

HOW DO TEACHERS PERCEIVE TRANSLANGUAGING? TEACHERS' PERCEPTIONS ABOUT TRANSLANGUAGING PRACTICES IN THE EFL CLASSROOM¹

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Abstract: *The study of translanguaging as pedagogy, which challenges the monolingual approach to language education policy, has become an important aspect of investigation in recent years. However, translanguaging is challenged by recent data showing that teachers have ambivalent feelings and attitudes towards translanguaging practices and the evidence on teachers' perceptions of the pedagogical approach in EFL teaching contexts in Indonesia is currently inconclusive. Therefore, our purpose was to describe how EFL teachers perceive translanguaging as pedagogy in the EFL classroom, which was conducted through a descriptive/interpretative approach. A questionnaire was used to collect data which were analyzed through both quantitative and qualitative methods of analysis. The findings indicate that teachers appear to have ambivalent perceptions of translanguaging. Some hold the view that EFL should be taught monolingually, while the others accept translanguaging practices. However, those who have a negative perception of translanguaging also see that the pedagogical approach is important in their EFL classes. The limitations and implications of the study's findings for EFL education in Indonesia are also discussed.*

Keywords: *pedagogy, English as a foreign language, translanguaging, classroom, teachers' perspective*

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Introduction

The study of translanguaging pedagogy, which has gained ground in bilingual and multilingual education in a short period of time (Cenoz & Gorter, 2017a), has become an important aspect of investigation in recent years. Translanguaging is a normal mode of communication in which bilingual individuals engage with each other “to make sense of their bilingual worlds” (García & Li Wei, 2014, p. 22). It refers to pedagogical practices in which bilingualism is used as resource for learning, rather than being perceived as something that needs to be solved (Garcia, 2012). The term translanguaging, which is the English equivalent of the Welsh term *trawsieithu*, was originally coined by Cen Williams (1994, 1996 as cited in García & Li Wei, 2014). Translanguaging originally referred to a pedagogical practice in which students were asked and allowed to use one language after the other repeatedly on purpose for receptive and productive purposes. For example, students were asked to read in English and write in Welsh and vice versa (Baker, 2011 as cited in García & Li Wei, 2014).

Translanguaging is not only about going from one language to another, like code-switching or “the shift between two languages in context” (García, 2011, p. 147), rather it suggests a basic principle that bilinguals possess a single linguistic repertoire from which they strategically select features in order to communicate effectively (Garcia, 2012). Therefore, translanguaging is different from code-switching since it does not simply switch in and out of two different monolingual codes, instead it integrates two languages in unity to achieve successful communication (Cahyani et al., 2018). Translanguaging focuses on bilinguals’ observable communicative practices rather than languages themselves (García, 2011). In other words, this idea stresses the need to shift from understanding bilingualism as two separate languages to viewing them as fluid and versatile.

There is now much evidence to support the view that translanguaging is beneficial to education, particularly in English as a foreign language (EFL) teaching contexts (see, for example, Barahona, 2020; Escobar, 2019; Romanowski, 2019; Torres et al., 2020). However, translanguaging as pedagogy is challenged by recent data showing that teachers also have ambivalent feelings and attitudes towards translanguaging practices. Al-Bataineh and Gallagher (2018) found that future bilingual (Arabic/English) teachers’ attitudes toward translanguaging are inconsistent and ambivalent. Wang (2019) also found that teachers have an ambivalent attitude to language choice in the classroom. Some find it hard to provide a place for multilingualism in the classroom, while others accept translanguaging pedagogy enthusiastically. Vaish (2019) found that children with a ‘superdiversity’ of language backgrounds in schools, where along with her research team she implemented translanguaging pedagogy, have negative attitudes towards their teacher’s attempt to use their mother tongues. The

students had various linguistic backgrounds and the teacher was likely to be fluent only in one pair of languages, thus, using their home language in the classroom required the class to be divided into as many groups as there were languages in the class.

In Indonesia, where English is still a foreign language, for example, Ariatna (2016) stated that the Indonesian government had undertaken major reforms in English education through the adoption of communicative language teaching (CLT) as the national goal and the introduction of English as a subject in elementary schools because Quinn (1975 as cited in Ariatna, 2016) found that English language teaching in Indonesia had not been sufficiently successful. Moreover, Darjowidjojo (1996 as cited in Ariatna, 2016, p. 5) argued that high school graduates in Indonesia were “not able to comprehend even simple texts written in English, let alone use the language orally for communicative purposes.” In other words, the teaching approach which put much emphasis on monolingual pedagogy was still prevalent in Indonesia even though major constraints existed such as teacher expertise, student participation, class size, limited teaching time, a grammar-based syllabus combined with a non-communicative exam (Ariatna, 2016). Therefore, Nagy (2018) argued that using languages shared by both students and teacher could encourage students to make use of their full linguistic potential through a well-planned and well-designed learning activity within the EFL classroom. Moreover, as stated by Stathopoulou (2016), in today’s multilingual world individuals were expected to be equipped with multiple intercultural tools such as sociolinguistic sensitivity, mediation and negotiation skills, as well as cultural and linguistic awareness in order to be successful in life. Escobar (2019) argued that translanguaging had the ability to bridge the gap between teachers and students, content and language, as well as school and community.

Based on the arguments above, the evidence suggests that the data on translanguaging within EFL teaching in Indonesia are currently inconclusive. Therefore, our purpose was to describe how EFL teachers perceive translanguaging as pedagogy in their EFL classes.

Literature review

Translanguaging as pedagogy

Today, the term ‘translanguaging’ is used in different ways, but its original meaning as a pedagogical strategy with “the planned alternation of input and output” as it emerged in the Welsh context remains the same (Cenoz & Gorter, 2017a, p. 3). However, scholars have also extended the term from classroom contexts (“classroom translanguaging”) to different contexts (“universal translanguaging” and “neurolinguistic translanguaging”) (Lewis et al., 2012, p.

650). The term translanguaging itself suggests a basic principle that bilinguals have single linguistic repertoire from which they strategically make a selection of features to communicate successfully (Garcia, 2012). To put it simply, translanguaging refers to bilinguals' language practices to make teaching and learning more successful; in this sense, their bilingualism is used as a resource (Garcia, 2012).

English as medium of instruction, which higher education institutions relied on in South Africa, led to protest movements that emphasized monolingual tradition as a form of decolonization of the universities within the country. Through translanguaging this issue was addressed. Translanguaging as pedagogy could give university students freedom from social injustice through English monolingualism and they positively responded to translanguaging practices (Hurst & Mona, 2017). Translanguaging pedagogy in schools, which was investigated by Menken & Sánchez' (2019) was not simply a teaching approach, it was "emblematic of a larger ideological stance that has proven transformative to schools as a whole" (p. 761). They further emphasized that translanguaging pedagogy had disrupted monolingual approaches both in theoretical and practical ways (Menken & Sánchez, 2019). Translanguaging offered more equitable and empowering language learning opportunities to bilingual students and through the pedagogy they showed great improvement to their metalinguistic awareness, bilingual identities awareness (García-Mateus & Palmer, 2017), and developed their multilingual identities (Cenoz & Gorter, 2017b).

In secondary schools in Poland, where students were mostly multilingual, teachers came to the conclusion that translanguaging practices had an impact on students' performance and they acquired the content delivered by teachers more rapidly, which ultimately led to development of linguistic proficiency (Romanowski, 2019). Translanguaging through dynamic language integration was a linguistically responsive pedagogical approach that helped bilinguals acquire knowledge in science lessons (Infante & Licon, 2018). Teachers in Italy, Austria, and Great Britain believed that prior language knowledge played a crucial role in the learning process. It was also advisable to provide teachers with specific training on how to derive benefit from language interactions and how to value their students' home language so that they had the competence to effectively teach multilingual students (De Angelis, 2011).

Teachers' perceptions about translanguaging in the EFL classroom

Translanguaging, which is a crucial tool for communication, proved to be essential to English language teaching (Kampittayakul, 2018). Teachers' translanguaging practices helped students improve their understanding of what teachers were saying, which resulted in their ability to participate in the class

(Rabbidge, 2019). Turkish EFL teachers had fairly ambivalent feelings towards translanguaging in the EFL classroom. Most of them stated that the use of L1 (Turkish) helped students with a low level of language proficiency. However, less than half of them avoided the use of Turkish for class activities and explanation of problems which were not related to content. In some situations they positively believed that translanguaging was of importance in their EFL classes, however, they found it hard to utilize the pedagogical approach due to their institutions' policy and their students', parents' and colleagues' expectations (Yuvayapan, 2019). In Norway, language teachers believed that multilingualism was a positive asset with great potential. They made use of Norwegian and English frequently when teaching L3. They also believed that different language interactions in the classroom helped students enhance their language learning, but this situation did not exist in their classroom practices (Haukås, 2016). Prospective bilingual teachers were reported as having inconsistent attitudes towards translanguaging with opposing views (Al-Bataineh & Gallagher, 2018).

Teachers and students also had conflicting opinions on translanguaging practices in EFL classes in Costa Rica. They believed translanguaging, resembling the grammar translation method, limited the development of their cognitive processes for their EFL acquisition. However, some believed that teachers' and students' L1 (Spanish) can be used in EFL classes under certain conditions and for specific purposes as well (Escobar & Dillard-Paltrineri, 2015). Indonesian and English were used in EFL classes for explaining grammatical rules, and increasing students' motivation and encouragement. In addition, teachers also made use of their local language, Minang, to maintain the relationship between themselves and the students (Zainil, 2019). Another local language, Konjo, was used by EFL teachers in Indonesia through translanguaging in EFL classes. The teachers positively believed that translanguaging created effective communication in which students derived much benefit from the situation (Rahmawansyah, 2019). They perceived that translanguaging had a positive influence in the EFL classroom (Anwar et al., 2019). What is of great value was the willingness of both teachers and students to implement translanguaging practices and create translanguaging space accordingly, in order to achieve success in EFL education (Turnbull, 2018).

Method

This research is qualitative in nature using a descriptive/interpretative approach, which was "oriented to providing thorough descriptions and interpretations of social phenomena, including its meaning to those who experience it" (Tesch 1991, pp. 17-25 as cited in Dey, 2005, p. 2). The data were collected by using a questionnaire. The authors explained the aim of the study to participants under investigation in great detail and guaranteed anonymity and confidentiality. By

completing the questionnaire, they gave their consent to the use of the data for research purposes.

Participants

An online questionnaire was completed by twelve senior high school EFL teachers in Lampung, Indonesia. They were employed as teachers at different institutions, including both private and public high schools. The survey was randomly carried out over a period of one month, 10th March – 8th April 2020. The majority were female with only one male participant in the age range of 35 – 57 years old. They have been teaching EFL for 19.50 years on average, with a minimum of three and a maximum of thirty-two years of teaching experience.

Instruments

An online questionnaire was used to collect data in the current study. The questionnaire developed by Nambisan (2014) received a few modifications with twelve open-ended and four closed questions with six to nine sub-questions for each closed question. The questionnaire was delivered to and filled out by the participants electronically using a survey administration application, Google Forms. The questionnaire was used to investigate how EFL teachers perceived translanguaging practices in their classes. The questionnaire was pilot-tested to ensure that the instructions and statements in the questionnaire were clear, understandable and reasonable in length (Schleef, 2014). It was also aimed at assessing the design and appropriateness of the questionnaire to the participants and making sure that it could achieve the research purpose (McQuirk & O'Neill, 2016).

Data analysis

The collected data in this study were analyzed through both quantitative and qualitative data analysis. The former referred to the method by which the responses of participants were quantitatively analyzed in a straightforward and comprehensible manner to determine the proportion of participants who held positive or negative views regarding translanguaging, while the latter referred to identifying themes or patterns and conducting a classification procedure to subjectively interpret participants' responses to 12 open-ended questions (Hsieh & Shannon, 2005).

Findings and Discussion

The main aim of the present study was to describe EFL teachers' views concerning translanguaging as pedagogy in their classes.

At the beginning of the survey, the teachers were asked about their view on the benefit of L1 inclusion and the language of instruction in their classes. Most of them (83.3%) do not believe that L1 is beneficial in EFL classes and the rest (16.7%) have the opposite belief, with a total of 10 and 2 respondents respectively. By contrast, most of them (83.3%) state that they use both Indonesian and English in their EFL classes, only 2 (16.7%) of them state that they use English. On the one hand, they do not believe that L1 is beneficial, on the other hand, the majority of them use two languages, Indonesian and English, in their EFL classes. These two facts seem to support the previous findings that state teachers have ambivalent feelings towards translanguaging (Al-Bataineh & Gallagher, 2018), but they accept and use translanguaging practices in the classroom (Wang, 2019).

Teachers' observation on the students' translanguaging practices for different purposes in their EFL classes

Regarding their observation on their students' translanguaging practices, their responses to the questions are presented in Table 1 as follows.

Table 1. *Teachers' observation on the students' translanguaging practices for different purposes*

How often do you observe or encourage your students to practice translanguaging ... ?	Frequency				
	Never	Not often	Somewhat often	Often	Very often
to discuss content or activities in small groups	1 (8.3%)	5 (41.7%)	4 (33.3%)	0 (0%)	2 (16.7%)
to provide assistance to peers during activities	0 (0%)	2 (16.7%)	6 (50%)	2 (16.7%)	2 (16.7%)
to explain problems not related to content	1 (8.3%)	2 (16.7%)	6 (50%)	0 (0%)	3 (25%)
to enable participation by low proficiency students	0 (0%)	1 (8.3%)	9 (75%)	0 (0%)	2 (16.7%)
to respond to teacher's questions	0 (0%)	6 (50%)	4 (33.3%)	2 (16.7%)	0 (0%)
to ask permission	6 (50%)	3 (25%)	2 (16.7%)	1 (8.3%)	0 (0%)

Table 1 above gives information about teachers' observations on the students' translanguaging practices for different purposes. They somewhat often observe their students to practice translanguaging when enabling students with low proficiency to participate during the class (75%), followed by providing assistance to peers during activities and explaining a problem that is not related to content with a total of 50% and 50% respectively. Discussing content or activities in small groups and responding to teacher's questions have an identical pattern,

33.3% and 33.3% respectively. Students' translanguaging practice when they ask permission is never (50%) and almost never (25%) observed by the teachers. Discussing content in small groups, providing assistance to peers, explaining problems not related to content, and enabling students with low proficiency are activities that are done using L1 which are often and very often observed by the teachers. This finding indicates that teachers allow their students to practice translanguaging in their EFL classroom, allowing them to use all their languages for effective communication. The finding is also reinforced by their statements. Here are the excerpts of the statements (translation and emphasis added).

When they need to clarify theory or concept that might lead to misunderstanding (Teacher 1)

When they are asked to understand command or suggestions (Teacher 10)

When they haven't found appropriate vocabulary (Teacher 11)

When they don't understand the meaning of a word, I allow them to consult their bilingual dictionary (Teacher 3)

To well comprehend my instructions, I speak in English first, then I provide them with the Indonesian version as well (Teacher 12)

When I give them an assignment, they discuss the instruction on how to work on the assignment with their classmates (Teacher 6)

When they have to explain the meaning of an utterance that is less accurate (Teacher 2)

These facts suggest that teachers have understanding of translanguaging practices by their students in EFL classes. These findings are in line with Rasman's (2018) findings that state that L1 does not stop students from learning EFL. Translanguaging practices in the classroom help them learn EFL through learner-learner interactions. In other words, the teachers provide translanguaging space for their students.

Teachers' beliefs about the importance of students' translanguaging practices in classroom contexts

Talking about the importance of translanguaging practices, the teachers' responses to the questions on the belief about students' translanguaging practices in the EFL classroom within different contexts are presented in Table 2 as follows.

Table 2. *Teachers' belief about the importance of students' translanguaging practices in the classroom contexts*

How important do you believe it is for students to practice translanguaging ... ?	Response		
	Not important	Important	Very important
to discuss content or activities in small groups	6 (50%)	6 (50%)	0 (0%)
to provide assistance to peers during activities	4 (33.3%)	8 (66.7%)	0 (0%)
to brainstorm during class activities	5 (41.7%)	7 (58.3%)	0 (0%)
to explain problems not related to content	5 (41.7%)	7 (58.3%)	0 (0%)
to enable participation by low proficiency students	0 (0%)	11 (91.7%)	1 (8.3%)
to respond to teacher's questions	5 (41.7%)	7 (58.3%)	0 (0%)
to ask permission	8 (66.7%)	4 (33.3%)	0 (0%)

Table 2 above shows the teachers' beliefs about the importance of students' translanguaging practices in their classes. It is apparent that the trend of their responses falls into two categories, not important and important. Most teachers believe that translanguaging to enable participation by low proficiency students is important (91.7%). Similarly, the majority believe that students' translanguaging practices when providing assistance to peers is important for students (66.7%). Students' translanguaging practices for brainstorming during class activities, explaining problems not related to content, and responding to teacher's questions have a similar trend, which is believed to be important by teachers, rising to 58.3% of each. Only half of the respondents believe that discussing content in small groups through translanguaging practices is important (50%). By contrast, most teachers do not believe that it is important for students to practice translanguaging when asking permission (66.7%). The teachers also made some statements to confirm the findings in Table 2 above. Here are the excerpts of their responses (translation and emphasis added).

Translanguaging practice through L1 inclusion is important for students when they have to make confirmation (Teacher 1)

When students face difficulties in understanding a topic. When they want to review or conclude a topic. It is to convince themselves that they have got the right understanding related to the topic delivered (Teacher 7)

Translanguaging and L1 are important for students to help them build characters (Teacher 9)

This finding indicates that the teachers under investigation have a positive belief about translanguaging practices in the EFL classroom. It is apparent that they believe translanguaging practices through the use of L1 in EFL classes help their students learn English, which is in line with Lasabaster (2013).

Frequency of teachers’ translinguaging practices in classroom contexts

The teachers’ responses to the frequency of their own translinguaging practices in their EFL classes for different situations are shown in Table 3 below.

Table 3. *The frequency of teachers’ translinguaging practices for different situations*

How often do you practice translinguaging ... ?	Frequency				
	Never	Not often	Somewhat often	Often	Very often
to explain concepts	0 (0%)	1 (8.3%)	9 (75%)	2 (16.7%)	0 (0%)
to describe vocabulary	2 (16.7%)	5 (41.7%)	4 (33.3%)	1 (8.3%)	0 (0%)
to give directions	3 (25%)	6 (50%)	2 (16.7%)	1 (8.3%)	0 (0%)
for classroom management	4 (33.3%)	4 (33.3%)	3 (25%)	1 (8.3%)	0 (0%)
to give feedback to students	2 (16.7%)	6 (50%)	3 (25%)	1 (8.3%)	0 (0%)
to praise students	9 (75%)	2 (16.7%)	1 (8.3%)	0 (0%)	0 (0%)
to build bonds with students	1 (8.3%)	7 (58.3%)	2 (16.7%)	1 (8.3%)	1 (8.3%)
to quickly clarify during activities	2 (16.7%)	4 (33.3%)	4 (33.3%)	2 (16.7%)	0 (0%)
to help low proficiency students	1 (8.3%)	1 (8.3%)	5 (41.7%)	3 (25%)	2 (16.7%)

Table 3 above illustrates the frequency of teachers’ translinguaging practices for different situations. It shows that most of the teachers somewhat often explain concepts through translinguaging practices (75%) and help students with low English proficiency (41.7%). The other situations in which teachers somewhat often practice translinguaging have a similar pattern, ranging from 8.3% - 33.3%. Most of the teachers never praise their students using their students’ home language (75%). The other aspects in which teachers never use their home language also have a similar pattern, ranging from 0% - 33.3%. Teachers also often (25%) help students with low English proficiency using their home language, followed by the situations in which they often explain concepts (16.7%) and quickly clarify during activities (16.7%). Teachers often describe vocabulary, give directions, manage the class, give feedback to their students, and build bonds with students, which is 8.3% in each case. They very often help their students with low English proficiency using a home language of their students (16.7%) and build bonds with their students (8.3%). The data in Table 3 above are also supported by the teachers’ arguments as follows.

The students’ home language is used in a situation when I need to repeat instructions (Teacher 1)

I translanguage (starting to use my students' home language) when they get lost after I check their comprehension (Teacher 6)

I practice translanguaging to check if students have understood my explanation or not (Teacher 8)

Translanguaging through use of students' home language is used to give advice to students. It is to make them understand well my explanation (Teacher 3)

When making an announcement, I use my students' home language. For example, I have to tell them about the upcoming test/quiz (when, what topic, how, what I expect). I also use their home language when announcing information from the school management to my students (Teacher 4)

This finding suggests that teachers utilize their students' home language to help them learn EFL. The majority of them occasionally practice translanguaging in their classes, most often for helping students with low proficiency, explaining concepts, quickly clarifying during class activities, and describing vocabulary. This is in line with Anderson and Lightfoot (2018) who state that it is only a tiny minority of teachers who actively provide translanguaging space during language activities in the classroom. Furthermore, if judiciously used, students' home language is a valuable resource (Bruen & Kelly, 2014) that teachers somewhat often make use of in their EFL classes. Teachers who practice translanguaging during their EFL classes can provide them with more opportunities to learn the language (Copland & Yonetsugi, 2016). This is also similar to Zainil's (2019) finding that teachers alternate between Indonesian and English to explain concepts such as grammatical rules.

The importance of teachers' translanguaging practices in classroom contexts

The teachers' responses to the importance of teachers' translanguaging practices in different situations are presented in Table 4 below.

Table 4. *The importance of teachers' translanguaging practices in EFL classes*

How important is it for teachers to practice translanguaging ... ?	Response		
	Not important	Important	Very important
to explain concepts	3 (25%)	8 (66.7%)	1 (8.3%)
to describe vocabulary	4 (33.3%)	8 (66.7%)	0 (0%)
to give directions	6 (50%)	5 (41.7%)	1 (8.3%)
for classroom management	6 (50%)	5 (41.7%)	1 (8.3%)
to give feedback to students	3 (25%)	8 (66.7%)	1 (8.3%)
to praise students	10 (83.3%)	2 (16.7%)	0 (0%)
to build bonds with students	3 (25%)	6 (50%)	3 (25%)
to quickly clarify during activities	3 (25%)	8 (66.7%)	1 (8.3%)
to help low proficiency students	0 (0%)	7 (58.3%)	5 (41.7%)

Table 4 above gives facts about the importance of translanguaging practices for teachers in their EFL classes. Most of them state that it is important to practice translanguaging when explaining concepts, describing vocabulary, giving feedback to students, and quickly clarifying during activities, 66.7% in each case. When praising students, translanguaging is not important to practice (83.3%), followed by giving directions and classroom management (50% and 50% in each case). The other activities for which it is not important for teachers to practice translanguaging have a similar pattern, ranging from 25% - 33.3%.

The scenarios in Table 4 in which most teachers believe translanguaging plays an important role in EFL teaching contexts are supported by their statements in the following excerpts.

When students are really in a confused state of what to say in English (Teacher 11)

It is beneficial and important for students when I try to explain English verb tenses, to make comparisons between Indonesian and English (Teacher 2)

It is beneficial for students when they still find it difficult to understand a lesson (Teacher 5)

We practice translanguaging when students get a problem to understand English. Therefore, a teacher needs to translate English into students' home language to make them understand (Teacher 7)

A teacher wants to be close to students. Yes, through their first/home language (Teacher 10)

When I give advice to students, I speak not in English (Teacher 3)

Indonesian or L1 is very beneficial for English learning to establish a relationship or build bonds, for example their home language is used for telling jokes. Most of students find it hard to get the message when teachers tell jokes in English (Teacher 4)

It is important and beneficial when a teacher explains a new difficult concept (Teachers 9, 10)

It is beneficial when used to refer to something that requires verification (Teacher 6)

In a situation when the class is dominated by low proficiency students, the use of Indonesian in my EFL classes is beneficial (Teacher 12)

The finding, in which translanguaging is used to explain concepts is in line with Zainil's (2019) finding. Translanguaging used to verify and check students' comprehension is in line with Zein's (2018) findings. The teacher's statement that students' first/home language is used in EFL classes under certain conditions when the class is dominated by students with low English proficiency resonates with Escobar and Dillard-Paltrineri's (2015) findings.

In addition, they state that it is also important to practice translanguaging to motivate students and check their comprehension. Here are the excerpts of their responses (translation and emphasis added).

When my students look lazy in the classroom, it is important to practice translanguaging to courage them (Teacher 10)

Students' home language plays an important role to motivate my students (Teacher 5)

It is used to check if students have understood or not about the content I have delivered (Teacher 8)

The statistics above are in line with Zainil's (2019) finding that translanguaging is used to motivate and encourage students. Translanguaging is also used to check if students have understood the content delivered by teachers, which is similar to Zein's (2018) finding.

Teachers' general perceptions about translanguaging practices in their EFL classes

When responding to the final question about their general perceptions about the translanguaging practices in their EFL classes, they have a variety of beliefs. They state that students' first/home language should not be used in the EFL classroom and the frequency of language other than English use should be taken into account. Below are excerpts of their responses (translation and emphasis added) to their general perceptions about the translanguaging practices in their EFL classes.

Teachers play a very important role in EFL classrooms. If you want your students to improve their English, please stop using L1 in an easy conversation (Teacher 10)

In my opinion, when we are in English classrooms, we need to use English to make it a habit. If students use their L1, they will find it hard to speak English well. This is actually a mainstream issue. Students have been learning English since they were in elementary school, but they cannot speak English well because they have never practiced English during the class (Teacher 7)

As an English teacher, it is necessary to use English so that students can get a chance to listen, speak, read, and write in English. A teacher should be a model for them. A teacher should provide much input to students. Either intentionally or not, they will imitate it. It is to make them internalize English and motivate them to use English both inside and outside of classrooms. If they are allowed to use their L1, it will make them afraid of using English, afraid of making mistakes (Teacher 8)

The frequency of use should be 40% for L1 and 60% for English (Teacher 1)

L1 use is important, but the portion should be decreased based on levels of students (Teacher 2)

Somehow, mixed language (Indonesian and English) use in EFL classrooms for low proficiency students can give them confidence in learning and participating in class discussions (Teacher 4)

L1 use in EFL classrooms is just fine as long as it is accompanied by the use of English. Thus, students can learn from the two languages (Teacher 5)

L1 is necessary to help students understand cases in English classrooms (Teacher 9)

Their responses suggest that some of them have a negative perception of translanguaging practices which involve L1 in the EFL classroom and others accept the pedagogical practices. In other words, they have two contrasting views on translanguaging in EFL teaching contexts in the classroom. This is in line with Zein's (2018) finding that some teachers support translanguaging practices, and others support the monolingual approach for EFL teaching. However, it is apparent that those who hold the opposing view on translanguaging see that this pedagogical approach is important and still use L1 in their EFL classes. This is also in line with Al-Bataineh & Gallagher's (2018) finding that states that bilingual teachers' attitudes toward translanguaging practices are inconsistent, with two opposing views. Our finding is also the same as Wang's (2019) finding that teachers have ambivalent attitudes to language choice in their language classes.

This finding also indicates that they believe that the EFL teaching and learning process should result in native-like proficiency which is still influenced by the so-called monolingual bias (Firth & Wagner, 2007; May, 2014 as cited in Rasman, 2018). Rasman further adds that it is unnecessary and impossible to achieve (Rasman, 2018) because multilingualism and human communication has now become more complex (Kramsch & Hua, 2016). The goal of English language learning, therefore, is to become a second language user, not a native speaker. In its literal meaning, it is not possible for a second language user to become a native speaker because by definition someone cannot be a native speaker of any language other than their first language (Cook, 2007).

Conclusion

Teachers who participated in this study appear to have ambivalent perceptions of translanguaging. They have contrasting views on translanguaging as pedagogy in the EFL classroom. Some hold the view that EFL should be taught monolingually, while the others accept translanguaging practices. However, those who have a negative perception of translanguaging also see that the pedagogical approach is important in their EFL classes. This implies that they still believe in the traditionally defined language teaching approach, monolingual

pedagogy. However, they actually do not fully apply the monolingual approach (Brevik & Rindal, 2020). This situation, as stated by Zein (2018), represents a transition from the monolingual pedagogy, which discourages the use of L1, to translanguaging pedagogy, which intentionally uses and values L1s. Therefore, the assumption that states monolingualism is normal and possibly more advantageous is a set of beliefs that translanguaging rejects (Makalela, 2016 as cited in Seals et al., 2020).

The findings of this study have some implications for EFL teaching and learning. Since translanguaging is still in its infancy with a promising future (Cenoz & Gorter, 2017b), it is of great importance to acknowledge translanguaging, which is an effective tool for multiple pedagogical practices in multilingual contexts (Carstens, 2016), especially in teacher training (Zein, 2018) to make teachers or prospective teachers more aware of translanguaging. They can be professionally trained on how to use multilingual approaches and practices for educational purposes in language teaching contexts (Gkaintartzi et al., 2019). They should have the same mindset that multiple language use through translanguaging practices is allowed, to encourage students to make use of their full linguistic potential (Nagy, 2018).

However, this study is not without its limitations. Since the limited number of participants taking part in this study and the empirical data as evidence in this context are inadequate, we have made a careful assumption about the phenomenon under investigation. In other words, we have interpreted the findings as teachers' perceptions of translanguaging practices in their EFL classes. Thus, we cannot generalize about our findings as conclusive evidence in the whole country, but we have shed light on a somewhat preliminary picture of translanguaging in our research context. Therefore, to understand this phenomenon in EFL classrooms in the Indonesian context more deeply, we stress the necessity of conducting further research on the issue under discussion through the observation of naturally-occurring translanguaging practices in EFL classrooms with a larger number of teachers and students participating. More advanced qualitative and quantitative data analyses, such as structural equation modeling and factor analysis, need to be taken into account by future researchers. In so doing, we would be able to provide more precise findings and reliable conclusions with an in-depth understanding of this issue in EFL classroom contexts in Indonesia that could be used as a foundation to make a major contribution to EFL education.

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