort, confidence, engagement, and understanding. The first teacher, a senior teacher, views translanguaging

as a valuable tool for fostering student engagement and participation. Similarly, the second and third teachers also recognize the benefits of translanguaging, particularly in enhancing students' understanding of the content. Despite the differences in their experience, the teachers share consistent views on the positive impact of translanguaging, indicating that years of teaching experience do not truly influence how they perceive or implement it. Other studies, such as Rasmin et al., (2024), have similarly found that teachers view translanguaging as an effective tool for enhancing student comprehension, engagement, and cultural responsiveness.

2. Understanding of Teacher Regarding Translanguaging

This study found that teachers understand the impact and values of translanguaging when they teach their students. The teachers truly understand the impact that they have underlined that translanguaging gives many things to the classroom, such as a helpful approach, making learning easier and an important part of learning. The results of the study are shown in the table below.

Table 2. Findings of teachers' Understanding on Translanguaging

No.	Key Findings Understanding of Teachers	Teachers
1.	Translanguaging is understood by teachers as a helpful and effective approach.	Teachers 1, 3
2.	Translanguaging is underlined by teachers as a way to make material more accessible.	Teachers 2
3.	Translanguaging is understood as a potential disadvantage: it can hinder target language learning in the classroom.	Teachers 2
4.	Teachers perceived students to feel more comfortable and confident when using Translanguaging.	Teacher 3

The findings show that the teachers generally see translanguaging as a positive approach, although with some concerns. The first and third teachers understood translanguaging as a helpful and effective way to engage students and improve their understanding by bridging language gaps. The second teacher also supports its use but focuses on how it makes learning materials easier for students, especially those struggling with the target language. However, the

second teacher also points out that using too much translanguageing could slow down students' learning of the target language. On the other hand, the third teacher highlights that translanguageing helps students feel more comfortable and confident in the classroom.

3. Evaluation of Teacher on Translanguageing

The evaluation of teachers on translanguageing involves examining how translanguageing is used in the ELT classroom and how it impacts the class. Based on the findings, the study found that teachers thought of translanguageing as a way to make learning more effective, easy, and enthusiastic rather than fully using English. The finding was also proved by Nagy, (2019), who discovered that translanguageing as part of learning from multilingual students is significant in helping to learn. As the teacher mentioned, there is no option to make students better at learning except by using translanguageing.

Table 3. Findings of teachers' Evaluation on Translanguageing

No.	Key Findings Evaluation of Teachers	Teachers
1.	Translanguaging evaluates as an effective approach to learning English in the EFL classroom.	Teachers 1, 3
2.	Translanguageing needs to be balanced in implementation in the classroom.	Teachers 2
3.	Translanguageing can be beneficial in early stages of learning English in schools.	Teachers 3

The teachers' evaluations on translanguageing give important insights into its strengths and challenges in the classroom. Evaluation depends on how something places or works according to the individuals related to the things they understand. The first teacher sees it as an effective approach for improving understanding and language skills, believing that using both the student's native language and English makes learning easier (Bouguerra, 2024). The third teacher agreed, especially in the early stages of learning English, thinking that using both languages builds confidence and encourages participation. However, the second teacher thinks that translanguageing should be used

carefully and not too much. They warn that relying on it too much may prevent students from fully immersing themselves in English and slow their progress.

B. Translanguaging Forms of EFL Teachers in the ELT classroom

The practices of translanguaging are also important to see how EFL teachers manage and use translanguaging forms in their classrooms. Those classifications are transliteration, translation, code-mixing, and code-switching. From the findings, every teacher combined almost all of the forms in their classroom to make learning more understandable for students.

Table 4. Translanguaging Forms

No.	Transliteration	Translation	Code Mixing	Code Switching
Teacher 1	0	45	54	12
Teacher 2	0	18	74	30
Teacher 3	0	35	104	11
Total	(0.0%)	98 (25.65%)	231 (60.47%)	53 (13.87%)

1. Transliteration

Transliteration was not used in this study. This absence reflects a common trend in Indonesian EFL classrooms, where grammar and meaning are prioritized over pronunciation, often leaving students with limited phonological accuracy. Similar findings were reported by (Yolanda et al., 2024). Although research suggests transliteration can help bridge written and spoken language—especially when learners struggle with unfamiliar English sounds—its lack of use indicates a teaching approach focused more on comprehension and grammatical skills than on pronunciation development.

2. Translation

One example was when a teacher translated classroom instructions to ensure students understood the task:

“Please open your LKS book page 46. Silahkan buka buku LKS halaman 46.” (Teacher1).

Here, the teacher first delivered the instruction in English and then translated it into Indonesian to ensure clarity. The translation served to make instructions immediately understandable, allowing students to locate the correct page quickly. This aligns with Nursanti's (2021) finding that translation supports learners' comprehension. Similarly, another teacher used translation when explaining lesson content:

“We clean the windows twice a week, kita membersihkan jendela dua kali seminggu.” (Teacher2)

In this case, translation helped students understand the meaning of a complete sentence rather than isolated words. It ensured that learners with varying proficiency levels could follow the material, reduce misunderstanding, and maintain the flow of instruction. Overall, translation in the classroom functioned as an essential pedagogical tool to make input comprehensible, prevent confusion, and ensure that instructional meaning was accessible to all learners (Yolanda et al., 2024).

3. Code Mixing

One of the observed examples illustrates how the teacher blended English terms into an Indonesian explanation:

“Di pertemuan sebelumnya, saya meminta beberapa verb to translate to Indonesia, untuk diterjemahkan dalam bahasa Indonesia.” (teacher3).

In this case, the teacher inserted English vocabulary such as verb and translate within an Indonesian sentence. This strategy exposed students to essential English terminology while ensuring that the overall instruction remained understandable. Such practices allow teachers to scaffold meaning while gradually introducing learners to English linguistic structures. Another instance of code-mixing occurred when a teacher gave classroom instructions:

“Kita lanjutkan number four, siapa yang mau maju?” (Teacher2).

Here, the phrase was intentionally inserted to reinforce vocabulary recall that students had previously learned. The use of code-mixing helped normalize English as part of everyday classroom communication without overwhelming students or causing disengagement. These examples demonstrate that teachers

strategically used code-mixing to make content comprehensible while gradually increasing students' exposure to English.

4. Code Switching

One instance occurred when a teacher shifted from Indonesian to English while giving classroom directions:

“Oke kita lanjut, page seventy-one.” (Teacher2).

The switch to English served as a prompt for students to recall previously learned vocabulary, such as numbers and classroom expressions. This strategic shift introduced students to authentic English usage without overwhelming them, supporting student engagement while promoting gradual exposure to the target language. Another example of code-switching appeared when a teacher shifted languages to introduce lesson content:

“Diliat judul materinya, have you ever got success.” (Teacher1).

Here, the teacher began with Indonesian to maintain clarity and then switched to English to present the topic title. This deliberate switch helped students focus on the key linguistic form while ensuring they understood the context. The use of code-switching in this instance demonstrates how teachers employed it as scaffolding when students lacked sufficient vocabulary or confidence to follow explanations delivered solely in English.

DISCUSSION

Teachers' Perception on Translanguaging

Teachers generally view translanguaging as a positive approach, even though their opinions differ on how it should be implemented. Despite these differing views, teachers in this study recognize that they cannot avoid using translanguaging if they want to support their students' learning effectively. Anderson, (2024) also emphasized that while teachers rely on translanguaging to improve learning outcomes, they aim to strike a balance in its use, ensuring it complements rather than replaces the target language. Similarly, Yolanda et al., (2024) pointed out the significant role of translanguaging in Indonesian classrooms, particularly in creating an inclusive learning environment that respects students' linguistic diversity. However, the second teacher's more cautious stance, rooted in the expectation of using English as the primary language, reflects a broader issue

between institutional language policies and the practical needs of students. Despite this, the second teacher still relies on translanguaging due to the students' limited experience with English. This highlights how teachers, even those with perception, acknowledge the necessity of translanguaging to bridge the gap in language proficiency. Ultimately, the teachers in this study demonstrate an understanding of the impact of translanguaging on the EFL classroom, recognizing its role in improving both student comprehension and classroom engagement.

Based on the findings and discussion above, this study reveals that teachers generally perceive translanguaging positively, recognizing it as an effective tool for enhancing student comprehension and fostering a supportive learning environment. Teachers show strong absorption of translanguaging, understanding its role in reducing students' fear as students can use their languages, boosting confidence as students are not worried because they can mix languages, and encouraging active participation. Furthermore, teachers demonstrate a deep understanding of how translanguaging facilitates comprehension by strategically using multiple languages. However, they are also mindful of the potential challenge of over-relying on students' native languages, which could hinder the development of English proficiency. In terms of evaluation, the second teacher emphasized the importance of using English as the primary language of instruction, carefully balancing the use of Indonesian and Javanese without dismissing the value of translanguaging. This reflects the ongoing tension between the ideal of full immersion in the target language and the practical needs of learners.

Translanguaging forms

The second research question focuses on the forms of translanguaging that EFL teachers employ in the classroom, referring to the frameworks proposed by Baynham and Lee (2019), García and Lin (2017), and Zhu (2020), which identify transliteration, translation, code-mixing, and code-switching as key forms. In this study, teachers made use of most of these forms, with code-mixing emerging as the most dominant strategy due to students limited English exposure at the junior high school level. Code-mixing was used across various instructional moments to maintain clarity and increase participation, although overreliance may prevent students from engaging fully with the target language. Transliteration, on the other

hand, was not implemented in the classes, a finding consistent with Yolanda et al., (2024), likely because transliteration is rarely utilized or needed within Indonesian EFL contexts despite its potential benefits emphasized by (Bayham & Lee (2019). Translation appeared frequently, functioning as a scaffold to address vocabulary gaps and limited proficiency, aligning with findings from Nagy (2019) and (Gultekin, 2021). However, similar to code-mixing, excessive dependence on translation may hinder immersion and delay linguistic autonomy if not gradually reduced (Kasmani & Jangodazi, 2014).

In addition, code-switching was also employed and served a role similar to code-mixing, as teachers alternated between English, Indonesian, and occasionally local languages such as Javanese to facilitate comprehension and reduce anxiety. This finding reflects García and Lin's (2017) assertion that code-switching is an integral part of translanguaging, and echoes Sato (2023), who noted its positive influence on students' willingness to communicate. However, as Sitoto (2023) warned, code-switching can produce both beneficial and detrimental effects depending on its level of use. Comparison across teachers revealed varied patterns: the first teacher relied predominantly on code-mixing, the second employed a more balanced combination of code-mixing and code-switching, and the third teacher used code-mixing extensively for clarity on difficult content. Despite these individual tendencies, there was no substantial difference in the overall forms used across teachers. While these strategies supported accessibility and engagement, the findings highlight the need for careful moderation to prevent students from becoming overly dependent on their first language and to ensure steady progress toward meaningful English proficiency.

CONCLUSION

The findings of the study indicate that Indonesian EFL teachers generally perceive translanguaging positively, viewing it as a useful tool that supports English language learning. Although they recognize its advantages, most teachers still favor greater use of English in the classroom and believe that translanguaging should not fully replace English instruction. Teachers appreciate translanguaging for its role in improving interaction and classroom engagement, but they are concerned that overdependence on it may reduce students' willingness to independently practice

English. Because of this, maintaining a balance is important so that learners continue to challenge themselves and build their English proficiency. The study also shows that code-mixing is the most frequently used translanguaging strategy, yet many teachers do not follow a specific guideline or policy regarding its implementation. To avoid excessive reliance on the first language, teachers need to carefully plan when translanguaging is used and progressively increase English input. For effective learning, translanguaging should be integrated thoughtfully and systematically to strengthen language development while preventing overuse of Indonesian and minimizing cross-language errors. In conclusion, the study suggests that while translanguaging can effectively support language learning, it must be applied strategically as part of long-term teaching practices.

Overall, this research offers meaningful insights into Indonesian EFL teachers' beliefs and classroom application of translanguaging. The teachers express supportive attitudes toward translanguaging and acknowledge its role in facilitating understanding and improving communication, yet they still stress the need for frequent English exposure. The results also highlight the broad use of translanguaging, especially code-mixing, but point out that the absence of clear rules may cause students to rely too much on their native language.

This study has limitations. Only three teachers participated, so future studies should involve larger samples from different schools and regions. Since the research focused solely on junior high school contexts, further investigation is needed in elementary, senior high school, and higher education settings. Researchers should also explore both teachers' and learners' perspectives to better understand translanguaging's impact on learning. Collecting student input through interviews or questionnaires would provide richer data. Finally, using mixed-method approaches and conducting longitudinal studies would help determine whether the benefits of translanguaging are sustained over time.

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