TRANSLANGUAGING PRACTICES IN EFL CLASSROOMS: EVIDENCE FROM INDONESIA

Gede Eka Putrawan
Department of Language and Arts Education, Universitas Lampung, Indonesia
[*]Pos-el korespondensi: gputrawan08@fkip.unila.ac.id

ABSTRACT

The aim of this paper is to elucidate a comprehensive perspective on translanguaging practices in EFL classrooms in Indonesia by reviewing empirical literature published in scientific journals and/or proceedings focusing on four primary areas, which include: (1) research methodology; (2) advantages and disadvantages of translanguaging; (3) languages used when translanguaging; and (4) perceptions and attitudes toward translanguaging. The findings indicate all of the studies under review were conducted through a qualitative approach with the instruments of observations, interviews, and questionnaire. Teachers and students have the benefit of translanguaging practices in EFL classrooms, yet it should be taken into account that L1 should be adopted judiciously. They translanguage using English, Indonesian, and local languages and even foreign languages other than English. They have voiced their agreement to the implementation of translanguaging as pedagogy since it positively impacts EFL teaching and learning. However, few teachers have contrasting views about this voice. Suggestions for future research on translanguaging are also discussed.

Keywords: linguistics, translanguaging, bilingualism, multilingualism, EFL classrooms

ABSTRAK

Tujuan artikel ini adalah untuk menjelaskan perspektif yang komprehensif tentang praktik translanguaging di kelas bahasa Inggris di Indonesia dengan meninjau literatur empiris yang diterbitkan dalam jurnal ilmiah dan/atau prosiding dengan fokus pada empat aspek, yang meliputi: (1) metodologi penelitian; (2) kelebihan dan kelemahan translanguaging; (3) bahasa yang digunakan saat praktik translanguaging; dan (4) persepsi dan sikap terhadap translanguaging. Temuan menunjukkan bahwa seluruh hasil penelitian yang dikaji dilakukan melalui pendekatan kualitatif dengan instrumen observasi, wawancara, dan angket. Guru dan siswa mendapatkan manfaat dari praktik translanguaging, namun harus diperhatikan bahwa bahasa pertama harus diadopsi dengan bijaksana. Mereka melakukan praktik translanguaging menggunakan bahasa Inggris, bahasa Indonesia, dan bahasa daerah bahkan bahasa asing selain bahasa Inggris. Mereka setuju terhadap penerapan translanguaging sebagai pedagogi karena berdampak positif pada pengajaran dan pembelajaran bahasa Inggris sebagai bahasa asing. Namun, beberapa guru memiliki

pandangan yang kontras tentang hal ini. Beberapa saran untuk penelitian terkait translanguaging di masa mendatang juga dibahas.

Kata kunci: *linguistik, translanguaging, bilingualisme, multilingualisme, kelas bahasa Inggris*

A. INTRODUCTION

For years, educational institutions have segregated the languages used in language classrooms and assigned different teachers, lessons, or even days to one language, which was primarily based on the assumption that any mixture of two or more languages could overwhelm learners and thus impede their success (Beres, 2015). In other words, it is still based on the long-standing belief of monolingual pedagogy. However, this traditionally defined language teaching approach is currently challenged by a current pedagogical approach called translanguaging (García & Wei, 2014) that has made headway in a short span of time in bilingual and multilingual schooling (Cenoz & Gorter, 2017). This practice, as Lee (Lee, 2018) emphasizes, is the future of the language in context, constituted by, and representative of, arguments and scholarly investigations that work on the legitimacy of "different" language practices. It is now generally accepted that there is a need to shift from seeing bilingualism "as two separate, rigid and static languages, to viewing them as fluid, flexible and permeable" (Beres, 2015, p. 104). Therefore, the term translanguaging has been established within this modern viewpoint and has received considerable attention in recent years.

Williams (1994, 1996 as cited in García & Wei, 2014) originally coined the term translanguaging that comes from the Welsh *trawsieithu*. It actually refers to an instructional practice in which participants are allowed to use one language after another on purpose, e.g. repeatedly, they read in English and write in Welsh or vice versa (Baker, 2011 as cited in García & Wei, 2014). It was intended for meaning-making, experience shaping, gaining knowledge and understanding through the use of two different languages (Baker, 2011 as cited in García & Wei, 2014). Translanguaging does not refer to bilingual language practices as two separate linguistic systems but as "one linguistic repertoire" (García & Wei, 2014, p. 2). Translanguaging as pedagogy supports instructional strategies that combine two languages or more in the classrooms (Cenoz & Gorter, 2017).

Translanguaging in English as a second/foreign language (ESL/EFL) classrooms is known to help learners achieve their English proficiency, and much evidence to support this statement has been well documented. Motlhaka & Makalela (2016) conclude that translanguaging approach help students raise their consciousness of second/foreign language (L2) writing strategies through dialogic pedagogy in multilingual contexts. Kampittayakul (2018) states that this pedagogical approach enhances Thai learners' interactional competence in one-on-one EFL tutorials. As has been stated by Beres (2015), translanguaging can be effectively used to help learners improve their English and first language (L1) proficiency as well as enhance their academic achievements. Nagy (2018) states that translanguaging practices allow learners to get involved in language learning activities more actively and improve their linguistic skills more confidently. These practices

should be viewed as pragmatic rather than grammatical approach to accommodate English situational contexts within the repertoire of a translingual, combining one or more local languages (Canagarajah, 2013). Romanowski (2019) also puts emphasis that translanguaging practices positively affect learners' performance and develop their linguistic proficiency.

Empirical studies on this topic under investigation have also continued to focus on various aspects of translanguaging practices in EFL education. Teachers and prospective teachers are reported having two opposing feelings towards translanguaging. They have fairly inconsistent and ambivalent perspectives about this pedagogical approach (Al-Bataineh & Gallagher, 2018; Burton & Rajendram, 2019; Escobar & Dillard-Paltrineri, 2015; Wang, 2019; Yuvayapan, 2019). This suggests that they view language classrooms through a lens of monolingual pedagogy, which considers learners' L1 as a barrier (Burton & Rajendram, 2019) rather than a resource for learning (García & Wei, 2014). Translanguaging practices are said to not always provide space for "creative and critical thinking" as discussed in the literature (Rabbidge, 2019, p. 1305).

Although translanguaging, a pedagogical approach that is relatively new and still developing, has gained popularity in both bilingual and multilingual education over a short space of time (Cenoz & Gorter, 2017), empirical data as evidence on this topic in the Indonesian context, however, are still inadequate and inconclusive. Therefore, this paper aims to elucidate a comprehensive perspective on translanguaging practices in EFL classrooms in Indonesia by reviewing recent literature published by Indonesian scholars.

B.   THEORETICAL FRAMEWORK

As a multicultural and multilingual country that has 707 languages spoken by 600 ethnicities in the Indonesian archipelago (Zein, 2020), Indonesia provides ample opportunity for its peoples to learn various local languages and cultures, who are at the same time challenged to maintain their identity when learning other languages, including foreign languages (Widodo, 2016) and English has been considered a foreign language since it was officially and formally declared at a conference of teacher trainers in 1955 (Komaria, 1998 as cited in Lauder, 2008). Although the foreign language was first taught to Indonesians during the Dutch colonial period in 1914 (Lauder, 2008), the Indonesian language has been the national language of the country since the declaration of the Youth Pledge in 1928 (Setyabudi, 2017). Since then, English has officially been part of the Indonesian curriculum and is formally taught to students in secondary and tertiary education, and it was also once included as a subject in primary education in the period of 1994 – 2012, but it was not compulsory (Widodo, 2016).

Therefore, it really is a country with linguistic superdiversity, portraying a complex linguistic ecology. As in African countries, multilingual interaction among societies is commonplace (Edwards, 1994). From the Greenberg's Linguistic Diversity Index (LDI) point of view, the country has a score of 0.816, with index 1 showing that no two people speak the same first language. Looking at the score, it suggests that there is an 81.6% probability that two Indonesians meeting for the first time will speak different native languages. Therefore, plurilingualism is the standard in the Indonesia's linguistic

superdiversity because of the variety of languages and the intense interaction between language speakers (Zein, 2020).

Looking at this, however, no attention to multilingualism is paid within the Indonesian educational system (Zein, 2019). Moreover, recent findings suggest the current educational model should be based on a multilingual framework (Hobbs, 2012). Policymakers in many countries worldwide deliberately portray a distorted image of monolingualism as normative by the overt or implied language policies they create and announce (Tucker, 1998), leading their citizens to a monolingual basket in a multilingual world (Edwards, 2013). Thus, from EFL teaching and learning perspectives, EFL learners in Indonesia, a multilingual and multicultural nation (Sunarti et al., 2019), are likely to have various English varieties or dialects with linguistic characteristics influenced by their local languages and culture (Hamied, 2012), not to mention the role of English changing from a "national/foreign language to an international language" (Ke, 2019, p. 2) which is more pertinent to today's multilingual and multicultural contexts (Sadeghpour & Sharifian, 2017). Thus, in today's literature, there is a plethora of empirical evidence demonstrating the importance of multilingual education (see, for example, Egaña et al., 2015; Haukås, 2016; Portolés & Martí, 2020; Tarnanen & Palviainen, 2018).

C.   METHODS

This article reviewed several studies on translanguaging practices in EFL classrooms in the Indonesian context. I selected articles published in academic journals and proceedings. I searched scholarly literature on translanguaging studies conducted within the Indonesian context on a publicly available online search engine, Google Scholar, using two out of three fundamental Boolean operators (AND, OR, and NOT) to focus my search for the topic under investigation, to connect a variety of information, and to exactly find what I was looking for (MIT Libraries, 2020). The keywords used in the search were: translanguaging, Indonesia, EFL, classroom, school, and university. I used AND and OR connectors between the keywords.

Using the mechanism for collecting scholary literature on the topic under investigation, a total of 577 references were identified in this initial step. Following the first move, the articles related to translanguaging practices in EFL classrooms in the Indonesian context were selected according to their titles and abstracts. I applied both inclusive and exclusive filters to narrow the literature collection identified in the first move. I only selected translanguaging studies in EFL classrooms with empirical evidence and excluded studies conducted outside EFL classrooms. Applying this mechanism, the pool of literature narrowed to 13 articles from 577 articles found in the first move. However, I believe that in the future the number of studies investigating translanguaging in EFL classrooms in the Indonesian context will continue to increase since this pedagogical approach is well suited to the Indonesian multicultural and multilingual environment.

Finally, all selected articles were reviewed and coded into the following four codes: (1) research methodology; (2) advantages and disadvantages of translanguaging; (2) languages used when translanguaging; and (3) perceptions and attitudes toward translanguaging.

D. RESULTS AND DISCUSSION

1. Research Methodology

Before moving on to the research findings on translanguaging practices in EFL classrooms in Indonesia, I provide an overview of the methodology employed in the studies under review, which is deemed to be necessary to enter into discussion as follows:

Table 1. Overview of Research Methodology

No.	Author(s) (year)	Approach	Setting and Participants	Instruments for Data Collection	Data Analysis
1	Khairunnisa, & Lukmana, I. (2020)	Qualitative (survey)	Primary school; 50 EFL teachers	Questionnaire	Descriptive statistics
2	Rasman (2018)	Qualitative (case study, ecological approach)	Junior high school; students Grade 9	Observations (video-recording)	Classroom discourse analysis
3	Rerung, K. M. T. (2015)	Qualitative	University; 80 EFL students and 14 university EFL teachers	Open-ended questionnaire, interviews, observations (audio recording)	Descriptive
4	Rerung, M. K. T. (2017)	Qualitative	University; four students	Observation (audio recording)	Descriptive
5	Sahib, R. bin. (2019a)	Qualitative	Senior high school; one teacher and ten students	Observations (audio recording), interviews	Descriptive
6	Sahib, R. bin. (2019b)	Qualitative	Senior high school; one teacher and ten students	Observations (audio recording), interviews	Descriptive
7	Sahib, R bin., Ukka, S. bin, Nawing, N., & Sari, H. (2020)	Qualitative	Junior high school; three teachers	Observations (video recording), interviews	Descriptive
8	Santoso, W.	Qualitative	University;	Observations	Descriptive

	(2020)	(case study)	five students	(audio-recording), semi-structured interviews	(thematic analysis)
9	Sapitri, N. M., Batan, I. G., & Myartawan, I. P. N. (2018)	Qualitative	Two junior high schools; three teachers	Observations (audio recording and checklist), interviews	Descriptive
10	Saputra, W. A. (2020)	Qualitative	Two higher education institutions; ten students	Observations, interviews	Descriptive
11	Saputra, W. A., & Akib, E. (2018)	Qualitative	University; university teachers and students	Observations (video recording, note taking), interviews	Descriptive
12	Siregar, M. (2020)	Qualitative	Vocational school; teachers	Observations (video recording)	Descriptive
13	Zein, S. (2018)	Qualitative (multivocal ethnography)	Primary school; multi-party participants (two teacher educators, ten prospective teachers, students Grades 1 – 6)	Observations (video recording, multivocal ethnography), interviews	Discourse analysis

Table 1 above gives information about studies on translanguaging in EFL classrooms in the Indonesian context. It is apparent that there are only a small number of studies (13) investigating translanguaging in EFL classrooms that have been conducted in Indonesia. There is only one study (8%) conducted in 2015 and 2017, respectively. In 2018, four studies on this topic were conducted (31%), and in the following year (2019) translanguaging in EFL classrooms was investigated by two studies (15%). Finally, this topic was investigated by five studies (38%) in 2020.

Regarding the research approach, it is clear that the qualitative approach was employed in all of the studies. Classroom observation was the instrument that was applied in the studies, followed by interviews and questionnaire. It is apparent that the data of the studies were analysed descriptively.

2. Advantages and Disadvantages of Translanguaging in EFL Classrooms

The studies under investigation discussed the advantages of translanguaging in EFL classrooms in the Indonesian context. When teaching EFL, teachers should be able to change languages easily according to the classroom situation; in other words, they should make judicious use of the first language (L1), either Indonesian or Javanese, through translation (Zein, 2018). Indonesian and/or Javanese (local language) was used to ask word meanings to students to show their understanding. In this case, teachers employ L1 to check their students' comprehension (Saputra, 2020; Wedananta, 2020; Zein, 2018). A multilingual dialogue in EFL classrooms is created to negotiate meaning, transfer knowledge, and scaffold instructions. L1 is judiciously used to help students understand L2's discourse until they are able to produce in L2 (Sapitri et al., 2018; Zein, 2018). Thus, the use of L1s is a pedagogically and socially appropriate tool in EFL classrooms (Zein, 2018).

L1 can be used to re-explain a topic when teachers see their students get confused when explained in English. When teachers see that their students show weak English proficiency, they can deal with it through the use of L1 to motivate their students (Rerung, 2015; Sapitri et al., 2018) and to narrow the gap between students of a high degree of English proficiency and those of low (Khairunnisa & Lukmana, 2020; Rerung, 2015) that they become more active (Rahmawansyah, 2019) and comfortable in the classroom (Khairunnisa & Lukmana, 2020). When students need to make something clear and easy to understand, they use their L1, e.g. explaining new concepts or ideas and vocabulary (Khairunnisa & Lukmana, 2020; Rasman, 2018; Rerung, 2015; Rerung, 2017). In so doing, they are able to deepen their understanding by discussing with their classmates in L1. They also need to listen and read in their L1 to understand more deeply and quickly complex theories such as grammar, translation, linguistics, and cultures (Rerung, 2015; Santoso, 2020; Sapitri et al., 2018; Siregar, 2020). It is also stated that lecturers prefer using L1 to give examples of a topic under discussion, e.g. grammar-related matters and to discuss problems that arise in the classroom, e.g. theoretical explanation (Khairunnisa & Lukmana, 2020; Rerung, 2015; Santoso, 2020).

Translanguaging is also used to build effective communication between students and teachers (Rahmawansyah, 2019). L1 is used to tell a joke, as a brief interlude, during the teaching and learning process in EFL classrooms (Sapitri et al., 2018). Translanguaging is used to mediate understanding, to construct meaning, to avoid ambiguity, to exhibit knowledge (social interaction among languages), to make the classroom more relaxing and enjoyable (Rahmawansyah, 2019; Sapitri et al., 2018).

Translanguaging is also used to manage classrooms, to compliment students (Khairunnisa & Lukmana, 2020; Sapitri et al., 2018), give directions, provide feedback, to build bonds between students and teacher (Khairunnisa & Lukmana, 2020; Sapitri et al., 2018; Wedananta, 2020), to help students work on their exercises or assignments (Khairunnisa & Lukmana, 2020), and to help them speak up during class (Rahmawansyah, 2019). Soruç & Griffiths (2021) point out that there is still an urgent need to have teachers with good awareness of different languages practices in the classroom. To achieve a

successful interaction between students and teacher, a teacher can translanguage when discussing a lesson (Rasman, 2018).

Using some words or phrases in L1 can help students improve their speaking proficiency; they are allowed to use Indonesian words or phrases when speaking in English to mix code. This increases their confidence when speaking (Rerung, 2017). This is an effective technique to apply, especially when students feel nervous when speaking in English (Rerung, 2017). Soruç and Griffiths (2021) highlight that teachers with high awareness of different languages practices can give less value to error correction and more to intelligibility, respect linguistic and cultural identity, and are open-minded, tolerant, willing to allow choice, and realistic about language use in the real world.

Students translanguage in the EFL classroom when talking to their teacher, interacting and discussing a topic with classmates, asking questions to classmates (Sahib, 2019), and responding to questions (Saputra, 2020). Translanguaging is applied during problem-solving tasks. Through L1, students find it easy to cognitively comprehend a topic under discussion since L1 enables them to activate their prior knowledge about a topic (Santoso, 2020).

Teachers translanguage when introducing a lesson, drawing students' attention to the lesson (Sahib, 2019; Sapitri et al., 2018), explaining a topic, asking questions to students, giving tasks to be completed, providing feedback, and closing as well as concluding a lesson (Sahib, 2019). Translanguaging, either in Indonesian or a local language, is also used to help students perform in English (Sahib et al., 2020). Teachers state that translanguaging does not have any negative impact on students' understanding of EFL, whereas it makes a significant impact on students' EFL understanding (Saputra, 2020) and they allow their students to use either national language, Indonesian, or local language in EFL classroom to keep communication going and to help student comprehend English more easily (Rahmawansyah, 2019).

3.   Languages Used When Translanguaging

Research findings under review report that teachers and students translanguage in EFL classrooms through the use of Indonesian, local languages, and English. EFL teachers in elementary schools in Bandung, Indonesia, are also reported using Indonesian, English, and local languages (Sundanese) in their EFL classrooms (Khairunnisa & Lukmana, 2020). Teachers and students at secondary school in Bulukumba use Indonesian, English, and local language (Konjo) in their EFL classrooms (Rahmawansyah, 2019; Sahib, 2019).

Junior high school students in Yogyakarta employ their full repertoire using Indonesian, English, local language (Javanese) to make meaning when they interact with each other in EFL classroom (Rasman, 2018). In Singaraja, Bali, it is also reported that teachers translanguage using English and their first language or Indonesian in EFL classrooms (Sapitri et al., 2018). In Medan, teachers in a vocational school use Indonesian and English in their EFL classrooms (Siregar, 2020).

University students in Jakarta use English and their first language, Indonesian, in their EFL classes (Rerung, 2017; Santoso, 2020). A study conducted at an Islamic junior high school in West Papua reports that teachers whose first languages are Buginese, Tae,

Javanese, and Malay Papuan, translanguage using Indonesian, English, and local languages in EFL classrooms (Sahib et al., 2020).

Students and teachers in universities in Makassar are also reported using their full repertoire in English and Indonesian in their EFL classrooms (Saputra, 2020; Saputra & Akib, 2018).

4.   Perceptions and attitudes toward translanguaging

Prospective teachers believe that translanguaging has positive impacts to help students gain knowledge and improve their understanding of English (Khairunnisa & Lukmana, 2020; Sahib et al., 2020; Zein, 2018). However, some hold a belief that L2 should be exclusively utilised in EFL classrooms (Zein, 2018). They have a fear of L1 interference and decreased use of L2 (Zein, 2018). In other words, the prospective teachers have contrasting views, some of them fully support the monolingual approach to foreign language teaching, and the others are in support of translanguaging as pedagogy (Zein, 2018).

In other findings, teachers also hold the same belief. Some of them allow translanguaging practices, while others occasionally allow this pedagogical approach (Rerung, 2015). However, students believe that they can gain many benefits due to the implementation of translanguaging pedagogy in EFL classroom (Rerung, 2015; Saputra, 2020).

Translanguaging is perceived as a process of becoming multilingual (Rasman, 2018) with cross-cultural understanding (Wedananta, 2020). However, to some extent students are still aiming for monolingualism, which is possibly a result of their monolingual prejudice (Rasman, 2018).

All of the studies reviewed herein have been conducted through a qualitative approach using instruments of observations and interviews, with the exception of Khairunnisa & Lukmana's (2020) study using a questionnaire. The collected data were descriptively analysed. It makes sense since it is a way of exploring and understanding the importance of a social or human issue for individuals or groups. Through this form of inquiry, they look at their research from an inductive style point of view with a focus on the individual meaning and "the importance of rendering the complexity of a situation" (Cresswell, 2009, p. 4). Qualitative research, defined as "the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a particular phenomenon of interest" (Mills & Gay, 2016, p. 25), is employed to obtain a comprehensive understanding of the context under study (Miles et al., 2014). Therefore, it is presumed that authors investigating translanguaging in multilingual contexts cannot avoid employing qualitative research paradigm to get more in-depth insights into human behaviour and experience.

Their findings suggest that translanguaging brings many benefits to EFL teaching and learning in the classrooms. The findings resonate with the findings of other studies conducted in different geographical settings that translanguaging is effective and beneficial (Beres, 2015; Nagy, 2018; Romanowski, 2019). Some findings put emphasis that L1 should be judiciously used to help students comprehend English until they are capable of producing in L2 (Sapitri et al., 2018; Zein, 2018). The use of L1 provides students with

more opportunities to learn a language (Copland & Yonetsugi, 2016) if it is judiciously used (Bruen & Kelly, 2014). Thus, English teachers can make use of their students' L1 as a path, not a barrier, to the progress of their students' L2 learning (Cao & Gao, 2020). When teachers translanguage, it stimulates their students' metalinguistic awareness that makes them aware of punctuation, orthography, grammatical rules, and meanings (Vaish, 2018).

In the case of languages used when teachers and students translanguage in EFL classrooms, English, Indonesian, and local languages (Buginese, Konjo, Javanese, Balinese, Tae, and Malay Papuan) are accordingly used, even foreign languages other than English such as Arabic and Korean are also used. This suggests that Indonesia, a multilingual and multicultural country, needs to redirect its education system toward multilingual education (Zein, 2019) by maintaining local languages and identity and at the same time adopting English as lingua franca (Widodo, 2016; Zein, 2019; Abduh & Rosmaladewi, 2019). In total, Indonesia has more than 652 local languages and one national language, Indonesian; however, some local languages in eastern parts of Indonesia such as East Nusa Tenggara, North Maluku, Maluku, West Papua, and Papua are not well documented (Badan Bahasa, 2017 as cited in Zein, 2020). Therefore, this makes sense that translanguaging practices using either Indonesian or local languages in EFL classrooms in Indonesia are the inevitable consequence of multilingualism and it is widely known that globalisation and heterogeneity have created linguistic challenges in most countries' education systems (Stroud & Heugh, 2011 as cited in Heugh et al., 2017).

With regard to views and attitudes of translanguaging practices, more than half of the studies investigate teachers' and students' points of view. They voice their agreement to the implementation of translanguaging practices in EFL classrooms. Teachers and students believe that they can derive much benefit from translanguaging pedagogy in EFL classrooms. In other words, translanguaging practices make positive impacts on EFL teaching and learning. This finding is in line with Romanowski's (2019) finding that teachers hold a positive attitude toward this pedagogical approach.

However, it is also stated that teachers have contrasting views on translanguaging; some of them fully support translanguaging as pedagogy while some of them do not. They argue that L2 should be exclusively used in EFL classrooms because the existence of L1 might interfere in students' L2 comprehension. In other words, they likely show monolingual bias assuming monolingualism is natural and maybe even more useful (Seals et al., 2020). These findings are also in line with other findings that teachers have ambivalent feelings about translanguaging pedagogical approach (Al-Bataineh & Gallagher, 2018; Burton & Rajendram, 2019; Escobar & Dillard-Paltrineri, 2015; Wang, 2019; Yuvayapan, 2019), but it is proved that L1 and second/foreign language teaching cannot be separated (Paker & Karaağaç, 2015) since L1 plays an important role in helping students improve their foreign language knowledge (Ellis, 2007; Putrawan, 2019; Putrawan et al., 2019). Therefore, while the current Indonesian curriculum highlights primarily on the freedom to learn various critical future skills from different departments, shifting from monolingual ideology to translanguaging pedagogical approach is deemed necessary (Heugh et al., 2017).

E.   CONCLUSION

All of the 13 studies reviewed have been conducted through a qualitative approach. Observations and interviews are employed to collect the data on translanguaging practices and views about this pedagogical approach, except for one study that collects data using a questionnaire. All of them employ descriptive analyses.

Teachers and students have the benefit of translanguaging practices in EFL classrooms, yet it should be taken into account that students' L1, either Indonesian or local languages, should be adopted judiciously to help students comprehend English with no great difficulty and to avoid any negative impacts that might occur. The translanguaging practices carried out by teachers and students in EFL classrooms are done using English, Indonesian, and local languages (Buginese, Konjo, Javanese, Balinese, Tae, and Malay Papuan), even foreign languages other than English such as Arabic and Korean are also used. Regarding the practices, teachers and students have voiced their agreement to the implementation of translanguaging as pedagogy in EFL classrooms since they believe that this pedagogical approach helps and makes positive impacts on EFL teaching and learning. However, few teachers have contrasting views about this voice.

After reviewing the literature on translanguaging research in the Indonesian context, it is evident that research on this topic is not yet mainstream in this context, with only a limited number of research investigating translanguaging. I found a lack of studies on this topic. Indonesia is actually well known for its diverse languages and cultures, with more than 600 ethnicities who speak 707 languages living in 34 provinces in 7,217 districts (Zein, 2020). Thus, it is apparent that Indonesia is multilingual and multicultural that translanguaging practices in any settings, including EFL classrooms, are inevitable. Therefore, it is of interest and challenging to investigate more deeply this relatively new and developing translanguaging approach in EFL classrooms in the Indonesian context.

Future research should focus on investigating translanguaging through experimental research design or pedagogical intervention in EFL classrooms whose students are coming from multiple linguistic backgrounds (see, for example, Copland & Yonetsugi, 2016; Vaish, 2019; Zein, 2018) to fully utilise their linguistic repertoire (Shin et al., 2020). In other words, multilingual space should be intentionally created to fully utilise students' multilingual resources creatively and critically in EFL classrooms, of which space is called translanguaging space (Wei, 2011). Therefore, it is of importance to explore more possibilities of translanguaging (Robinson et al., 2018) and build opportunities for translingual learning through intentionally-created translingual resources (Seals et al., 2020).

In addition, (an)other research approaches should be employed to investigate translanguaging more deeply by future researchers to provide more reliable and valid findings, e.g. mixed methods approach through either sequential explanatory design, sequential exploratory design, or concurrent triangulation design (see, Cresswell, 2009). Involving more key stakeholders such as alumni and students' parents as research participants would be beneficial to get more in-depth data for analyses. Finally, "the literature reviewed in this article is no doubt only a beginning" (Hall & Cook, 2012, p. 299).

F.   ACKNOWLEDGEMENTS

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