

Translanguaging in EFL Classroom: Reasons and Impacts

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Abstract

Translanguaging is an educational method that involves using two languages or more interchangeably for both receiving and producing information within a single activity. In Merdeka curriculum, English becomes one of the compulsory subjects for elementary school students. The lack of vocabularies and other factors support the elementary school English teacher to employ translanguaging in the education setting. This research aims to explore the reasons and impacts of translanguaging usage in the classroom. The kind of this research is descriptive qualitative research. The researcher involved three English teachers from one of *Sekolah Penggerak* Batch 1. The researcher employed two data collection techniques (open-ended questionnaires and semi-structured interviews). The results are there are eight reasons for translanguaging in EFL classrooms, namely the lack of vocabulary mastery, making the instruction clearer for the students, engaging the students and making them active, creating a comfortable and joyful learning environment, avoiding misconception of learning materials, the student's request, the limitation of time in EFL classroom, and to reduce students' anxiety. There are five impacts of translanguaging, namely making the students more active, the learning objective being reached optimally, the students' English skills and comprehension get better, the students understanding the instruction well, and students can enjoy the learning process. The researcher suggests the next researcher study the practice of translanguaging in elementary school.

Keywords: *impacts, reasons, translanguaging*

INTRODUCTION

Using the first tongue in the English as a Foreign Language (EFL) classroom is still debatable. Some researchers support the utilization of translanguaging in English teaching. They consider many benefits that can be gotten by them and the students when they implement translanguaging. Baker supports this consideration. (Baker:2001) translanguaging has four advantages in EFL classrooms. Translanguaging, in the first place, can aid students in fully and profoundly understanding. Students can use every language resource available to them in translanguaging to comprehend the content. Secondly, it has the potential to foster positive student collaboration. Students with higher English proficiency can assist pupils with lower proficiency. By speaking in their native tongue or L1, the students can assist. Thirdly, it can help students strengthen their command of the target language. Students can enhance their language proficiency by gaining comprehensive information and comprehension. Fourth, parents can help their children learn the target language by accompanying and mentoring them at home.

In addition, Swan in (Sulistiyo et al., 2017) states learners are more likely to produce quality written work and spoken input when they are given more opportunities to use their second language in the English classroom. Meanwhile, the other scholars do not

support it if the language teacher uses other languages, except the target language. It is supported by the findings from some scholars. According to Palmer and Martínez (2013), teachers have the belief that they can convert every term known by students in their home language into the second language. However, this approach is deemed impracticable and inefficient, resulting in a loss of valuable instructional time. Additionally, it was discovered by (Marsevani & S, 2023) that some students were unaware of the negative effects of translanguaging when it came to the English language. They also lacked prior language acquisition experience, particularly with regard to communication techniques. The researcher conducted a research on translanguaging in EFL classrooms because it is still a contentious topic.

Prior studies on translanguaging in EFL courses have predominantly concentrated on perceptions and attitudes. Research conducted by (Berlianti & Pradita, 2021), (Khairunnisa & Lukmana, 2020), and (Raja et al., 2022) has examined the favorable perspectives of teachers and students toward translanguaging and its capacity to improve language acquisition. Several significant findings exist. Translanguaging has been associated with enhanced language competency, increased driving, and a more profound comprehension of course topics. Secondly, teachers and students typically have positive perspectives on translanguaging, acknowledging its capacity to foster a more inclusive and engaging educational atmosphere. Third, it can cultivate cultural knowledge and respect among students. Fourth, it can facilitate social contact and collaboration among students. Nevertheless these favorable results, additional research is necessary to clarify the particular reasons and effects of translanguaging. The perception about translanguaging by the teachers and students' perspectives had been conducted by (Hafidzah et al., 2023), (Silalahi & Santoso, 2023), (Romanowski, 2020), (Yuvayapan, 2019), and (Santoso & Hamied, 2022). Moafa, (2023) examined the views of teachers on the utilisation of L1 in EFL classes within Saudi contexts and assesses whether language teachers believe it enhances students' performance. Beside, Erdin & Sahi (2020) offered insights into the theoretical foundations and classroom implications of translanguaging. Nkhi & Shange (2024) conducted a study on the effect of translanguaging on the communication ability of university students in three chosen institutions in Lesotho. Huang & Chalmers (2023) studied the effects and implementation of pedagogical translanguaging in EFL classrooms. Rabbidge (2019) examined the impact of teachers' translanguaging strategies on student engagement. Alzahrani (2019) conducted a study about the attitudes and practices of international students in higher education at an American University with regard to translanguaging. Although prior research has examined its perceived advantages, there is a deficiency of comprehensive analysis about the fundamental aspects that enhance its efficacy. This study seeks to address this gap by concentrating on the subsequent research questions: What are the primary reasons for elementary school English teachers to implement translanguaging in their classrooms? What are the perceived impacts of translanguaging on students' language acquisition, motivation, and overall classroom experience? This project will enhance the understanding of translanguaging in EFL classrooms and inform evidence-based teaching strategies by addressing these topics. The study will provide a distinctive viewpoint by concentrating on primary school educators. Prior research has frequently focused on higher education contexts, indicating a necessity for additional investigations on translanguaging in the initial phases of language acquisition.

Several years ago, in Indonesia, English became a mandatory subject only for students of Junior and Senior High School. It was different to the students of elementary school. It

raises many problems for Junior High School English teachers when they teach the students who never learned English before in the previous education level. Besides that, the students have to work hard to understand and master English, which is the new subject for them. Even in some private schools, they offer English as the complementary subject in local subjects. The students and teachers still have obstacles since there is no particular rule and guidance. This condition is getting worse as the impact of Covid-19 which raises learning loss. One of the Indonesian government's policies for solving this problem is by launching *Merdeka* curriculum. *Merdeka* curriculum is a kind of curriculum in which the students can do three kinds of activities: intra-curricular, co-curricular, and extracurricular. These activities can help students master essential competencies based on their needs. There are some characteristics of this curriculum. First, project-based learning is used to help students develop their soft skills and character by the Pancasila profile students. Second, it focuses more on core subjects like literacy and numeracy. Third, it gives teachers the flexibility to adapt and adopt their lessons based on the needs of their students. Fourth, it is concerned with diverse learning. (Nurani et al., 2022). The teachers should conduct diverse learning to facilitate students' learning based on their needs and preferences.

Sekolah Penggerak is the pilot project of *Merdeka* curriculum implementation. It concentrates on creating comprehensive learning outcomes for students. It attempts to fulfil the *Pancasila* Student Profile, encompassing character and competencies (reading and numeracy). It is executed by strengthening the competence of teachers and school administrators, which is essential to Indonesia's educational reform and restructuring. By reforming and restructuring the school system, it can be an agent of change for the other schools. The goals of *Sekolah Penggerak* are to improve each student's literacy, numeracy, and character; to enable school administrators and teachers to support the development of high-quality learning; to support educators in implementing innovative teaching strategies through the use of digital technology in the classroom; to increase local government's capacity to conduct evaluations of educational policies that center on the quality of educational equity; and to foster collaboration among stakeholders in the education sector, including schools, local governments, and the federal government (Pratiwi et al., 2020).

In *Merdeka* curriculum, English becomes a compulsory subject for elementary school. It gives a chance for the elementary school students to learn English from the elementary level. It is difficult to teach English to young learners, as (Nopiyadi et al., 2023) explains. A teacher needs to be imaginative in order to provide happy, engaging, and lighthearted activities. When it comes to their learning styles, adult learners and elementary school pupils are not the same. Consequently, these diverse attributes influence the need for different educational options. Teachers should take into account a number of factors when instructing young children, including their relative immaturity, the necessity for a safe and secure learning environment, the students' desire for movement and hands-on experience, the importance of play and discovery, and social connection and conversation. (Halliwel, 1992).

The researcher had done a preliminary observation and interview to three English teachers in one of elementary schools in Rejang Lebong regency which is stated as *Sekolah Penggerak* Batch 1. This school has been *Sekolah Penggerak* since 2021. It means that English has been a compulsory subject for the first grade until sixth grade students. The researcher chose this school in conducting the research based on some consideration. First, English is a compulsory subject for all students. Second, all English

teachers in this elementary school are from an English education background. Third, all English teachers have at least three years teaching experience. Fourth, all English teachers used translanguaging in the EFL classroom. Fifth, they are ready to share their experiences about translanguaging in their EFL classroom. According to preliminary interview and observation, the researcher knew that all the English teachers used translanguaging when they were teaching English. It aims to assist their learners in mastery the language and engage the students. The limitation of students' vocabularies also supports the teacher's ability to use translanguaging. Since translanguaging is used in EFL classrooms in this elementary school, the researcher was interested to find out the reasons of translanguaging usage and its impacts for the students' performance. The researcher formulated two research questions in conducting this research. First, what are the reasons for translanguaging in EFL classroom? Second, what are the impacts of translanguaging in EFL classroom? By knowing the reasons and impacts, English teachers can hold the potential to improve teaching practices, enhance student learning, and create a more inclusive learning environment. It can also give insight and recommendation for the curriculum maker and developer to allow or not the integration of translanguaging in the process of English teaching.

Translanguaging can be defined as an educational method that involves using two languages interchangeably for both receiving and producing information within a single activity. The learner is provided with knowledge in one language and then processes and interacts with that information in a different language. Translanguaging is the act of using and navigating between two languages. Within the field of education, the term "bilingualism" is used to describe pedagogical approaches that view bilingualism as an asset rather than a hindrance or issue (Henderson & Sayer, 2019). Translanguaging, as defined by Baker (2011), is the process of using two different languages to create meaning, shape experiences, and increase understanding and knowledge. The significance of fostering the advancement of underrepresented groups Translanguaging, as described by Cenoz and Gorter (2021), is centered around language. (Henderson & Sayer, 2019) delineates several objectives of translanguaging in English teaching. Translanguaging is employed as a work of acquainting learners with a diverse array of resources that can aid in their learning. Furthermore, translanguaging is employed to enhance comprehension of the subject matter by promoting a thorough examination of the text. Furthermore, translanguaging might provide scaffolding for the weaker language by bolstering the stronger language. In addition, they articulated the objectives of implementing translanguaging in the classroom. Their objective is to cultivate multilingual proficiency, enhance subject-specific confidence, and foster the ability to explain the subject fluently in any language.

Regarding the rationale for using translanguaging in the EFL classroom, there are several benefits associated with its implementation. The diverse benefits of translanguaging can serve as compelling justifications for its implementation in English teaching. Wang (2022) stated that in the multilingual transition of English as a Foreign Language (EFL) pedagogy, it is essential to reconceptualize EFL instruction for multilingual learners. The optimal translanguaging area and the most effective strategic translanguaging approaches to be implemented are dependent on the specific EFL setting as a crucial resource. Furthermore, translanguaging can be stated as effective method that enhances language skills, especially in the least proficient language, and improves cognitive abilities when switching between languages. These skills ultimately contribute to a deeper and more thorough understanding of the subject area.

Translanguaging enhances students' confidence, comprehension, and engagement (Nkhi & Shange, 2024). The utilisation of L1 during instructional time should not be avoided, as it may enhance student learning and classroom engagement (Erdirin & Sali, 2020). Arslan (2023) mentioned that translanguaging is the intentional and organized practice of language switching employed for educational objectives in the classroom. Translanguaging is based on fundamental educational principles, specifically scaffolding and the utilization of existing knowledge. Translanguaging is a pedagogical approach that facilitates incorporation between first-language and second-language students from diverse linguistic backgrounds. It promotes collaboration between the home and school by utilizing both languages in a flexible manner. Romanowski (2020) explained that translanguaging in the EFL classroom has the potential to yield good effects on students. Translanguaging pedagogy has gained prominence since it improves teaching and learning processes and provides students, as well as teachers, with the flexibility to select their preferred language for expression. EFL teachers discovered that L1 serves as an interface for both teachers and students, facilitating comprehension and fostering a secure and supportive educational atmosphere. Research demonstrated that EFL teachers perceived L1 as an instructional scaffold, enhancing explanations and providing examples, assisting with practice and modification, improving comprehension, and promoting critical thinking and communication (Moafa, 2023).

METHOD

This study is a descriptive qualitative study. The researcher described the data about the reasons for the implementation of translanguaging and the impacts of using translanguaging in EFL classrooms. The participants were three elementary English teachers at *Sekolah Penggerak* in Rejang Lebong Regency. The samples were chosen by using total purposive sampling. Total purposive sampling is a sampling technique that encompasses all persons or elements within a population possessing designated characteristics. This methodology is frequently employed when the population is somewhat limited and the objective is to attain an in-depth comprehension of a certain group or phenomena. By incorporating all individuals who fulfill the criteria, researchers can guarantee that their sample is exceptionally representative of the target community. Some considerations for choosing these English teachers were their educational background, teaching experiences, and readiness to share information. Teacher 1 teaches English for the first and second grade. She has three and a half teaching experience. Teacher 2 teaches English for the third and fourth grade. She has six years of teaching experience. Teacher 3 teaches English for the fifth and the sixth grade. He has ten years of teaching experience and has been stated as a professional teacher. In this research, the researcher employed two kinds of data collection techniques. The researcher used an open-ended questionnaire to obtain the data about teachers' identities, reasons, and impacts. The open-ended questionnaire consisted of twenty questions. Ten questions were used to answer the first research question about the reason for using translanguaging in EFL classrooms. The questions were developed based on the indicators. The indicators were personal motivation, understanding of translanguaging, student engagement, language development, classroom dynamics, curriculum integration, peer collaboration, student feedback, linguistic diversity, and best practice. Questions eleven until twenty were made to get the data about the reasons for using translanguaging in ELF classrooms. The indicators were language proficiency, confidence and motivation, cognitive engagement, communication skills, cultural awareness, peer interaction, learning outcomes, individual learning needs, classroom

atmosphere, and long-term impacts. The researcher also conducted interviews to obtain deeper data. The interview indicators were the same as those of an open-ended questionnaire. The collected data were analyzed using three steps: reduction of data, display of data, and conclusion drawing. Researcher typically employed a three-step procedure to assess data from open-ended questionnaires and in-depth interviews regarding translanguaging in EFL classrooms. Initially, the researcher reduced the data by familiarizing themselves with the responses and establishing a coding system to classify the content. The researcher subsequently coded the data by assigning appropriate codes to text sections and identified themes or patterns. The coding was based on the indicators of the reasons for and impacts of translanguaging in the EFL classroom. The researcher ultimately interpreted the data about the reasons and the impacts of translanguaging, correlated them with existing literature, addressed the research questions, and acknowledged the study's limitations.

RESULTS AND DISCUSSION

1. The Reasons of Using Translanguaging in EFL Classroom

According to open-ended questionnaire, and semi-structured interview, the researcher got the data about some reasons why English teachers implement translanguaging in EFL classrooms. There are eight reasons of translanguaging implementation. First, the lack of vocabulary mastery. Since it was in elementary school, English learning has become a new experience for the students. The students' which are categorized as young learners still have limited vocabularies. Therefore, the teacher allowed the students to use their mother tongue or Indonesian language in the classroom. This reason is strongly argued by Teacher 1 who is teaching in the first and second grade. For example, Teacher 1 says:

“Students in the first and second grade still learn how to read, write, and count. They still have limitations in English vocabularies. Therefore, they need more guidance and support in learning. As the strategy in English teaching, I help them to understand English and increase their vocabularies by using translanguaging”.

The lack of vocabulary is also mentioned by the other English teachers. Even though they taught English for the students in the higher-class level, the students still had limitations in vocabulary mastery. Teacher 3 says:

“The English materials for the higher-class level are more difficult and complex. In each chapter, they will learn a new topic and vocabulary. The instructions are sometimes different from the previous chapter. Therefore, I implement translanguaging so that the new materials and vocabularies can be understood easily”.

The lack of vocabulary becomes the reason of translanguaging implementation is in line with the finding of (Anwar et al., 2014), (Rerung, 2018), (Sanjaya & Sumardi, 2023), (Marsevani & S, 2023) and (Canagarajah, 2011). They found that translanguaging is needed due to a deficiency in students' foreign language vocabulary pertaining to the subject being studied.

These findings indicate that translanguaging may serve as an effective strategy for overcoming vocabulary difficulties among EFL learners. Translanguaging facilitates students' comprehension and retention of new English terminology by enabling them to utilize their L1 expertise. This is especially significant in subject-specific circumstances, where students may confront foreign terminology and concepts.

Furthermore, translanguaging can enhance comprehension of terminology by establishing links between L1 and L2 concepts. This can assist students in cultivating a deeper comprehension of the target language and its complexity. Moreover, translanguaging offers pupils the opportunity to engage with new language in significant and genuine circumstances.

It is essential to recognize that translanguaging should not be seen as a replacement for conventional vocabulary education. Although translanguaging is a beneficial strategy, it is crucial to offer students explicit instruction in vocabulary acquisition and application. An integrated strategy that merges translanguaging with conventional vocabulary instruction techniques can be highly effective.

The second reason is related to the teachers' instruction. The English teachers implement translanguaging to make the instruction clearer for the students. Since the students' mastery in vocabulary is still low, sometimes the students do not understand the teachers' instruction. To avoid misconception of instruction, the teachers implement translanguaging. If the teachers use full English in giving instructions, sometimes the students are confused about what to do. The students will ask the teacher to get the clear instruction. This difficulty not only happens in oral instruction, but also the written instructions in the coursebooks. This reason aligns with the finding from (Liando et al., 2022). They found that in actuality, there is no assurance that pupils will comprehend the content that is delivered by the teacher even if the teacher uses just English when instructing. The teacher's use of "full English" will impede the students' comprehension and level of participation in the classroom. A primary rationale for employing translanguaging is to deal with students restricted language with the complexity of classroom instructions. Translanguaging can assist students in linking unknown vocabulary or concepts to their pre-existing knowledge. This may result in enhanced comprehension and heightened motivation to acquire knowledge. Moreover, translanguaging can enhance student understanding by offering various language signals. Utilizing both L1 and L2, educators may clarify meaning, provide examples, and reinforce essential concepts. This can be especially beneficial for students who may have difficulties with listening comprehension or who are unacquainted with specific English-language conventions. Nonetheless, the efficacy of translanguaging in enhancing instructional clarity may be contingent upon several circumstances. The degree of students' language competency, the intricacy of the subject matter, and the educator's adeptness in employing translanguaging procedures can all affect its efficacy. All English teachers agreed that the students will be so confused if they listen to the new instruction. But, if they ever listen to the instruction frequently, they will understand. In this condition, the teachers usually use English. So, the use of translanguaging in English classroom instructions depends on the students' familiarity with the instructions. Teacher 1 says:

"I use translanguaging to make my instructions clear for my students. Since English is the new thing for my students, to avoid misconception toward what I instruct them to do, I use translanguaging."

Teacher 2 says:

"In the EFLS classroom, I often use various kinds of instructions. The instructions are based on the situation and materials. If the instruction is new for my students, I usually use translanguaging. But, if my students have been familiar with the instructions, I usually use English".

The third reason is classroom participation. The English teachers use translanguaging to engage the students and make them active. By allowing the students to use their mother tongue or Indonesian language, the students will have opportunities and courage to participate. The students can combine the use of language between English, mother tongue, and Indonesian language. It aligns with the former research by (Liando et al., 2022). They found that utilizing translanguaging can enhance student motivation and promote active engagement in the learning process. It also fosters critical thinking skills and encourages students to attentively comprehend the teacher's explanations of the offered content. A primary rationale for adopting translanguaging is to foster a more inclusive and supportive educational atmosphere. Permitting students to utilize their L1 enables teachers to create a more inviting and accessible educational environment for all learners. This may motivate students to engage more actively and enhance their confidence in contributing to class discussions. Moreover, translanguaging offers students the opportunity to engage with English in a more authentic and significant manner. Students can achieve more sophisticated and nuanced communication by integrating their L1 with English. This can assist students in enhancing their linguistic abilities and fostering confidence in their capacity to utilize English in practical contexts. Translanguaging can enhance critical thinking abilities by prompting pupils to establish links between other languages and cultures. This facilitates pupils in cultivating a profound comprehension of their surroundings and in engaging critically with intricate concerns.

The fourth reason is to create a comfortable and joyful learning environment. Since it is not their first language and at the elementary school level, the teachers should design a fun learning environment. Teacher 3 argued that if the students learnt in a comfortable learning environment, they would be happy and decrease their anxiety. If the students were happy, they would love English. Since this school implements full day school with many kinds of subjects and activities, the teacher should create a joyful and comfortable learning environment. Employing translanguaging enables teachers to foster a more inclusive and culturally responsive learning environment. This fosters a sense of value and respect among students, thereby enhancing their motivation and involvement. Moreover, translanguaging can reduce worry and stress, as students may experience greater comfort and support when permitted to utilize their L1. Moreover, a conducive classroom atmosphere can cultivate a passion for studying. When students experience happiness and engagement, they are more inclined to cultivate a favorable disposition towards English and other disciplines. This could provide permanent advantages for their scholarly achievement and personal growth. It is essential to recognize that establishing a conducive and enjoyable learning environment necessitates thorough planning and execution. Teachers must consider the distinct needs and interests of their pupils and offer a diverse array of interesting and culturally appropriate activities. The English teachers used translanguaging in the EFL classroom to avoid misconception of learning materials. Translanguaging can be a powerful tool to avoid misunderstanding across the language. Especially for the students in the higher-class level of elementary school, they are taught some language features to make them be able to make simple sentences or short dialogues. Based on Teacher 3 experience, the students find many difficulties in understanding the materials when the teacher uses English fully. The teacher ever tried to use English fully, but at the end of the learning process, the learning objectives could not be reached well. Therefore, the teacher used translanguaging in explaining the lesson in order to make the students get a clear understanding. It is in line

with the finding of (Patmasari& Kamaruddin, 2022). They found translanguaging can help to communicate difficult ideas.

The utilization of translanguaging is also according to the students' desire. When the teacher explains the lesson by using English, and the students cannot get the teacher points, the students usually ask the teacher to explain it by using Indonesian language. Therefore, to avoid the students' misunderstanding, the teachers use it by combining Indonesian language and English. The combination can be sentence by sentence or only some words in a sentence which are translated into Indonesian language. By permitting students to express their preferences and seek explanation, teachers can create a more individualized and focused on students learning atmosphere. This can cultivate a sense of ownership and motivation in pupils, as they perceive their voices as valued and respected. Moreover, employing translanguaging in reaction to student inquiries might improve comprehension and reduce misunderstanding. Translanguaging can serve as an effective technique for clarification when students encounter difficulties in understanding a lesson. By integrating L1 and L2, educators can facilitate students' connections between new information and their prior knowledge, so fostering a more profound comprehension of the subject matter. Nonetheless, it is crucial to recognize that the implementation of translanguaging should not be exclusively motivated by student demands. Teachers must also take into account the instructional objectives of the class and the individual requirements of the students. An effective strategy integrates student-centered instruction with teacher-directed learning. Teacher 3 says:

“For the students in higher-class level (fifth and sixth grade), the English materials consist of some language features, such as adjectives, tenses, imperative, etc. To make the students understand the materials, I explain the materials by using bilingual, English and Indonesian language. I use bilingual English In order to prevent any misinterpretation among the kids regarding the materials given in the EFL classroom”.

The teachers used translanguaging also because of the limitation of time in the EFL classroom. In elementary school, English is taught once a week. The duration of each meeting is seventy minutes. It is not enough for the teacher to improve students' mastery in English faster. Moreover, English is a new thing for the students in the first grade. Besides that, the teachers use translanguaging to reduce students' anxiety. Translanguaging serves as an effective mechanism for optimizing instructional time. By integrating students' L1, teachers can offer supplementary context and assistance, facilitating a more quick comprehension of new topics for students. This can be especially advantageous in elementary schools, when students may possess less prior exposure to English. Moreover, translanguaging may reduce student anxiety. Translanguaging can offer comfort and assistance when students experience feelings of overwhelm or confusion. This might enhance students' confidence in their language acquisition skills and diminish their fear of errors. Nonetheless, it is crucial to acknowledge that the proficient application of translanguaging necessitates careful planning and execution. Teachers must be aware of their student's distinct requirements and employ translanguaging judiciously to facilitate language acquisition objectives. Teacher 2 says:

“If I use full English in my EFL classroom, it can increase my students' anxiety. English is not their first language, so they need to be helped with the Indonesian language. I realize that if my students feel anxiety when they learn

English, they will find many obstacles in understanding the materials and lose their motivation”.

This finding is relevant to the previous research which was conducted by (Liando et al., 2022). They found that the teacher employs translanguaging because, in her words, students are reluctant to voice their ideas in English. As a result, the instances in which the teacher explains the subject in almost entirely Indonesian and at other times in large amounts of English mixed with other languages. Learners feel more at ease in the classroom environment in which English is not the exclusive instruction during English language learning sessions. This is predicated on a circumstance wherein learners see themselves to be in a state of ease and familiarity, hence enhancing their motivation to attempt to utilize the English language. It also aligns with previous research by (Lestari et al., 2022). They found that the presence of L1 made language learning enjoyable and pleasurable for the student.

2. The Impacts of Using Translanguaging in EFL Classroom

The use of translanguaging in classrooms for elementary school students has some positive impacts. For instance, translanguaging can encourage learners to participate more in class. Students can fully participate in class activities by utilizing all of their language resources since translanguaging allows them to use three different languages: their mother tongue, English, and Indonesian, which is the national language. They can respond to the teacher's instructions. They also dare to ask the teacher for clarification and confirmation when they are confused. The use of translanguaging can create a positive learning environment. The students are responsive to the learning process. A primary advantage of translanguaging is that it enables students to articulate themselves more comprehensively and genuinely. When students can utilize their L1, they may experience more comfort and confidence in articulating their thoughts and ideas. This may result in heightened participation and engagement in classroom discussions. Moreover, translanguaging can enhance student comprehension and mitigate misunderstanding. By integrating L1 and L2, students can elucidate meaning, furnish examples, and correlate new information with their pre-existing knowledge. This can enhance students' confidence in their capacity to engage in class and to inquire when clarification is necessary. Moreover, translanguaging helps foster a more affirmative and nurturing teaching environment. When students perceive themselves as appreciated and respected, their motivation to participate and engage in the learning process increases. This can foster a more favorable and efficient educational atmosphere for all students. These finding aligns with the previous finding (Riswanto, 2022). He found that translanguaging can make the students become more active. It is also in line with the findings of (Nkhi & Shange, 2024). They found that by using transanguaging, the students are capable of participating because they comprehend the material being presented; otherwise, they would avoid participating. Erdin & Sali (2020) found that the use of L1 during class time should not be avoided, as it has the potential to enhance student learning and classroom interaction. Besides, (Erdin&Sali, 2020) stated that translanguaging can improve the students' interaction in the classroom. It is also in line with the findings of (Allard, 2017) and (Garcia, Jonson, 2017). Wang (2022) also found that the students participated in classroom-based activities and discussions about a specific topic, and they actively participated in dynamic meaning-negotiating/making by engaging in multilingual language in a series of classroom activities. These three English teachers stated that the use of translanguaging makes their students become more active. Teacher 1 says:

“When I use English and Indonesian in my EFL classroom, my students become active and responsive. In fact, the students in the first and second grades have high curiosity. They often ask me many things about English vocabularies.”

Teacher 2 says:

“I allow my students to use Indonesian language or mother tongue if they want to talk to me or to their classmates. But sometimes I remind the classroom with some of the daily vocabulary, so that they can use English step by step. I allow them to combine the languages if they can. It can make them become active in communication with the teacher and the classmates.”

Teacher 3 says:

” Since, I teach in the fifth and sixth grade, I have to design various activities which relate to the learning topics. The translanguaging in my ELF classroom can make my students become active in each learning activity. They can know and understand what they should do. I often remind my students that their participation in the classroom can be an additional score for them.”

The second impact of translanguaging is that the learning objective can be reached optimally. Since English is not their native language, their English language knowledge is still limited. Their limitation in English can be their burden in learning and understanding the English materials. A primary advantage of translanguaging is its ability to connect students' L1 knowledge with the complexities of English language resources. Permitting students to utilize their L1 enables teachers to provide supplementary context and assistance, so enhancing students' comprehension of unfamiliar subjects. This might be especially advantageous for students who continue to improve their English language proficiency. Therefore, to help them in understanding the materials, the teachers use translanguaging. The teachers can use English, Indonesian language, and mother tongue in explaining the materials. It depends on the students' ability in English. By using translanguaging, the teachers' explanations can be clear. It makes they understand the lesson. The teacher can help them in achieving some learning objectives. The learning achievement is visible from the formative and summative test. By using translanguaging, the learning objective can be reached by the students. This finding is in line with the finding from (Rabbidge, 2019). He found that translanguaging can improve the students' English ability.

The third impact is the students' English skills and comprehension get better. The limitation of vocabularies and times support the English teachers to use translanguaging in explaining the materials and give instructions. The teachers explain the materials by using both English and Indonesian language, so their students can understand some materials easily. The learning result can be seen from the students' performance in test or non-test activities. Translanguaging can help the students to get better understanding because they can get the explanation wholly. Furthermore, By integrating L1 and L2, teachers can offer supplementary context and assistance, facilitating students' ability to relate new information to their pre-existing knowledge. This is especially advantageous for students who are in the process of enhancing their English language proficiency and may find it challenging to comprehend intricate subjects. The beneficial effects of translanguaging on educational results are shown in multiple aspects. For instance, students may exhibit enhanced performance on examinations and evaluations, engage more actively in classroom discussions, and display heightened interest in learning

English. Nonetheless, it is crucial to acknowledge that the efficacy of translanguaging in enhancing learning results may be contingent upon other circumstances. The individual requirements of the students, the content, and the educator's proficiency in employing translanguaging methodologies can all affect its efficacy. It is in line with (Moafa, 2023). Erdin & Sali (2020) mentioned that L1 could be implemented in language classrooms to enhance learners' comprehension. Furthermore, their English skills also get better when the teachers use translanguaging. The translanguaging makes the students' English skills improve. This finding aligns with the finding from (Yasar Yuzlu & Dikilitas, 2022). They found Translanguaging plays a significant part in enhancing the English language proficiency of students. It aligns with the finding from (Riswanto, 2022) who stated that translanguaging can help the students in learning vocabularies and their English skills are better than before. It is also in line with (Bin-Tahir et al., 2018) and (Alzahrani, 2019). Teacher 3 says:

“The students in the fifth and sixth grade need translanguaging to help them in understanding the materials. I have to use translanguaging to avoid misconception because the materials are more complex. I also realize that translanguaging can help my students to be better in doing formative and summative tests and perform their English skills.”

The fourth impact is the students can understand the instruction well. Effective instruction is important in the EFL classroom. The teachers should make their instructions simple, clear, and easily understood by the students. The clear instructions can help the students to do the tasks given correctly. The translanguaging usage in giving instructions makes the students understand the instructions completely. When they understand the instructions well, they can accomplish the tasks appropriately. By integrating L1 and L2, teachers can offer supplementary context and assistance, thereby enhancing students' comprehension of instructions. This can be especially advantageous for students who may have difficulties with listening comprehension or who are unacquainted with specific English-language conventions. Moreover, translanguaging could reduce confusion and misinterpretations. Translanguaging can elucidate expectations for students who are uncertain, ensuring uniform understanding among them. This can enhance student engagement and motivation. Furthermore, explicit instructions might facilitate the enhancement of students' linguistic skills. When students comprehend the expectations placed upon them, they can concentrate on utilizing English to accomplish the assignment. This offers pupils the opportunity to hone their language skills in a significant and authentic environment. It is in line with the previous research by (Riswanto, 2022). He found that translanguaging can make his students easier to understand his instructions. It is also in line with the finding of (Moafa, 2023). Beside, numerous students disclosed that translanguaging facilitated their comprehension of certain concepts that are challenging to comprehend in English (Nkhi & Shange, 2024).

Teacher 1 says:

“Translanguaging helps my students to understand my instructions. Sometimes, I instruct them to do something in English, but some of them are confused and only keep silent, then I translate my instruction to Indonesian language, they understand and do my instructions. As the English teacher in the first and second grade, I have to use simple instructions.”

Teacher 2 says:

“Sometimes the students are confused with the English coursebook’ instructions. Therefore, I help my students to understand the instructions in the English coursebook by using Indonesian language. The clear instructions can guide them in doing some tasks.”

The fifth impact of translanguaging is that students can enjoy the learning process. When students express themselves in natural and true manners, they are more likely to be motivated and engaged in the learning process. This may result in enhanced participation, increased engagement levels, and a heightened sense of achievement. Furthermore, translanguaging helps remove language barriers and cultivate a more inclusive classroom environment, wherein all pupils feel esteemed and acknowledged. Ultimately, the capacity to derive pleasure from the learning experience is an essential component of student achievement. Translanguaging presents a promising strategy that can augment student motivation, engagement, and overall pleasure with their educational experiences. Based on the guidance of Kurikulum Merdeka, the teachers should create a comfortable and joyful learning environment based on the students’ needs and learning styles. The utilization of translanguaging can be one way to aid the students in learning. Since English is not their native language and their English mastery is not at a high level, the teachers should use translanguaging to make the students feel comfortable. If the teachers only use English, the students will get confused and find many obstacles. By using translanguaging, the students can use all their language resources to deliver their ideas and be active in the classroom activities. The utilization of translanguaging also can decrease the students’ anxiety in learning English. The students do not feel afraid in asking something or participating because they can use another language. This finding is in line with Moafa (2023). He found that the L1 is beneficial for explicit learning and reduces anxiety.

Teacher 1 says:

“In *Kurikulum Merdeka*, we are suggested to instill a sense of happy and enjoy the learning. Especially for the first grade, when English becomes the new thing for them, so I have to make them feel comfortable and make them love English. One of my strategies is by using translanguaging.”

Teacher 2 says:

“Since English is not their native language, some students can feel anxiety in learning. Besides that, they lose their confidence in learning. Therefore, I use translanguaging to decrease my students’ anxiety and make them happy in learning. As long as I use translanguaging in my EFL classroom, my students are happy and enthusiastic.”

Teacher 3 says:

“The complexity of materials in the fifth and sixth grade can raise the anxiety of my students. Meanwhile, other subjects also consist of complex materials. To decrease my students’ anxiety and make them enjoy the learning process, I use translanguaging. By using translanguaging, my students look happy. I usually do a reflection at the end of the teaching process. I usually ask the students about their feelings as long as they are in English class, and they feel happy and enjoy my class.”

Translanguaging in the EFL classroom has some impacts. There are five impacts of translanguaging usage in EFL classroom. It can make the students become more active. The learning objective can be reached optimally. The students’ English skills and

comprehension get better. The students can understand the instruction well, and the students can enjoy the learning process.

CONCLUSION

In summary, translanguaging is a critical pedagogical approach in the EFL classroom, as it is based on a variety of strong arguments and leads to substantial positive outcomes. Translanguaging not only promotes student engagement but also promotes a supportive and enjoyable learning environment by addressing challenges such as limited vocabulary mastery and instructional clarity. The observed benefits—including improved English skills, improved comprehension, a more enjoyable learning experience, and increased student participation underscore its effectiveness in addressing the diverse requirements of elementary school students. Examining translanguaging in EFL classrooms exclusively from the teachers' viewpoints may result in restricted student input, teacher bias, and insufficient attention to contextual variables. This may restrict the generalizability of results and potentially distort the comprehension of translanguaging's efficacy. Future studies should incorporate both teacher and student perspectives to achieve a full understanding of these limitations. Besides, future researchers and teachers must continue to investigate the dynamic function of translanguaging in language acquisition. The correlation between students' English proficiency and translanguaging practices could be further explored in future research, which could provide valuable insights that could further enhance teaching methodologies. They should embrace the potential of translanguaging as a transformative tool in EFL classrooms, fostering intentional experimentation and reflection on its broader implications for language education. This will enable us to more effectively equip our students for a multilingual world, thereby cultivating cultural awareness, adaptability, and linguistic abilities.

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