

ARTICLE

Translanguaging as a Culturally Responsive Practice: EFL Teachers' Insights in Indonesian Classrooms

Fatimatus Sadiyah,* Irmayani, Buyun Khulel, and Syifa Khuriyatuz Zahro

Darul Ulum Islamic University, Lamongan, Indonesia

*Corresponding author: atimatus.2022@mhs.unisda.ac.id

(Received: 01 December 2025; Accepted: 07 January 2026; Published: 30 April 2026)

Abstract

This study explores translanguaging as a culturally responsive pedagogical practice in Indonesian EFL classrooms by examining its classroom enactment, the pedagogical reasoning underlying its use, and the challenges teachers face in implementing it. Adopting a qualitative descriptive design, the study analysed classroom observations, instructional documents, lesson plans, and teachers' written reflections to capture naturally occurring instructional practices without relying primarily on participant self-reports. The findings reveal that EFL teachers employ translanguaging strategically to facilitate meaning-making processes, including clarifying instructions, explaining complex vocabulary and grammatical concepts, managing classroom interactions, and enhancing student engagement. Teachers' pedagogical reasoning was inferred from recurring instructional patterns observed across lessons—specifically, when and for what purposes teachers shifted between languages—from the alignment between lesson plans, instructional materials, and classroom enactment, as well as from teachers' reflective documents that articulated rationales for particular language choices. Triangulation of these data sources indicates that teachers' translanguaging practices are guided by efforts to promote comprehension, reduce learners' anxiety, and create inclusive learning environments that acknowledge students' linguistic and cultural identities. However, the findings also demonstrate that institutional expectations of English-only instruction, limited professional preparation in multilingual pedagogy, diverse student linguistic backgrounds, and prevailing societal ideologies privileging English proficiency constrain the consistent implementation of translanguaging. Overall, the study concludes that translanguaging constitutes a pedagogically grounded and culturally responsive practice shaped by teachers' professional judgment and contextual realities. The study underscores the need for clearer policy support and targeted professional development to strengthen multilingual pedagogical practices in Indonesian EFL contexts.

Keywords: Culturally Responsive Teaching, EFL Classrooms, Indonesian Context, Translanguaging.

1. Introduction

The increasing global prominence of English has established it as a vital medium for international communication, academic mobility, and professional advancement. In Indonesia, English is taught

as a foreign language (EFL) and is intended to equip learners with the communicative competence necessary for global participation. However, English language learning in EFL contexts presents distinctive challenges, particularly within multilingual and multicultural societies such as Indonesia, where learners routinely use local languages and Bahasa Indonesia alongside English in their everyday interactions [1].

In response to these challenges, translanguaging has attracted increasing scholarly attention as a pedagogical practice that enables learners to draw upon their full linguistic repertoires to construct meaning [2]. Translanguaging conceptualizes students' first language(s) not as impediments to learning but as valuable resources that can be strategically leveraged in the instructional process. When implemented in EFL classrooms, translanguaging allows teachers to bridge linguistic gaps, facilitate comprehension, and support learners' cognitive as well as affective engagement with instructional materials. More importantly, translanguaging is closely aligned with the principles of culturally responsive pedagogy, which emphasize the recognition and affirmation of students' linguistic and cultural identities within instructional practices [3].

Teachers play a central role in enacting translanguaging as a culturally responsive approach. Their decisions to strategically incorporate Bahasa Indonesia or local languages alongside English are shaped by professional judgment, classroom dynamics, and learners' needs. Such decisions involve careful consideration of when, why, and how multiple languages can be used to support learning objectives without diminishing meaningful exposure to the target language [4]. Consequently, classroom translanguaging practices reflect teachers' pedagogical reasoning and contextual awareness rather than incidental or unplanned language use [5].

Despite the growing scholarly interest in translanguaging, its implementation in Indonesian EFL classrooms remains underexplored, particularly from teachers' perspectives. Much of the existing research has focused on policy debates or learner outcomes, while comparatively fewer studies have examined how teachers perceive translanguaging and how they negotiate its use amid curricular requirements, assessment pressures, and prevailing expectations of English-only instruction [6]. Understanding teachers' insights is essential for capturing how translanguaging operates in authentic classroom contexts and how it functions as a culturally responsive pedagogical practice [7].

Yet, despite its prevalence, translanguaging is often viewed as a deviation from "ideal" language teaching norms due to limited theoretical and pedagogical understanding [8].

This situation gives rise to a significant challenge: a mismatch between actual classroom practices and formal pedagogical guidelines that continue to promote monolingual instruction. Consequently, teachers often experience tension between responding to learners' needs and adhering to institutional expectations [9].

At the same time, the concept of culturally responsive teaching has received increasing attention at both global and national levels. Culturally responsive teaching advocates for the integration of students' linguistic and cultural backgrounds into instructional practices, recognizing them as legitimate and valuable sources of knowledge [10]. In Indonesia's diverse context, translanguaging aligns naturally with the concept of culturally responsive teaching principles because it validates and engages students' multilingual identities. Through translanguaging, teachers can create more inclusive learning environments, enhance student motivation, and foster meaningful participation [11]. However, the implementation of the concept of culturally responsive teaching in EFL education still faces obstacles such as insufficient teacher training, limited academic discourse on multilingual pedagogies, and persistent resistance to shifting away from traditional teaching paradigms [12].

Another key challenge concerns teachers' perceptions of translanguaging. While some teachers regard translanguaging as an effective means of supporting learners, others express concern that the

use of learners' first language(s) may impede English language development [13]. The limited availability of local research documenting teachers' insights within Indonesia's cultural and linguistic context contributes to an incomplete understanding of how translanguaging is enacted in practice and how teachers position themselves as pedagogical agents in multilingual classrooms. Moreover, national education policies rarely offer explicit guidance on translanguaging, leaving teachers in an ambiguous position when making instructional decisions [14].

Given these dynamics, the study titled "Translanguaging as a Culturally Responsive Practice: EFL Teachers' Insights in Indonesian Classrooms" becomes both relevant and necessary. First, this topic is chosen because translanguaging aligns philosophically with Indonesia's multilingual character while reflecting contemporary advances in educational theory [15]. Second, it responds to the need to understand translanguaging not only from theoretical perspectives but also through the lived experiences of teachers. Teachers are the central actors who interpret, negotiate, and apply pedagogical approaches; therefore, their insights are critical for understanding how translanguaging is enacted, what challenges arise, and how culturally responsive practices can be strengthened [16].

Third, this study addresses a gap in local literature. Research on translanguaging in Indonesia remains limited, and most studies focus on students' perceptions or learning outcomes [17]. Teachers' voices despite their crucial role have not been adequately examined. Exploring teachers' insights will enrich theoretical discussions, provide contextually grounded knowledge, and offer practical implications for teacher professional development and pedagogical policy [18].

Fourth, this study is timely in light of ongoing curriculum reforms that emphasize competency-based learning, creativity, and cultural relevance. Translanguaging has the potential to support these educational priorities, particularly in fostering critical literacy, enhancing problem-solving skills, and facilitating collaborative learning. Understanding translanguaging as a culturally responsive pedagogical practice can assist teachers in designing more effective, meaningful, and culturally grounded EFL instruction [19].

The present study addresses this gap by examining translanguaging as a culturally responsive pedagogical practice in Indonesian EFL classrooms, with a particular focus on a public senior high school, SMAN 1 Sukodadi Lamongan. As a state secondary school situated in a sociocultural diverse region, the school represents a typical Indonesian EFL context in which students bring varied linguistic backgrounds and differing levels of English proficiency into the classroom. Within this setting, English teachers are required to meet national curriculum standards while simultaneously responding to learners' diverse needs and negotiating implicit expectations regarding language use in instruction.

Drawing on classroom observations, lesson plans, instructional documents, and teachers' written reflections, this study seeks to capture how translanguaging is enacted in authentic classroom interactions. Rather than relying primarily on self-reported data, the analysis focuses on recurring instructional patterns and documented pedagogical intentions to infer teachers' pedagogical reasoning. This methodological approach enables a nuanced understanding of how translanguaging supports meaning-making processes, classroom management, and student engagement, as well as how it reflects teachers' efforts to create inclusive and culturally responsive learning environments.

In addition, the study examines the challenges that shape and constrain the implementation of translanguaging in EFL classrooms. These challenges include institutional expectations of English-only instruction, limited professional preparation in multilingual pedagogy, heterogeneity in students' linguistic backgrounds, and broader societal ideologies that privilege English proficiency. Examining these constraints is essential for understanding why translanguaging, despite its pedagogical potential, is often applied inconsistently or remains informally practiced in EFL contexts.

By situating translanguaging within the everyday realities of EFL teaching at SMAN 1 Sukodadi

Lamongan, this study contributes ongoing scholarly discussions on multilingual pedagogy and culturally responsive teaching in foreign language education. The findings are expected to offer empirically grounded insights that can inform teacher education, professional development, and language policy, particularly in contexts where multilingual practices remain under recognized. Ultimately, this study argues that translanguaging should be conceptualized as a pedagogically grounded and culturally responsive practice shaped by teachers' professional judgment and contextual realities, rather than as a deviation from normative language teaching standards.

2. Methods

This study employed a qualitative descriptive research design to investigate translanguaging as a culturally responsive pedagogical practice in Indonesian EFL classrooms [20]. The research was conducted at SMAN 1 Sukodadi Lamongan, a public senior high school in East Java, Indonesia, which represents a typical EFL context characterized by linguistic and cultural diversity. English instruction at the school follows the national curriculum, where expectations of English use coexist with multilingual classroom realities [21].

The participants were EFL teachers selected through purposive sampling based on their active teaching roles and willingness to provide access to classroom practices and instructional documents. Ethical considerations were addressed through informed consent and the use of pseudonyms to ensure confidentiality [22].

Data were collected from multiple sources to capture naturally occurring instructional practices. These sources included classroom observations, instructional documents (such as lesson plans and teaching materials), and teachers' written reflective documents. Classroom observations focused on identifying instances and functions of translanguaging during regular instructional activities. Instructional documents were analyzed to examine intended pedagogical strategies and planned language use, while written reflections provided documentary evidence of teachers' instructional considerations [14].

Data analysis was conducted using a thematic analysis approach. Observational and documentary data were initially subjected to inductive open coding to identify recurring instructional patterns, language-use practices, and the pedagogical functions of translanguaging. The resulting codes were then systematically organized into broader analytical categories representing instructional purposes and contextual challenges. These categories were further refined into overarching themes that conceptualize translanguaging as a culturally responsive pedagogical practice [23].

3. Results and Discussion

3.1 Translanguaging as a Pedagogical and Cultural Meaning Making Process in Indonesian EFL Classrooms

Across Indonesian EFL settings, translanguaging is repeatedly reported as a deliberate meaning-making practice in which teachers and learners mobilize Indonesian language and local languages alongside English to achieve instructional goals. A literature review focused on Indonesia shows that translanguaging commonly appears through practices such as strategic translation, code-switching, and multilingual clarification to sustain comprehension and participation, especially when student exposure to English is limited [14]. In rural secondary contexts, teachers describe translanguaging as a practical way to keep lessons accessible and to prevent learners from disengaging when English-only input becomes overwhelming [24].

Classroom observations indicated that translanguaging functioned as a systematic pedagogical practice rather than as incidental language switching in EFL classrooms at SMAN 1 Sukodadi Lamongan.

Teachers strategically mobilized Bahasa Indonesia alongside English to support students' comprehension of instructional content, particularly during moments requiring conceptual clarification, task explanation, and grammatical instruction. These language shifts occurred consistently across lessons, suggesting patterned instructional behavior oriented toward facilitating meaning-making.

During instructional explanations, teachers frequently alternated between English and Bahasa Indonesia to clarify complex vocabulary and grammatical structures. For example, key terms were often introduced in English and subsequently explained in Bahasa Indonesia to ensure semantic comprehension before students were asked to apply them in English. Classroom observations further revealed that such practices enabled students to participate more confidently in learning activities, as they were better able to grasp instructional intentions and academic content. This pedagogical deployment of translanguaging reduced ambiguity and enhanced students' access to lesson objectives [25].

Translanguaging also played a central role in classroom interaction and management. Observational data showed that teachers regularly used Indonesian to provide procedural instructions, manage transitions between activities, and address students' questions, particularly when tasks involved multiple steps or unfamiliar formats. These language choices contributed to smoother classroom interaction and minimized instructional breakdowns, allowing learning activities to proceed more effectively [26].

Beyond its instructional functions, translanguaging operated as a culturally responsive meaning-making practice. Classroom observations indicated that teachers acknowledged students' linguistic backgrounds by incorporating familiar expressions and culturally embedded references when explaining lesson content. This practice positioned students' linguistic resources as legitimate tools for learning, fostering a classroom environment that valued students' identities rather than marginalizing them. Students appeared more willing to participate when their linguistic repertoires were recognized, suggesting that translanguaging contributed to a more inclusive learning atmosphere [27].

Document analysis further supported these observational findings. Lesson plans and instructional materials demonstrated intentional incorporation of bilingual explanations, particularly in sections anticipating student difficulties. These documents revealed that translanguaging was not solely spontaneous but also pedagogically planned as a strategy to scaffold learning. The alignment between documented instructional intentions and observed classroom practices suggests that teachers' translanguaging practices were guided by deliberate pedagogical considerations [28].

In Indonesian EFL classrooms, this "digesting" function becomes evident when teachers strategically shift between English and Indonesian or local languages to ensure conceptual clarity, bridge students' everyday experiences with academic English, and structure classroom participation in ways that sustain learners' cognitive engagement throughout the lesson [29].

Teachers' written reflective documents reinforced this interpretation by highlighting the role of translanguaging in supporting student comprehension and engagement. Reflections indicated that teachers viewed the strategic use of Indonesian as necessary for bridging gaps between curricular expectations and students' linguistic readiness. Taken together, these data sources illustrate that translanguaging at SMAN 1 Sukodadi Lamongan functioned as both a pedagogical and cultural meaning-making process, enabling teachers to mediate content, manage classroom interaction, and affirm students' linguistic and cultural identities within EFL instruction.

From a culturally responsive perspective, translanguaging also functions as a cultural meaning-making process, as language choice indexes solidarity, respect, and locally grounded values. In multilingual Indonesian communities, the strategic use of Indonesian or local languages can signal

inclusion and reduce social distance between teachers and learners, thereby strengthening classroom rapport and encouraging learners' willingness to take risks in using English. Research on teachers' experiences in rural Indonesian contexts further indicates that translanguaging is frequently employed to sustain learners' comfort and communicative readiness, particularly in settings where students might otherwise remain silent [30].

This suggests that translanguaging contributes to culturally responsive teaching by recognizing students' identities and by making participation norms more equitable—students are not penalized for relying on their full linguistic repertoire while developing English proficiency [31]. Analytically, this pattern can be interpreted as selective permeability, whereby teachers allow languages to flow when meaning is at risk while re-establishing English as the primary instructional target to preserve opportunities for exposure and practice. This approach echoes ongoing debates in EFL pedagogy concerning the balance between maximizing target-language input and ensuring instructional comprehensibility [13].

Finally, prior research highlights a persistent tension that helps explain the emergence of translanguaging patterns in Indonesian EFL classrooms. Teachers frequently navigate between curricular and assessment expectations that implicitly privilege English-only performance and classroom realities—such as diverse proficiency levels, limited exposure to English, and uneven instructional resources—that necessitate comprehension-oriented scaffolding. Indonesia-focused studies report that teachers perceive translanguaging as a strategic tool for sustaining learner engagement and comprehension while continuing to pursue English language development. However, these studies also note constraints related to time limitations, policy expectations, and ongoing uncertainty regarding the appropriate extent of first or additional language use in EFL instruction [32].

The tension above is theoretically productive: it shows translanguaging not merely as technique, but as a form of adaptive pedagogy—teachers constantly calibrate language choices to align learning goals with students' cultural-linguistic realities [13]. It demonstrates a persistent influence of the monolingual ideology in the Indonesian EFL system. Teachers try to balance these expectations by using translanguaging selectively—often at strategic points such as concept introduction, clarification, or consolidation [33].

Overall, the findings indicate that translanguaging operates as a complex pedagogical process that integrates linguistic flexibility, cultural responsiveness, and relational engagement. Teachers' use of translanguaging is not random but grounded in thoughtful, context-driven decisions that reflect the sociolinguistic realities of Indonesian classrooms. Translanguaging thus becomes a powerful asset that supports student learning, fosters cultural affirmation, and reshapes teacher–student dynamics in multilingual EFL environments.

3.2 Teachers' Pedagogical Reasoning and Challenges in Implementing Translanguaging as a Culturally Responsive Practice

The second important dimension revealed in this study relates to the reasoning behind teachers' use of translanguaging and the challenges they face in applying it consistently within culturally diverse EFL classrooms [34]. While translanguaging is widely practiced, teachers' decisions are shaped by pedagogical considerations, language ideologies, institutional policies, and the broader socio-educational context of Indonesia [35].

Teachers' pedagogical reasoning is central to understanding why translanguaging emerges at particular moments in instruction. Evidence from classroom observations and teachers' instructional documents indicates that teachers frequently employ translanguaging when introducing new material in order to ensure learners' comprehension before proceeding with subsequent instructional activities [36]. They perceive translanguaging as being essential for building foundational under-

standing. By doing so, the students can engage more confidently in English-only activities later in the lesson. For example, teachers frequently use Indonesian to provide quick overviews of reading tasks, clarify task requirements, or summarize key points before transitioning back into English. This approach reflects a scaffolded instructional strategy where translanguaging serves as a stepping stone toward greater linguistic independence [35].

Classroom observations and document analysis indicated that teachers' translanguaging practices were guided by deliberate pedagogical reasoning rather than spontaneous language alternation. Recurring instructional patterns showed that teachers systematically employed Indonesian to ensure students' comprehension, particularly when introducing complex grammatical concepts, explaining task procedures, and checking students' understanding before moving to subsequent activities. These patterns suggest that teachers viewed translanguaging as a pedagogical tool for maintaining instructional clarity and facilitating effective learning [37]. This is particularly evident when teachers need to address behavioral issues or redirect student attention; Indonesian or local languages allow for clearer and more immediate communication. These findings suggest that translanguaging is deeply intertwined with teachers' practical decision-making processes, extending far beyond linguistic instruction [38].

Document analysis further revealed that teachers anticipated students' linguistic difficulties during lesson planning. Lesson plans frequently included notes indicating the need for bilingual explanations or additional clarification in Indonesian at specific instructional stages. The alignment between planned instructional moves and observed classroom practices suggests that translanguaging was intentionally integrated into teachers' pedagogical decision-making processes. This indicates that teachers exercised professional judgment in balancing curricular expectations with students' linguistic needs [39].

Teachers' written reflective documents reinforced these findings by articulating concerns related to students' learning anxiety and engagement. Reflections suggested that teachers strategically used Indonesian to reduce students' fear of making mistakes in English and to encourage participation, particularly among lower-proficiency learners. These practices reflect teachers' efforts to create inclusive learning environments that recognize students' linguistic and cultural identities, aligning translanguaging with culturally responsive teaching principles [40].

Despite its pedagogical value, the implementation of translanguaging at SMAN 1 Sukodadi Lamongan was shaped by several contextual challenges. Classroom observations indicated that teachers exercised caution in their use of Bahasa Indonesia due to implicit institutional expectations favoring English-only instruction. Consequently, translanguaging was often confined to specific instructional moments—such as explanation and clarification—to avoid perceptions of deviating from normative language teaching standards [41].

Limited professional preparation in multilingual pedagogy also constrained teachers' instructional practices. Document analysis revealed an absence of explicit institutional guidelines or structured professional development programs addressing translanguaging, resulting in teachers relying primarily on personal experience and situational judgment. In addition, teachers encountered challenges related to students' diverse linguistic backgrounds, which required careful consideration of how multiple languages could be used inclusively within the classroom [42].

Teachers' reflective documents further highlighted the influence of broader societal ideologies that equate English proficiency with academic success and educational quality. These ideologies shaped teachers' decisions to restrict translanguaging, even when they acknowledged its pedagogical benefits. As a result, translanguaging practices were often negotiated, situational, and context-dependent rather than systematically or consistently implemented [43].

Overall, the findings indicate that translanguaging at SMAN 1 Sukodadi Lamongan functioned as a pedagogically grounded and culturally responsive practice shaped by teachers' professional reasoning and constrained by institutional and ideological factors. Teachers navigated these tensions by employing translanguaging selectively to support learning while aligning with prevailing expectations of English language instruction.

Despite these constraints, teachers continued to employ translanguaging due to their recognition of its pedagogical value. Their instructional decisions reflect a sophisticated balancing process: maximizing opportunities for English exposure while ensuring adequate linguistic support, maintaining academic rigor while acknowledging cultural and linguistic diversity, and meeting institutional expectations while responding to the realities of classroom practice.

The findings of this study underscore the need for institutional support to strengthen translanguaging practices. Schools and policymakers are encouraged to provide clearer policy guidance, structured training programs, and sustained professional development opportunities that legitimize translanguaging as an evidence-based pedagogical strategy [42]. Teacher education programs should incorporate multilingual pedagogy into their curriculum to equip future teachers with the theoretical and practical knowledge needed to use translanguaging effectively [43].

Ultimately, translanguaging's role in Indonesian EFL classrooms cannot be viewed solely through the lens of language instruction. It is a complex, culturally embedded practice that reflects teachers' pedagogical reasoning, classroom challenges, cultural responsiveness, and commitment to equitable learning. When supported and understood properly, translanguaging has the potential to transform EFL classrooms into more inclusive, culturally grounded, and empowering learning spaces for all students.

4. Conclusion

This study demonstrates that translanguaging functions as a pedagogically grounded and culturally responsive practice in Indonesian EFL classrooms, rather than as incidental or unplanned language use. Drawing on classroom observations, instructional documents, and teachers' written reflections at SMAN 1 Sukodadi Lamongan, the findings indicate that EFL teachers strategically mobilize Indonesian and local linguistic resources alongside English to facilitate meaning-making, scaffold complex concepts, manage classroom interactions, and sustain student engagement. These practices reflect deliberate pedagogical reasoning shaped by instructional objectives, learners' linguistic readiness, and the realities of classroom contexts.

The study further reveals that translanguaging operates as a cultural meaning-making process. By legitimizing students' full linguistic repertoires, teachers foster more inclusive learning environments that reduce learning anxiety, encourage participation, and affirm learners' linguistic and cultural identities. From a culturally responsive pedagogy perspective, translanguaging enables teachers to mediate between curricular demands and students' sociocultural backgrounds, thereby promoting greater equity and access in EFL instruction.

At the same time, the findings highlight persistent constraints on the consistent implementation of translanguaging. Teachers must navigate ongoing tensions between institutional expectations that implicitly privilege English-only instruction and the practical need to ensure comprehension in linguistically diverse classrooms. Limited professional preparation in multilingual pedagogy, the absence of explicit policy guidance, heterogeneity in students' linguistic backgrounds, and prevailing societal ideologies that equate English proficiency with educational success further complicate teachers' instructional decision-making. Consequently, translanguaging is often employed selectively at critical instructional moments, reflecting teachers' efforts to balance pedagogical effective-

ness with institutional norms.

Overall, this study contributes empirical evidence from an Indonesian EFL context that positions translanguaging as an adaptive, context-sensitive, and professionally informed practice, thereby reinforcing its relevance for culturally responsive pedagogy in foreign language education.

References

- [1] Y. Wirza, K. Samimy, A. Leslie, C. Moore, and A. Rodgers. "Identity, Language Ideology, and Transnational Experiences of Indonesian EFL Learners and Users: A Narrative Study". In: ().
- [2] S. Zein. *Language policy in superdiverse Indonesia*. Routledge, Jan. 2020, pp. 1–253. ISBN: 978-0-429-01973-9. DOI: 10.4324/9780429019739.
- [3] A. Phillips and S. Genao. "Transforming, translanguaging, and transcending identities: developing culturally responsive educational leadership". In: *Intercultural Education* 34.3 (May 2023), pp. 305–323. DOI: 10.1080/14675986.2023.2180619.
- [4] H. Nguyen, S. Jang, and Y. Yang. "English-Only Classrooms: Ideology versus Reality". In: Accessed: Dec. 03, 2025. Jan. 2010. URL: /articles/conference_contribution/English-Only_Classrooms_Ideology_versus_Reality/23088902/1.
- [5] D. Sofeny, A. Arong, and K. Huda. "An Analysis of the Reading Comprehension Difficulties Faced by Young Learners". In: *Edulitics (Education, Literature and Linguistics Journal)* 7.2 (Dec. 2022), pp. 81–87. DOI: 10.52166/EDULITICS.V7I2.3571.
- [6] R. D. Van Valin. "Linguistic Diversity and Theoretical Assumptions". In: ().
- [7] K. Huda. "A CONTRASTIVE ANALYSIS OF INTERROGATIVE SENTENCES IN ENGLISH AND INDONESIAN LANGUAGE". In: *Dar el-Ilmi : Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5.2 (Oct. 2018), pp. 37–49. DOI: 10.52166/DAR.
- [8] F. D. Raja, Suparno, and Ngadiso. "Teachers' attitude towards translanguaging practice and its implication in Indonesian EFL classroom". In: *Indonesian Journal of Applied Linguistics* 11.3 (Jan. 2022), pp. 567–576. DOI: 10.17509/IJAL.V11I3.38371.
- [9] R. Jorgensen Zevenbergen, P. Grootenboer, R. Niesche, and S. Lerman. "Challenges for teacher education: The mismatch between beliefs and practice in remote Indigenous contexts". In: *Asia-Pacific Journal of Teacher Education* 38.2 (2010), pp. 161–175. DOI: 10.1080/13598661003677580.
- [10] G. Gay. "The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities". In: *Multicultural Education Review* 7.3 (2015), pp. 123–139. DOI: 10.1080/2005615X.2015.1072079.
- [11] M. Ulviani. "Culturally Responsive Approaches to Indonesian Language Instruction: Insights for Inclusive Education". In: (Sept. 2025). DOI: 10.21203/RS.3.RS-7526656/V1.
- [12] M. Malik Scholar, F. Jinnah Women University, P. Lecturer, and A. Imtiaz Associate Professor. "Voices from the Classroom: Pakistani ESL Teachers' Experiences with Culturally Responsive Pedagogy". In: *International Journal of Linguistics and Culture* 6.1 (June 2025), pp. 9–28. DOI: 10.52700/IJLC.V6I1.284.
- [13] F. Yuwayapan. "Translanguaging in EFL classrooms: Teachers' perceptions and practices". In: *Journal of Language and Linguistic Studies* 15.2 (July 2019), pp. 678–694. DOI: 10.17263/JLLS.586811.
- [14] L. Fatmawati, D. Sofeny, and S. K. Zahro. "Students' Attitudes Toward The Transformation of Online to Offline Learning in EFL Classroom". In: *IJECA International Journal of Education Curriculum Application* 4.3 (2021). DOI: 10.31764/ijeca.v4i3.5818.
- [15] I. Irmayani, A. D. Hapsari, and B. R. B. Paradieshta. "Strengthening Classroom Language to Enhance English Language Exposure in Class: Training Results for Non-Native English Teachers in Lamongan Regency". In: *Global Sustainability and Community Engagement* 1.4 (Oct. 2025), pp. 321–327. DOI: 10.62568/GSCE.V1I4.490.

- [16] K. Donley. "Translanguaging as a theory, pedagogy, and qualitative research methodology". In: *NABE Journal of Research and Practice* 12.3-4 (July 2022), pp. 105–120. doi: 10.1080/26390043.2022.2079391.
- [17] P. S. Witari and K. E. Sukamto. "PEDAGOGICAL ISSUES OF TRANSLANGUAGING PRACTICE IN INDONESIA: THE VOICE OF FOUR EFL TEACHERS". In: *IjIET (International Journal of Indonesian Education and Teaching)* 7.2 (July 2023), pp. 204–220. doi: 10.24071/IJIT.V7I2.5814.
- [18] A. Badia, L. Becerril, and M. Gómez. "Four types of teachers' voices on critical incidents in teaching". In: *Teacher Development* 25.2 (Mar. 2021), pp. 120–135. doi: 10.1080/13664530.2021.1882549.
- [19] V. Mbirimi-Hungwe and R. M. McCabe. "Translanguaging during collaborative learning: A 'transcollab' model of teaching". In: *Southern African Linguistics and Applied Language Studies* 38.3 (Oct. 2020), pp. 244–259. doi: 10.2989/16073614.2020.1847670.
- [20] P. J. C. John Scott. *Qualitative Approach*. Accessed: Dec. 01, 2025. London: Sage Publisher, 2011. URL: https://books.google.co.id/books?hl=id&lr=&id=mWlsKkIuFNgc&oi=fnd&pg=PA404&dq=A+qualitative+approach+is+considered+appropriate+because&ots=tSeD4WeX0j&sig=jCYBOZaqvpWDTMmeJgmIOMdbaRU&redir_esc=y#v=onepage&q=A%20qualitative%20approach%20is%20considered%20appropriate%20because&f=false.
- [21] D. Ezzy. *Qualitative Analysis: Practice and innovation*. Routledge, Jan. 2013, pp. 1–190. ISBN: 978-1-315-01548-4. doi: 10.4324/9781315015484/QUALITATIVE-ANALYSIS-DOUGLAS-EZZY/RIGHTS-AND-PERMISSIONS.
- [22] M. Cecilia and S. Minayo. "Introduction and text construction strategy". In: ().
- [23] B. L. Adams. "How English-Speaking Teachers Can Create a Welcoming Environment that Allows Students to Maintain and Utilize their Language through Translanguaging: A Qualitative Case Study". In: *Journal of Culture and Values in Education* 3.2 (Dec. 2020), pp. 196–211. doi: 10.46303/JCVE.2020.20.
- [24] U. Jurnal and B. Khulel. "TEACHING ENGLISH FOR YOUNG LEARNERS IN RUSTIC AREA: TEACHERS' CHALLENGES". In: *Lingua* 17.2 (2021). doi: 10.34005/lingua.v%vi%i.1558.
- [25] Z. Guo and Q. Feng. "Exploring Scaffolding Strategies within Pedagogical Translanguaging in EFL Classrooms." In: *TESL-Ej* 29.3 (2025). doi: 10.55593/ej.29115a3.
- [26] A. Madkur. "English Teachers Promoting Intercultural Awareness in Multilingual Context of Indonesian Pesantren". In: *Cross-Cultural Education Studies* 1.1 (May 2025), pp. 49–62. doi: 10.63385/CCES.V1I1.162.
- [27] X. Wang. "An analysis of note-taking strategies: The effect of translanguaging on content comprehension and knowledge retention". In: *Journal of Language Teaching* 1.1 (Nov. 2021), pp. 18–37. doi: 10.54475/JLT.2021.020.
- [28] A. U. Ramadhani. "Teachers Translanguaging Practice in Vocational EFL Classroom: An Observational Study". Accessed: Dec. 04, 2025. 2025. URL: <https://dspace.uui.ac.id/handle/123456789/56500>.
- [29] N. Iaras Agustina. "No Title". In: (2019), pp. 1–9.
- [30] D. Haryadi and J. D. Wilang. "'I Was Surprised by Their Culture': Emotional Antecedents for Indonesian English Teachers in Thailand." In: *Indonesian Journal of English Language Teaching and Applied Linguistics* 10.1 (2025). Accessed: Dec. 04, 2025, pp. 1–20. URL: www.ijeltal.org.
- [31] H. Hansen-Thomas, L. Grosso Richins, K. Kakkar, and C. Okeyo. "I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners". In: *Professional Development in Education* 42.2 (Mar. 2016), pp. 308–324. doi: 10.1080/19415257.2014.973528.
- [32] J. Pendidikan Progresif, B. Andika Prasaty, and D. Hidayati. "Bridging Worlds with Words: Translanguaging Space as A Transformation of Specific-Cultural Constructs". In: *Jurnal Pendidikan Progresif* 15.1 (May 2025), pp. 671–690. doi: 10.23960/JPP.V15I1.PP671-690.

- [33] S. N. Aribah and I. Pradita. “use of translanguaging to facilitate students’ English learning in an Indonesian Pesantren”. In: *Communication and Humanities and Social Sciences* 2.1 (Aug. 2022), pp. 7–13. doi: 10.21924/CHSS.2.1.2022.27.
- [34] D. Wang. “Translanguaging in Chinese foreign language classrooms: students and teachers’ attitudes and practices”. In: *International Journal of Bilingual Education and Bilingualism* 22.2 (Feb. 2019), pp. 138–149. doi: 10.1080/13670050.2016.1231773.
- [35] F. S. A. Kuncoroningtyas, S. Sumardi, and K. A. Putra. “EFL Students’ Attitudes Towards Translanguaging Practice: Its Implications for Willingness to Communicate in Indonesian Vocational Classrooms”. In: *JOLLT Journal of Language and Language Teaching* 13.1 (Jan. 2025), pp. 255–267. doi: 10.33394/JOLLT.V13I1.12711.
- [36] J. Cenoz and D. Gorter. “Teaching English through pedagogical translanguaging”. In: *World Englishes* 39.2 (June 2020), pp. 300–311. doi: 10.1111/WENG.12462.
- [37] C. E. Wolff, N. van den Bogert, H. Jarodzka, and H. P. A. Boshuizen. “Keeping an Eye on Learning: Differences Between Expert and Novice Teachers’ Representations of Classroom Management Events”. In: *Journal of Teacher Education* 66.1 (Jan. 2015), pp. 68–85. doi: 10.1177/0022487114549810.
- [38] U. Umar and R. Khair. “TEACHER’S STRATEGIES IN REDUCING STUDENTS’ DISRUPTIVE BEHAVIOR IN INDONESIAN EFL CLASSROOM”. In: *English Review: Journal of English Education* 10.2 (June 2022), pp. 543–554. doi: 10.25134/ERJEE.V10I2.6254.
- [39] T. Yilmaz. “Translanguaging as a pedagogy for equity of language minoritized students”. In: *International Journal of Multilingualism* 18.3 (2021), pp. 435–454. doi: 10.1080/14790718.2019.1640705.
- [40] T. Loreman. “Pedagogy for Inclusive Education”. In: *Oxford Research Encyclopedia of Education*. Oxford University Press, Mar. 2017. doi: 10.1093/ACREFORE/9780190264093.013.148.
- [41] A. Ticheloven, E. Blom, P. Leseman, and S. McMonagle. “Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives”. In: *International Journal of Multilingualism* 18.3 (2021), pp. 491–514. doi: 10.1080/14790718.2019.1686002.
- [42] M. Prilutskaya. “Examining Pedagogical Translanguaging: A Systematic Review of the Literature”. In: *Languages* 6.4 (Oct. 2021), p. 180. doi: 10.3390/LANGUAGES6040180.
- [43] J. E. Liu, Y. Y. Lo, and A. M. Y. Lin. “Translanguaging pedagogy in teaching English for Academic Purposes: Researcher-teacher collaboration as a professional development model”. In: *System* 92 (Aug. 2020), p. 102276. doi: 10.1016/J.SYSTEM.2020.102276.