

## EXPLORING TRANSLANGUAGING IN EFL CLASSROOM COMMUNICATION: INSIGHTS FROM LECTURERS' EXPERIENCES IN INDONESIA

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### Abstract

This study explores translanguaging practices in English as a Foreign Language (EFL) classroom communication based on the experiences and perspectives of three English Language Education Study Program (ELESP) lecturers from Universitas Negeri Gorontalo in Indonesia. Translanguaging, which involves the strategic use of students' native language alongside the target language, aims to enhance student comprehension in EFL learning. Using a qualitative descriptive approach, the study finds that translanguaging strengthens students' understanding, confidence, and participation, particularly when dealing with complex material. However, challenges arise in balancing the use of English and the native language, as over-reliance on the native language may hinder long-term English fluency. This research contributes to understanding the effects of translanguaging in EFL teaching in Indonesia and provides recommendations for educational practitioners.

**Key words:** translanguaging, EFL classroom, native language, lecturer experiences, lecturer perspectives, student comprehension

### INTRODUCTION

Translanguaging involves the strategic use of various languages in education to harness students' diverse linguistic skills, allowing them to utilize their entire language repertoire during the learning process. This approach is more crucial in multilingual countries like Indonesia, where a numerous of local languages coexists alongside Bahasa Indonesia and English. Indonesia is home to over 700 languages, including Javanese, Sundanese, and Balinese, which play vital roles in daily communication and ethnic identity. Bahasa Indonesia serves as the national lingua franca, fostering unity among different linguistic groups, while English is primarily taught in educational settings and is associated with modernity and global communication.

The practice of teaching English as a Foreign Language (EFL) in Indonesian context is full of challenges as the students lack EFL exposure out of classrooms. In EFL practice, it is important that both English and the learner's native language are combined in order for learners to comprehend the target language. In this context, the lecture's attitude and practices towards translanguaging concepts are vital in determining its success. Thus, this study intends to find out the lecturers perceive and the practice of translanguaging to