Teachers' Perceptions and Experiences with Translanguaging Implementation in Rural EFL Classrooms: A Case Study from Indonesia

La Ode Rasmin[1*], Syarifuddin Dollah[2], Amirullah Abduh[3]

[1) 2) 3)] Universitas Negeri Makassar

laoderasmin.english@gmail.com[1)], syarifuddindollah@unm.ac.id[2)], amirullah@unm.ac.id[3)]

*Correspondence: laoderasmin.english@gmail.com

ABSTRACT

This study explores teachers' perceptions and experiences implementing translanguaging strategies in rural English as a Foreign Language (EFL) classrooms in south Buton, Indonesia. This research is a case study where the limit of this research is to focus on teacher perceptions and experiences in implementing translanguaging in English language learning in three secondary schools in rural areas in South Buton, Indonesia. The subjects of this research were three English teachers at three different schools in South Buton. This subject is expected to provide an overview of teachers' perceptions and experiences in implementing translanguaging in some rural schools in an Indonesian context. Data was collected through in-depth interviews and class observation with three experienced EFL teachers at three rural junior high schools in South Buton. The findings reveal that teachers perceive translanguaging as effectively enhancing students' learning comprehension, and the use of translanguaging can create inclusive and culturally responsive learning in EFL classrooms. The study highlights predominantly positive attitudes towards translanguaging, with teachers perceiving it as an effective tool for facilitating learning in linguistically diverse classrooms. Teachers report positive experiences, citing improved student understanding, increased engagement, and preservation of linguistic and cultural identities. The teachers' experience actively incorporated translanguaging strategies, using code-switching between English, Indonesian, and the local *Cia-Cia language* to enhance student comprehension. While acknowledging challenges such as balancing multiple languages and potential impacts on English proficiency development, teachers remain confident in translanguaging's effectiveness. This research is expected to contribute to the growing literature on translanguaging in EFL contexts and offer insights for educators in linguistically diverse settings.

Keywords: *Translanguaging, EFL, teacher perceptions, rural education, Indonesia*

INTRODUCTION

In the increasingly globalized world of the 21st century, proficiency in English has become a crucial skill for academic, professional, and personal success. However, in many rural areas of non-English-speaking countries, teaching English as a Foreign Language (EFL) presents unique challenges (Chen and Goh, 2011; Hibatullah, 2019). These challenges are particularly pronounced in linguistically diverse regions where students' mother tongues differ significantly from national and English languages (Dutcher, 2001; Sifakis and Sougari, 2003; Hsieh, Ionescu, and Ho, 2018). One such area is Buton Island in Indonesia, where the local *Cia-Cia*

language coexists with Indonesian and English in the educational landscape.

In recent years, translanguaging has emerged as a promising pedagogical approach to address the complexities of language teaching in multilingual contexts (Cenoz and Gorter, 2020; Bonacina-Pugh, da Costa Cabral and Huang, 2021; Ticheloven *et al.*, 2021). As Garcia and Kleyn (2016) defined, translanguaging is the dynamic and flexible use of a bilingual or multilingual speaker's linguistic repertoire to make meaning, shape experiences, and gain understanding and knowledge. This approach challenges the traditional monolingual paradigm in language education and advocates for the strategic use of students' entire linguistic resources in the learning process(Creese and Blackledge, 2010; Makoe, 2018; Leung and Valdés, 2019).

The implementation of translanguaging in EFL classrooms has gained attention from researchers and educators worldwide. Studies have shown its potential benefits in enhancing student engagement, improving comprehension, and fostering a more inclusive learning environment(Oliver *et al.*, 2021; Wawire and Barnes-Story, 2023). However, most of these studies have focused on urban, leaving a significant gap in understanding how translanguaging operates in rural settings.

This research gap is particularly evident in the context of Indonesia, the world's largest archipelagic state with over 700 living languages. While some studies have explored

translanguaging in major Indonesian cities (e.g., Afriadi and Hamzah, 2021; Emilia and Hamied, 2022), there is a shortage of research on its implementation in rural areas, especially in regions with solid local linguistic traditions like Buton Island. The unique linguistic landscape of Buton Island, where the *Cia-Cia language* holds significant cultural importance alongside Indonesian and English, provides a rich yet understudied context for examining translanguaging practices.

From the Students' perceptions, the use of translanguaging in learning English tend to be positive, mainly because this strategy makes it easier for them to understand the material (Nursanti, 2021; Wang and East, 2024). In the learning process, students are often faced with vocabulary or concepts that are difficult to know if they only use English. By translanguaging, teachers can explain material using a language that is more familiar to students, such as Indonesian or their local language (Liando *et al.*, 2023). This approach helps students feel more comfortable studying, reduces anxiety, and increases their active class participation because they can use the language, they master to understand the lessons better.

Besides that, translanguaging is also considered by students as an approach that respects their cultural and linguistic identity (Zein, 2019). Students feel valued because they can use their mother tongue in learning, creating a connection between English lessons and their daily lives (Rasman, 2018). By translanguaging,

students can see that learning English does not have to eliminate their native language and culture but can work side by side. This approach, ultimately, helps improve students' English skills and builds a learning environment that is inclusive and respectful of students' linguistic diversity and cultural identities.

Furthermore, while existing research has focused mainly on the effects of translanguaging on student outcomes, less attention has been paid to teachers' perspectives and experiences in implementing this approach. Teachers play a crucial role in successfully adopting any pedagogical strategy, and their perceptions, attitudes, and expectations significantly influence its implementation and outcomes(Minor *et al.*, 2002; Day, Gu, and Sammons, 2016). Understanding teachers' viewpoints is particularly important in the context of translanguaging in rural EFL classrooms, given the potential challenges they may face in balancing multiple languages and navigating cultural sensitivities.

This study addresses these research gaps by exploring teachers' perceptions and experiences with implementing translanguaging strategies in rural EFL classrooms in South Buton, Indonesia. Focusing on teachers' perspectives, this research provides valuable insights into the practical realities of translanguaging implementation in a linguistically diverse, rural context. It examines three key aspects: teachers' experiences with translanguaging

implementation, their opinions and attitudes toward this pedagogical approach, and their expectations for its outcomes.

The significance of this study lies in its potential to contribute to both theoretical and practical understandings of translanguaging in rural EFL contexts. Theoretically, it expands the existing body of knowledge on translanguaging by providing insights from a unique linguistic and cultural setting. This study can help refine and contextualize theories of translanguaging, particularly in non-Western, rural environments.

From a practical standpoint, this research offers valuable insights for educators, policymakers, and teacher trainers working in similar linguistically diverse rural contexts. Examining teachers' experiences and perceptions sheds light on the challenges and opportunities associated with translanguaging implementation in these settings. This information can inform the development of more effective teacher training programs, curriculum design, and language policies sensitive to local linguistic and cultural realities.

Moreover, this study contributes to the ongoing debate about the role of students' first languages in EFL instruction. While some argue for an English-only approach to maximize exposure to the target language, others advocate strategically using students' entire linguistic repertoire. By exploring teachers' perspectives on translanguaging, this research provides empirical evidence to inform this

debate in the context of rural, linguistically diverse classrooms.

The focus on Buton Island also offers a unique opportunity to examine how translanguaging interacts with efforts to preserve local languages and cultural identities. As many Indigenous languages worldwide face the threat of extinction, understanding how translanguaging can potentially support both English language acquisition and the maintenance of local linguistic heritage is of significant importance.

This study employs a qualitative case study approach, using in-depth interviews with three experienced EFL teachers on South Buton in Buton Island. This methodology allows for a rich, contextual understanding of teachers' experiences and perceptions, providing nuanced insights that may not be captured through quantitative methods alone.

By addressing the identified research gaps, this study aims to make a meaningful contribution to the field of EFL education, particularly in rural, linguistically diverse contexts. It seeks to provide a more comprehensive understanding of translanguaging implementation from the teachers' perspective, offering valuable insights for both theory and practice in language education.

METHODS

This study employs a qualitative approach with a case study design to investigate teachers' perceptions and experiences in implementing Translanguaging in English as a Foreign Language (EFL) classrooms in rural South Buton, Indonesia. The qualitative method was chosen for its ability to explore complex phenomena in their natural context, allowing for a rich understanding of participants' perspectives and experiences (Creswell and Poth, 2018)

A case study design was selected to enable an in-depth investigation of a contemporary phenomenon within its real-life context (Yin, 2003). In this instance, implementing translanguaging in rural EFL classrooms on Buton Island constitutes the case under study. This design allows the researcher to explore the complexities of teachers' experiences, attitudes, and expectations regarding translanguaging in the unique linguistic context of South Buton.

The study involves three experienced EFL teachers in South Buton as participants. The participants were three English teachers from a different junior high school in a rural area in South Buton. The criteria of participant included experience teaching in rural EFL classrooms and using translanguaging strategies in their teaching practice. The three selected participants considered it a representative environment for translanguaging implementation in schools where teachers and students speak their local language besides Bahasa Indonesia, especially in rural schools in South Buton. The limited number of participants

allows for an in-depth analysis of each teacher's experiences.

Primary data was collected through semi-structured, in-depth interviews and observation with the three participants. The interview protocol was developed based on the research questions, covering topics such as Teachers' experiences in implementing Translanguaging, Opinions and attitudes towards the use of Translanguaging, Teachers' expectations regarding the outcomes of translanguaging implementation, Challenges faced and strategies to overcome them, Perceptions of the impact of translanguaging on student learning and cultural identity. Interviews were audio-recorded with participants' consent and subsequently transcribed for analysis. The observation checklist explored how to implement translanguaging instruction in the classroom. In this observation, the researcher does not directly observe the school. Still, the researcher used video recordings in the classroom to hope that teaching occurs naturally and that the data obtained were natural (Creswell & Poth, 2018).

Data analysis was conducted using a thematic approach (Braun and Clarke, 2006). The analysis process included familiarization with the data, initial coding, searching for themes, reviewing themes, defining and naming themes (themes were refined and given names that reflected the essence of each theme), writing the report (findings were presented by integrating thematic analysis with direct quotes from interviews to support interpretations)

It is essential to note the limitations of this study. The small sample size and focus on a single geographic location limit the generalizability of findings. However, this qualitative research aims to provide an in-depth understanding of the phenomenon in a specific context rather than to produce broad generalizations.

FINDINGS AND DISCUSSIONS

Findings

Teachers' Perception of the Effectiveness of Translanguaging in Enhancing Student Learning

In the context of English as a Foreign Language (EFL) education in rural Indonesia, particularly on Buton Island, teachers increasingly recognize the potential of translanguaging as a powerful pedagogical approach. This study explores the teachers' perceptions and experiences regarding the effectiveness of translanguaging in enhancing student learning. As educators navigate the complexities of teaching English in a linguistically diverse environment, their insights provide a valuable understanding of how translanguaging practices impact student comprehension, engagement, and overall academic performance.

Implementing translanguaging in these rural EFL classrooms represents a significant shift from traditional monolingual teaching methods (Sobkowiak, 2022; Huang and

Chalmers, 2023). Teachers report a marked improvement in students' ability to grasp complex concepts and vocabulary when instruction incorporates a strategic blend of English, Indonesian, and the local *Cia-Cia language*. This multilingual approach appears to bridge the gap between students' existing linguistic knowledge and the new language they are acquiring, creating a more accessible and understandable learning experience. The teachers' observations suggest that translanguaging serves as a scaffold, enabling students to build upon their native language skills while progressively developing proficiency in English.

Moreover, the perceived effectiveness of translanguaging extends beyond mere linguistic comprehension. Teachers note increased student engagement, participation, and motivation in class activities when utilizing their linguistic repertoire. This holistic approach to language learning alleviates the anxiety often associated with English-only instruction, fostering a more confident and active student body. The teachers' experiences highlight how translanguaging facilitates a better understanding of academic content and promotes a more positive attitude toward learning English. As a result, they observed improvements in students' grades, ability to respond to questions, and overall academic performance, reinforcing the teachers' belief in translanguaging as an effective strategy for enhancing student learning in their unique educational context.

Here are four relevant interview results related to the perceived effectiveness of translanguaging in enhancing student learning:

> *Guru 1: "Oh…iya… ada perubahan…dari segi kemampuan dengan adanya translanguaging itu ada perubahan".*
>
> *Translation:*
> *Teacher 1 (T1): "Oh... yes, there are changes... in terms of ability, with translanguaging, there are changes."*
> *(Interview Result, 2023)*

This interview result directly addresses the perceived effectiveness of translanguaging. T1 acknowledges that implementing translanguaging has led to noticeable changes in students' abilities. This finding indicates that teachers observe positive impacts on student learning due to using translanguaging strategies.

> *Guru 2:"Yah. perubahan itu pak, saya lihat ini kemampuan siswa bagus, nilai-nilainya juga bagus pak, kemudian saya pernah juga evaluasi materi-materi yang telah diajarkan itu, siswa juga bisa menjawab, responnya juga baik. Jadi karena mungkin ketika menjelaskan itu tidak full English tapi mix language, menggunakan translanguaging tadi. Jadi setidaknya kemampuan Bahasa inggris itu ada peningkatan. Misalkan saya tanyakan ini Bahasa inggrisnya apa, mereka itu bisa tahu"*
>
> *Translation:*
> *Teacher 2 (T2): "Yes, I see changes, Sir. The students' abilities and grades are also good. Then, I evaluated the materials taught, and students could answer. Their responses were also good. So maybe because when explaining, it's not full English but mixed language, using translanguaging, as mentioned*

earlier. So at least there's an improvement in English language skills."
(Interview Result, 2023)

This interview result provides specific evidence of the perceived effectiveness of translanguaging. T2 reports improvements in students' abilities, grades, and evaluation responses. The teacher attributes these positive changes to translanguaging, mentioning the mix of languages in explanations. This quote demonstrates concrete examples of enhanced student learning and performance.

Guru 3:"Sangat ada perubahan, secara psikologi. Motivasi, secara akademik juga bagus".

Translation:
Teacher 3 (T3): "There are changes, psychologically. Academic motivation is also good."
(Interview Result, 2023)
This interview result highlights the multifaceted impact of translanguaging on student learning. T3 observes changes not only in academic performance but also in psychological aspects such as motivation. This finding indicates that translanguaging's effectiveness extends beyond linguistic comprehension to student engagement and learning attitude.

Guru 1: :Oh…dengan mengadakan ulangan harian, di tes, ulangan akhir semester, tugas dirumah. Mereka menggunakan translanguaging keberhasilannya baik. Penggunaan translanguaging lebih cocok untuk diterapkan didaerah sini".

Translation:

Teacher 1 (T1): "Oh… by conducting daily tests, tests, end-of-semester exams, homework. They use translanguaging, and the success is good. Translanguaging is more suitable for this area."
(Interview Result, 2023)

This interview result provides insight into how teachers assess the effectiveness of translanguaging. T1 mentions various forms of assessment where translanguaging is used and notes that the results are positive. Additionally, the teacher's statement about translanguaging being more suitable for their area supports the theme by suggesting that its effectiveness is particularly relevant to their educational context.

These interview results provide direct evidence of teachers' perceptions of translanguaging's effectiveness in enhancing student learning. They highlight observed improvements in student abilities, academic performance, motivation, and the suitability of this approach in their particular educational setting.

Translanguaging Creates an Inclusive and Culturally Responsive Learning Environment

In the diverse linguistic landscape of rural Buton Island, Indonesia, the implementation of translanguaging in English as a Foreign Language (EFL) classrooms has emerged as a powerful tool for creating an inclusive and culturally responsive learning environment. This study explores how teachers perceive and experience the impact of

translanguaging on classroom dynamics, student engagement, and the preservation of local linguistic and cultural identities. As educators navigate the complex interplay between English language instruction and the rich cultural heritage of their students, their insights shed light on the transformative potential of multilingual pedagogies.

Integrating students' native languages, particularly the local *Cia-Cia language*, alongside English and Indonesian in the classroom represents a significant shift towards a more inclusive educational approach. Teachers report that this multilingual strategy fosters a more relaxed and comfortable learning atmosphere, where students feel valued and respected for their linguistic and cultural backgrounds. Translanguaging reduces the anxiety and alienation associated with monolingual foreign language instruction by legitimizing students' mother tongues in English language acquisition (Canagarajah, 2011). This inclusive approach facilitates better comprehension and promotes students' sense of belonging and cultural pride.

Furthermore, teachers observe that translanguaging bridges the student's home and target language cultures. By incorporating local linguistic and cultural references into English lessons, educators find that they can make the learning material more relevant and accessible to their students. This culturally responsive approach goes beyond mere language instruction; it acknowledges and celebrates the diverse identities in the classroom. Teachers

report increased student participation and engagement when drawing upon their linguistic repertoire. This finding suggests that translanguaging creates a learning environment where students feel empowered to express themselves and contribute to class discussions (Poza, 2019; Tai and Wong, 2023). As a result, the EFL classroom becomes a space not just for language acquisition but for cultural exchange and identity affirmation, contributing to a more holistic and inclusive educational experience.

Here are four relevant interview results related to the Creation of an Inclusive and Culturally Responsive Learning Environment in translanguaging implementation :

> *Guru 3:"Yah…saya melihat penggunaan translanguaging ini bagus dikelas. Jadi saya lihat itu siswa lebih aktif menerima dan mengerti materi pembelajaran, mereka merasa lebih nyaman, mereka merasa terbantu juga karena misalkan kita menggunakan full English dalam kelas itu, berarti kita menciptakan suasana membosankan dalam kelas itu, rasa boring, jadi menurut saya pentingnya translanguaging itu agar kita menciptakan suasana kelas yang baru".*

> *Translation:*
> *Teacher 3 (T3): "Yeah… I see that translanguaging is used well in class. So I see that students are more active in receiving and understanding the learning material, they feel more comfortable, they feel helped too because if we use full English in the class, it means we create a boring atmosphere in the class, a sense of boredom, so in my opinion, the importance of translanguaging is that we create a new classroom atmosphere."*
> *(Interview Result, 2023)*

This interview result directly addresses the creation of an inclusive learning environment. T3 observes that translanguaging makes students more active and comfortable in class, contrasting it with the potential boredom of an English-only approach. This finding supports how translanguaging contributes to a more engaging and inclusive classroom atmosphere.

> Guru 1: "Yang pertama mungkin manfaat utamanya dengan memberikan translanguaging merka lebih sangat memahami dibanding dengan mereka menggunakan Bahasa Inggris toh.. karena kebanyakan hanya dengan Bahasa Inggris kurang paham, jadi dengan adanya translanguaging dengan Bahasa daerah dan Bahasa Indonesia, mereka lebih mengerti".
>
> Translation:
> Teacher 1 (T1): The benefit of translanguaging is that students understand the learning material better because if learning is only monotonous in English, they will not understand the learning. Therefore, local languages dan Bahasa Indonesia are also used to provide understanding in English language learning.
>
> (Interview Result, 2023)

This interview result emphasizes the inclusive nature of translanguaging by highlighting its effectiveness in enhancing student understanding. T1 notes that using local languages alongside English helps students comprehend better, indicating that this approach is more responsive to students' linguistic needs and backgrounds.

> Guru 3: "Menurut saya sih..bagus pak karena disamping kita belajar Bahasa inggris, kita juga mempertahankan Bahasa daerah disini, mempertahankan identitas Bahasa lokal. Jadi menurut saya ini juga salah satu kiat atau pendekatan meningkatkan keterampilan berbahasa karena dengan penggunaan translanguaging ini yah…ketika siswa mengingat Bahasa daerahnya, mereka juga akan menambahkan kosakata-kosakata baru dalam pembelajaran Bahasa target dalam hal ini Bahasa inggris
>
> Translation:
> Teacher 3 (T3): "In my opinion… it's good, Sir, because besides learning English, we also maintain the local language here, maintaining the identity of the local language. So, in my opinion, this is also one of the ways or approaches to improve language skills because with translanguaging, when students remember their local language, they will also add new vocabulary when learning the target language. In this case, English."
>
> (Interview Result, 2023)

This interview result directly addresses the culturally responsive aspect of translanguaging. T3 emphasizes that this approach helps people learn English and maintain their local language identity. This finding supports how translanguaging creates a learning environment that values and preserves students' linguistic and cultural heritage while facilitating English language acquisition.

> Guru 2: "Kalau disini kita melihat, disamping juga guru sudah apa memberikan pembelajaran mencapai tujuan pembelajaran, namun kemudian

siswa juga mampu memahami pembelajaran-pembelajaran lebih baik".
Translation:

Teacher 2 (T2): "If we see, besides the teacher has already provided learning to achieve learning objectives, students can also understand the lessons better."
(Interview Result, 2023)

While this interview result is more subtle, it suggests that translanguaging helps create an environment where learning objectives are achieved more effectively so that students can understand lessons better. This finding implies that the approach is responsive to students' needs and enhances their ability to engage with the material.

Teachers' Challenges and Adaptations in Implementing Translanguaging

While promising, implementing translanguaging in rural English as a Foreign Language (EFL) classrooms in South Buton is challenging. This theme explores the various obstacles teachers encounter in adopting translanguaging strategies and the innovative ways they adapt their teaching practices to overcome these hurdles. As educators navigate the complexities of integrating multiple languages in their instruction, their experiences provide valuable insights into the practical realities of implementing this pedagogical approach in a linguistically diverse setting.

One of the challenges in implementing translanguaging is teachers' concerns about acquiring English, where students often act using Indonesian and local languages. With minimal frequency of English language practice in the classroom, it will undoubtedly affect maximum English language acquisition. Therefore, teachers must consider the classroom situation to balance Indonesian and local languages. For example, when giving examples of everyday conversation in English, the teacher tries to provide examples first of how it is used in Indonesian and local languages. Using these examples, teachers can give contextual reinforcement about what they experience in daily conversations at home and in the community. By delivering learning strategies like this, it is hoped that their learning experience will be more enjoyable and that their analysis and memory of English vocabulary can improve.

Despite these challenges, teachers demonstrate remarkable resilience and creativity in implementing translanguaging. They report developing innovative techniques to integrate multiple languages seamlessly into their lessons, such as using visual aids with multilingual labels or strategically code-switching to clarify complex concepts. Teachers also describe efforts to address student resistance by emphasizing the practical applications of English and motivating students through culturally relevant examples. As they gain experience with translanguaging, educators express growing confidence in their ability to navigate these challenges and optimize the benefits of this approach. Their adaptations and problem-solving strategies overcome immediate obstacles and contribute to their professional

growth, enhancing their effectiveness as language educators in this unique context.

Here are four relevant interview results related to challenges and adaptations in implementing translanguaging:

> Guru 1: "Oh…apa ya oh iya, contoh konkritnya mungkin, ketika kita memberikan teks bacaan dan mereka belum mengerti, untuk lebih cepat lagi mereka paham kadang saya berikan sesuatu gambar, yang mungkin disitu ada tertuliskan dua Bahasa yaitu Bahasa Inggris dan Bahasa Indonesia, nah ketika mereka belum mengerti Bahasa Indonesia, Bahasa Inggris, saya jelaskan lagi dalam Bahasa Cia-cia".

> Translation:
> Teacher 1 (T1): "Oh… an example might be, when we provide a reading text, and they don't understand yet, to make them understand faster, sometimes I give something like a picture, which might have two languages written on it, namely English and Indonesian. When they don't understand Indonesian or English, I will explain it again in Cia-cia."
> (Interview Result, 2023)

This interview result illustrates an adaptation strategy employed by T1 to overcome the challenge of student comprehension. The teacher uses visual aids with bilingual labels and further explains in the local Cia-cia language when necessary. This finding demonstrates how teachers creatively integrate multiple languages to facilitate understanding, adapting their methods to the student's needs.

> Guru 2: "Yah…contoh konkritnya itu kalau pengalaman kemarin itu ada sebuah kalimat yang mana kalimat tersebut bunyinya "Monita almost faltered in the krupuk race" yang mana siswa itu mereka tidak bisa memahami apa itu makna atau arti sebenarnya, kemudian saya contohkan dan jelaskan dalam Bahasa Indonesia bahwa "Monita hampir tersendat ketika ia mengikuti lomba makan kerupuk", dalam kalimat ini, mereka ada juga yang kurang paham apa itu "tersendat"sehingga saya memberikan lagi penjelasan dalam Bahasa daerah yaitu artinya "tongko'e", hampir "aidhepo natumongko'e". itulah contoh konkrit penggunaan translanguaging".

> Translation:
> Teacher 2 (T2): "Oh… a concrete example from yesterday's experience is that there was a sentence which reads 'Monita almost faltered in the krupuk race' where students couldn't understand what it meant, then I exemplified and explained in Indonesian that 'Monita hampir tersendat ketika ia mengikuti lomba makan kerupuk', in this sentence, there were also those who didn't understand what 'tersendat' means so I gave another explanation in the local language, which means 'tongko'e', almost 'aidhepo natumongko'e'. That's a concrete example of using translanguaging."
> (Interview Result, 2023)

This interview result showcases T2's strategy for addressing the challenge of explaining complex English phrases. The teacher demonstrates a step-by-step approach, translating into Indonesian and clarifying in the local language. This adaptation highlights how teachers navigate between languages to ensure comprehensive understanding.

> Guru 3: "Iya….contoh konkritnya seperti ini.. misalnya ada percakapan,

percakapan itu kan full English, jadi disitu, selama itu saya bacakan artinya kedalam Bahasa Indonesia, setelah itu saya menjelaskan dalam Bahasa cia cia, contohnya percakapan satu ini begini..begini...saya menjelaskan artinya kedalam Bahasa Indonesia kemudian saya mengartikannya dan menjelaskannya lagi ke dalam Bahasa cia cia untuk lebih memahami lagi karena siswa disini juga kan rata-rata Bahasa ibu atau Bahasa mereka dirumah itu Bahasa daerah dalam hal ini Bahasa cia cia".

Translation:
Teacher 3 (T3): "Yes... a concrete example is like this... for instance, there's a conversation, the conversation is in full English, so there, during that I read the meaning in Indonesian, after that I explain in the Cia-cia language, for example, this conversation one is like this... like this... I explain the meaning in Indonesian, then I translate it and explain it again in the Cia-cia language to understand it better because students here are also, on average, their mother tongue or their language at home, the local language, in this case, the Cia-cia language."
(Interview Result, 2023)

This interview result illustrates T3's approach to the challenge of teaching English conversations. The teacher adapts by providing explanations in multiple languages, recognizing the importance of students' mother tongue in the learning process. This finding demonstrates how teachers modify their instruction to bridge the gap between English and students' linguistic backgrounds.

Guru 1: "Translanguaging cocok untuk digunakan di daerah ini"

Translation:
Teacher 1 (T1): "Translanguaging is more suitable to be applied in this area."
(Interview Result, 2023)

While brief, this quote encapsulates an essential adaptation: recognizing and embracing the suitability of translanguaging for their specific context. It suggests that T1 has overcome initial challenges and found translanguaging an appropriate approach for their local educational environment, indicating an adaptive mindset in implementing this strategy.

These interview results provide evidence of the challenges teachers face in implementing translanguaging and the adaptive strategies they employ. They highlight how teachers creatively use visual aids, multilingual explanations, and context-specific approaches to overcome comprehension barriers and make English more accessible to their students. The quotes also demonstrate teachers' growing confidence in translanguaging as they adapt it to suit their unique classroom needs.

Discussion

The findings related to the perceived effectiveness of translanguaging in enhancing student learning in rural EFL classrooms align with the core principles of translanguaging theory as proposed by (Garcia and Kleyn, 2016). The teachers' observations of improved student comprehension and engagement when using multiple languages in instruction reflect the fundamental concept of translanguaging as a pedagogical approach that leverages students'

entire linguistic repertoire as a resource for learning. This finding assertion that translanguaging allows for a more holistic understanding of content by enabling students to draw on all their linguistic resources (García and Kleifgen, 2020; Ossa Parra and Proctor, 2021; Parra and Proctor, 2023).

The reported improvements in students' ability to grasp complex concepts and vocabulary when instruction incorporates their native languages alongside English resonate with Cummins's (1979) Common Underlying Proficiency model. This model posits that skills and knowledge acquired in one language can transfer to another, supporting the idea that using students' more vital languages can facilitate learning in their weaker language. The teachers' experiences provide practical evidence of this theoretical concept, demonstrating how translanguaging can bridge students' existing knowledge and new linguistic and conceptual learning in English.

Furthermore, the teachers' observations of increased student engagement and participation when translanguaging is employed align with the sociocultural perspective of language learning (van Lier, 2004). This theory emphasizes the importance of social interaction and cultural context in cognitive development. Translanguaging in these EFL classrooms creates a more culturally responsive learning environment, allowing students to engage more fully with the content and their peers. This finding supports Wei's (2018) argument that

translanguaging goes beyond code-switching to encompass learners' linguistic and cultural practices.

The positive impact on student motivation and reduction in anxiety reported by teachers aligns with Krashen's (1982) Affective Filter Hypothesis. This theory suggests that learners' attitudes, motivation, and emotional states can significantly affect language acquisition. Teachers may lower students' affective filters by creating a more comfortable learning environment through translanguaging, facilitating more effective language acquisition. This finding underscores translanguaging's potential as a cognitive tool and a means of addressing the psychological aspects of language learning (Jaspers, 2018; Wei and Ho, 2018; Rajendram, 2023).

However, it is essential to consider these findings in light of potential limitations. While the teachers' perceptions align with translanguaging theory, the lack of quantitative data on student outcomes makes it difficult to definitively measure the impact of translanguaging on language proficiency. Additionally, as Cenoz (2017) cautioned, there is a need to balance translanguaging practices with sufficient exposure to the target language to ensure optimal language development. Future research should quantify translanguaging's effects on short-term comprehension and long-term language proficiency and explore how to effectively balance translanguaging and target

language exposure in diverse EFL contexts like Buton Island.

The teachers perceive translanguaging as creating a more inclusive and culturally responsive learning environment. They highlight students' increased comfort and engagement, the preservation of local language and culture, and the enhanced understanding of this approach. Based on the interview, the teacher demonstrates that translanguaging goes beyond language instruction to create a classroom atmosphere that respects and incorporates students' diverse linguistic and cultural backgrounds.

Furthermore, the findings related to creating an inclusive and culturally responsive learning environment through translanguaging in rural EFL classrooms align closely with the theoretical foundations of translanguaging pedagogy of García and Wei's (2014) conceptualization of translanguaging as a transformative approach beyond language to encompass identity, culture, and learning is reflected in the teachers' experiences. Students reported increased comfort and engagement when allowed to use their linguistic repertoire. Translanguaging creates spaces for students to bring their whole selves into the learning process (García and Wei, 2014)

The teachers' observations of how translanguaging fosters a more relaxed and inclusive classroom atmosphere resonate with the concept of 'safe spaces' in language learning, as discussed by Canagarajah (2011).

Translanguaging reduces the anxiety and alienation associated with monolingual foreign language instruction by legitimizing students' mother tongues alongside English. This finding aligns with Norton's (1997) work on identity and language learning, emphasizing the importance of learners feeling valued and respected in their language-learning journey. The inclusive environment created through translanguaging on Buton Island seems to positively impact students' investment in language learning, as evidenced by increased participation and engagement.

Furthermore, the teachers' emphasis on maintaining local linguistic and cultural identities while facilitating English language acquisition reflects the dynamic nature of translanguaging, as described by Wei (2018b). This approach moves beyond the traditional dichotomy of first language versus target language, recognizing the fluid and interconnected nature of multilingual individuals' linguistic resources. The reported integration of local cultural references and the *Cia-Cia language* into English lessons demonstrates how translanguaging can bridge home culture and the target language culture, creating a genuinely intercultural learning space (Creese and Blackledge, 2010; Wang, 2019).

The culturally responsive aspect of translanguaging observed in these classrooms aligns with the principles of culturally sustaining pedagogy. By incorporating and valuing students' linguistic and cultural backgrounds, teachers facilitate language learning and support

the maintenance and development of students' cultural identities (Norton, 1997; Krajewski, 2011). This approach challenges the monolingual bias often present in EFL contexts and supports a more holistic view of language education that recognizes the importance of linguistic and cultural diversity.

However, it is essential to consider potential challenges in implementing such an inclusive approach. As Cenoz and Gorter (2020) note, tensions may exist between the desire to create an inclusive multilingual space and the need to provide sufficient exposure to the target language. Future research could explore how teachers navigate this balance and how the inclusive environment fostered by translanguaging impacts long-term language proficiency outcomes. Additionally, while the current study focuses on teacher perceptions, gathering student perspectives on the inclusive environment created through translanguaging could provide valuable insights into its effectiveness and potential areas for improvement.

The findings related to the challenges and adaptations in implementing translanguaging in rural EFL classrooms provide valuable insights into the practical realities of applying translanguaging theory in diverse linguistic contexts. The difficulties reported by teachers, particularly in balancing multiple languages and addressing initial resistance, align with what García and Wei,)2014) describe as the "tensions" inherent in translanguaging

pedagogy. These tensions arise from the need to navigate between the fluid language practices encouraged by translanguaging and the often-rigid language separation policies prevalent in many educational systems.

The teachers' strategies for adapting translanguaging to their specific context resonate with the concept of "translanguaging instinct" proposed by Wei (2018a). This instinct refers to the natural tendency of multilingual individuals to draw on their entire linguistic repertoire in communication and learning. The teachers' creative use of visual aids, multilingual explanations, and context-specific approaches demonstrates how they tap into this instinct to overcome comprehension barriers and make English more accessible to their students. This adaptive approach aligns with Canagarajah's (2011) view of translanguaging as a naturally occurring phenomenon that can be strategically harnessed for pedagogical purposes.

The reported challenge of balancing using local languages and ensuring sufficient English exposure echoes concerns Cenoz and Gorter (2017) raised about the potential trade-offs in translanguaging practices. While translanguaging theory emphasizes the benefits of leveraging students' entire linguistic repertoire, there is also a recognition that learners need adequate exposure to the target language for proficiency development. The teachers' efforts to navigate this balance reflect the ongoing debate about optimizing

translanguaging practices without compromising target language acquisition goals.

The initial resistance from some students and the need for teachers to develop new skills in managing multilingual classrooms highlights the transformative nature of translanguaging pedagogy, as García described. Implementing translanguaging requires changing teaching techniques and a fundamental shift in conceptualizing language and learning. The teachers' growing confidence and ability to adapt their practices over time suggest a process of professional growth emphasizing the importance of teacher agency in successful translanguaging implementation.

To overcome obstacles in implementing translanguaging, teachers can develop particular strategies that consider the balance of language use. One strategy is to implement a gradual approach, where teachers initially use the mother tongue or local language more often for complex concepts, then slowly increase the use of English as students' understanding increases. This strategy allows students to become familiar with the material without feeling burdened by language barriers. In addition, teachers can create lesson plans that include structured translanguaging moments, such as discussion sessions in the mother tongue or local language followed by short presentations in English, so that students are still encouraged to use both languages interchangeably comfortably.

However, the challenges reported also point to potential areas for further research and development in translanguaging theory and practice. As Otheguy, García, and Reid (2015) argue, there is a need for more empirical studies on the long-term effects of translanguaging on language proficiency and academic achievement. Future research could explore how teachers' adaptive strategies impact student outcomes over time and how professional development programs can better prepare educators to implement translanguaging effectively in diverse EFL contexts. Additionally, investigating how institutional policies and societal attitudes toward language use influence the implementation of translanguaging could provide valuable insights into the broader contextual factors affecting this pedagogical approach.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The research indicates that teachers generally perceive translanguaging as a practical pedagogical approach. They report improved student comprehension, increased engagement, and enhanced academic performance when implementing strategies incorporating English, Indonesian, and the local *Cia-Cia language*. This multilingual approach appears to bridge the gap between students' existing linguistic knowledge and the new language they are acquiring, creating a more accessible and understandable learning experience.

Furthermore, the study highlights that translanguaging creates a more inclusive and culturally responsive learning environment. Teachers observe that this approach reduces student anxiety, increases participation, and helps maintain local linguistic and cultural identities while facilitating English language acquisition. By legitimizing students' mother tongues alongside English, translanguaging fosters a more relaxed and comfortable learning atmosphere where students feel valued and respected for their linguistic and cultural backgrounds.

However, the implementation of translanguaging is not without challenges. Teachers report difficulties in striking the right balance between using multiple languages and ensuring sufficient exposure to English. They also encounter initial resistance from some students who may perceive English as irrelevant to their future or struggle with transitioning from traditional monolingual instruction. Despite these obstacles, teachers demonstrate remarkable resilience and creativity in adapting their teaching practices. They develop innovative techniques to integrate multiple languages seamlessly into their lessons, such as using visual aids with multilingual labels or strategically code-switching to clarify complex concepts.

The teachers' experiences and perceptions largely align with translanguaging theory, supporting concepts such as the Common Underlying Proficiency model and the importance of creating 'safe spaces' for language learning. The study suggests that translanguaging is particularly well-suited to the linguistically diverse context of rural Buton Island, offering a way to bridge students' home languages and cultures with English language instruction.

Notably, the research indicates that implementing translanguaging contributes to teachers' professional growth, enhancing their skills in managing multilingual classrooms and adapting pedagogical approaches to local needs. As they gain experience with translanguaging, educators express growing confidence in their ability to navigate challenges and optimize the benefits of this approach.

In conclusion, this research contributes to the growing body of knowledge on translanguaging in diverse linguistic contexts and offers practical insights for educators and policymakers in similar settings. It underscores the potential of translanguaging as a pedagogical approach in rural EFL settings while acknowledging its implementation's complexities and challenges.

Suggestions

Future research on translanguaging in diverse EFL contexts should prioritize longitudinal studies to assess its long-term impact on students' English proficiency and academic achievement in rural settings. Investigating students' perspectives alongside teachers' views would provide a more comprehensive understanding of

translanguaging's effectiveness. Additionally, exploring the optimal balance between translanguaging and target language exposure, particularly in linguistically diverse environments like Buton Island, is crucial.

As a practical recommendation, policy support from the government is needed to support translanguaging-based learning, for example, by holding teacher training in multilingual learning and adjusting the curriculum to support multilingual learning, especially in rural EFL contexts. Comparative studies between rural and urban EFL settings could identify context-specific benefits and challenges of this approach.

Finally, future research should consider how translanguaging can be integrated into standardized assessment methods and explore the potential of technology in supporting translanguaging in resource-limited rural settings. Quantitative studies measuring translanguaging's impact on student motivation, anxiety levels, and cultural identity preservation would complement the qualitative insights from this study, contributing to a more comprehensive understanding of translanguaging's potential and challenges in diverse EFL contexts.

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