

Students' Attitude Towards Translanguaging Practice in Indonesian EFL Classes

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ABSTRACT

The multilingual world demands educational stakeholders to adjust by embracing multilingual pedagogies. Translanguaging is deemed a prominent language practice in educational settings, especially in the EFL class. However, the practice still obtains criticisms. Many scholars point out challenges in implementing classroom translanguaging. Therefore, studying attitudes, precisely students' attitudes, becomes significant at this point because it helps to reveal how students' feelings and thoughts of translanguaging practice are based on their learning experience. Further, their attitudes can be considered in the classroom decision-making regarding whether to trans language or not to trans language. The present study will generally continue what previous scholars have done in a new context and methodology. This study investigated students' attitudes towards student- and teacher-directed translanguaging in Indonesian EFL classrooms. The participants were 40 grade VIII students from two EFL classes of a private boarding school located in East Nusa Tenggara, Indonesia. The data was collected using online questionnaires consisting of close-ended and mainly open-ended questions. The result showed that most students expressed negative feelings toward students-directed translanguaging. Meanwhile, teacher-directed translanguaging was more acceptable, as indicated by most students who had positive feelings towards their teachers' translanguaging. Students' arguments and comments were also interesting to be noticed. These findings shed light on a multilingual pedagogical practice and further research, which we would like to discuss further within this article.

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1. INTRODUCTION

In this multilingual world, people live in communities where they use various languages to communicate with others, either spoken or written. Along with technological development, advanced transportation modes, and more accessible internet access, the boundaries among communities and countries become blurred, and the frequency of cross-communities communication increases. In these particular situations, we can easily find more people alternating their speech style, languages, and dialects separately or mixed with varying competence depending on the different social contexts and conversations (Maher, 2017). Written messages and information in mixed languages are prevalent in our linguistic landscape, such as announcement boards, graffiti on walls, visual advertisements on TV, song lyrics, etc. As a result of this phenomenon, we may witness so many children with unusual talents that allow them to become bilinguals and polyglots regardless of how they have been exposed to various linguistic sources (Jacobson, 1990). Those children can communicate in various languages drawn from their enriched linguistic repertoire, and the number of these typical children may increase over time.

This increasingly multilingual environment triggers more adjustments, including in the educational system, concerning the present and future needs of the students. The form of adjustment can be seen in bilingual education with its varieties and aims implemented in many countries around the globe. Some bilingual education models were labeled as weak and some as strong forms, which depend on the typical type of child, the language of the classroom, societal and educational aim, and aim in language outcome. While the weak forms lead the students to be monolingual or limited bilinguals, the more robust form purposely leads them to be bilingual. During acquiring and studying a target language, students' L1 is appreciated and strengthened (Baker, 2001). The strong forms of bilingual education are well accepted in many countries. In Singapore, the present bilingual policy requires Singaporeans to be proficient in English and one of the three official Mother Tongue Languages, namely, Mandarin, Malay, and Tamil. However, it is believed that Singapore will need a more complex language policy and planning for the long-term policy to meet global requirements and achieve educational success (Catherine, 2014). In China, since 2002, the government of the People's Republic of China has designed a variety of language policies in education to foster trilingualism in some ethnic minority groups of its provinces, covering the ethnic minority language, Chinese and English (Adamson & Feng, 2014). From those examples, we can see a growing multilingual awareness of the global citizens to accommodate languages as resources to preserve their local, national, and global identities instead of feeling threatened by the languages' presence and forcing one language only.

Another similar idea to adapt to the multilingual environment through education is the multilingual pedagogy that matches national and global requirements. According to Garcia and Flores (2012), multilingual pedagogy is the way of teaching and learning in the twenty-first century that covers social justice and students' participation. It must include the language practices of students, and support their diverse language practices in order to obtain meaningful participation in education, something that cannot be fulfilled in monolingual education and even some types of multilingual pedagogy such as foreign language pedagogies, second language pedagogies, and traditional bilingual education programs. They are no longer sufficient when classrooms are highly heterogeneous linguistically (Garcia & Flores, 2012). Hence, a new type of bilingual education program termed dynamic bi/plurilingual programs is introduced. It relies on fluid language practices or what has been called translanguaging.

According to Garcia and Wei (2014), translanguaging refers to a complex discursive process involving students and teachers using all students' language practices. This process can develop language skills and, at the same time, prompt a better understanding of the subject matter being studied (Baker, 2001). However, the potential benefits of translanguaging do not put it away from criticism. Many scholars still argue that translanguaging in schools may face challenges such as institutional policy, assessment complexity, confusion, super-diversity of language, etc. (Canagarajah, 2011; García & Wei, 2014; Ticheloven et al., 2019; Vaish, 2019). Those potential challenges may inhibit students in their learning as well.

This dichotomous view is captured among scholars, teachers, and students who frequently experience translanguaging in their daily teaching and learning. It is revealed through the studies of teachers' and students' attitudes towards translanguaging practice in different parts of the world. However, the studies of teachers' attitudes towards translanguaging are less complete without investigating students' attitudes towards the same attitudinal object. Students' emotions and thoughts based on their experience with translanguaging are significantly needed to be valued for every decision making and classroom language policy, whether to trans language or not trans language.

In the past six years, studies of students' attitudes towards translanguaging practice in the classroom have been an interesting case. A case study and survey analysis in a Puerto Rican University undergraduate psychology classroom showed that overall, students' perception was neutral to positive related to their lecturer's translanguaging (Rivera & Mazak, 2017). The vast majority of students deemed translanguaging directed by their lecturer as appropriate, standard, and respectful, among other answers. Furthermore, a descriptive quantitative study was conducted in the USA to examine how graduate students perceive translanguaging. The study once again showed that students' beliefs about translanguaging were highly positive, especially in social settings and L2 learning (Moody et al., 2019). Translanguaging use in L2 learning was seen as a helpful and essential tool despite students being neutral towards language instructors' translanguaging. In China, Wang revealed that university students' attitudes towards monolingual and multilingual approaches were nearly equally divided. Whether it was their desired language use, actual language use, or desired language use for their teachers, those students performed no significant gap. Half might support Chinese-only and L1s- only, while the other half might like Chinese-English and Chinese-L1s (Wang, 2016). In general, those studies indicated that translanguaging was almost well accepted in many contexts where most participants tend to be receptive to translanguaging practice. Another qualitative study conducted in South Africa tried to find out university students' perceptions about the use of translanguaging to understand academic concepts. Participants affirmed that with translanguaging during group discussion, understanding of complex academic concepts in English texts could be enhanced. It could be a valuable tool to enhance reading comprehension in a multilingual classroom despite having spoken more than three languages (Mbirimi-Hungwe, 2021). Once again, it was apparent that participants expressed their positive stance on translanguaging. Language diversity was not seen as a problem but a resource maximized in learning.

Realizing the openness and positive students' responses to translanguaging from the previous studies, the researcher was interested in conducting a similar study in the Indonesian EFL (English as Foreign Language) context with its' all complexities. As a foreign language instruction, English has been taught in Junior and Senior High schools, which are equivalent to secondary and tertiary education, where sometimes more than one foreign language is taught to students, i.e., Mandarin, French, German, etc. The purpose of foreign language teaching was to add a new language to another social and national context. Garcia and Flores (2012) claimed that foreign language pedagogies are based on a monologic ideology that assumes that legitimate linguistic practices are only those enacted by monolinguals and that foreign language acquisition is linear and always sequential (Garcia & Flores, 2012).

In the Indonesian EFL context, studying students' attitudes towards translanguaging becomes more interesting because of students' various language backgrounds that enable them to speak Indonesian, indigenous language, and English in their EFL classroom. Unlike the previous studies abroad, Rasman (2018) identified the negative attitude toward translanguaging from Indonesian young English learners, which was influenced by a broader socio-political context of the country (Rasman, 2018). Although translanguaging facilitated students to scaffold and understand a new vocabulary, language ideology and constructed language status could become a challenge in achieving the potential benefits of translanguaging in learning English.

This present study will continue what previous researchers have done in different parts of Indonesia and different methodologies. Students may speak English, Indonesian, and more than one indigenous language in a multilingual EFL classroom located in East Nusa Tenggara. Moreover, the data collection

technique will rely on participants' verbal expression of feelings towards translanguaging used by themselves and their EFL teachers.

2. METHODS

The participants were 40 grade VIII students from two EFL classes of a private boarding school located in East Nusa Tenggara. They were all young male learners aged between 12 and 15 who had learned English primarily for about two years. A few of them had a more extended period of learning English since elementary school. All participants spoke Indonesian, while 11 of them spoke their indigenous languages. Based on their origin, their indigenous languages might be one of the following: Ende, Kupang, Lio, Manggarai, Nagekeo, Lamaholot, Ngada, Palue, and Sikka. The participants were chosen based on particular considerations related to the present research aims. The criteria employed to select the participants were EFL students who had direct experience through repeated exposure to translanguaging and were open to sharing their personal feelings and thoughts about the practice of translanguaging in their EFL class.

This study was eventually a part of more extensive research on attitudes involving teachers' interviews and classroom observation. Still, this study would rely on students' questionnaires due to the need to answer both research questions. The questionnaires were intended to reveal students' attitudes through their verbal expression of feelings regarding student- and teacher-directed translanguaging (Cenoz, 2017; Jones, 2017; Lewis et al., 2012). The questionnaires consisted of two main sections with close-ended and open-ended questions employed. The first section was intended to reveal students' names, origins, languages other than English, and the duration of learning English. The second section mainly investigated the students' attitude toward translanguaging practice. In this second section, open-ended questions were used to give more space for students to express their feelings which some arguments might follow if they want it.

With permission from the school principal and EFL teachers, the participants were asked to fill in the online questionnaires described previously. All participants submitted their responses as expected. The data collected from the questionnaires were analyzed following these main activities: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. During the first activity, emotion coding was employed to infer the participants' emotions recalled and experienced (Miles et al., 2014). Then, those emotions were grouped into a more common attitude category as positive and negative. A sentence or answer that was not marked as a positive or negative evaluative term was deemed mixed. Moreover, students' arguments regarding their feelings towards translanguaging practice were recorded in a table of arguments. They supported these results, tables, charts, and excerpts gained from the analysis process of the questionnaires from the 40 participants.

3. FINDINGS AND DISCUSSION

Students' Attitude towards Student-directed Translanguaging

The following table compares students' attitudes towards translanguaging they used to practice in the EFL classroom.

Table 1. Students' attitude toward student-directed translanguaging

	Attitudinal Disposition	Response
Q1	Positive attitude towards student-directed translanguaging	8/40 (20%)
	Negative attitude towards student-directed translanguaging	29/40 (72,5%)
	Mixed response	3/40 (7,5%)

The Positive Attitude towards Student-directed Translanguaging

Of 40 students, only eight students had positive feelings towards their translanguaging. The eight students expressed favorable emotions towards student-directed translanguaging such as convenient, pleasant, and supportive. Seven of those eight students could provide arguments about their feelings, while one student did not respond. The seven students argue that using their existing languages could assist them: answering questions and responding to the question quickly, communicating better, explaining the idea and being understood by others, raising questions, saying what has thought appropriately, scaffolding whenever they have difficulties, and to understand each other.

This finding shows the opposite trend from some studies abroad. While those studies find out the majority of university students, tend to perform a positive attitude toward translanguaging for their L2 learning, increasing their understanding of complex academic concepts during discussion using translanguaging, and scaffolding (Fang & Liu, 2020; Mbirimi-Hungwe, 2021; Moody et al., 2019), only a few numbers of the young learners in Indonesia express the positive attitude. However, the arguments provided by those few numbers of students are supported by the theories and other research. The most well-known benefit of translanguaging is to scaffold. Students in the early stages of using L2 need language scaffolding. It is claimed as the core of bilingual pedagogical strategy for emergent bilinguals or those who are acquiring a new additional language (Lewis et al., 2012). Some students may independently scaffold to solve the given task during a group discussion (Rasman, 2018). It was proven that until the use of languages other than English, namely Javanese and Indonesian, the task was unsolved, and the students did not realize the mistranslation they had done. On another occasion, a student employed independent scaffolding to elicit a better understanding of an English text. The student always read corresponding passages in Japan whenever it was not understood in English (García & Wei, 2014).

Moreover, Garcia and Wei (2014) assume that students must desire to participate in learning. Classroom interaction involving discussion, rising, and answering questions is desirable for the students. Existing languages could significantly support the students, especially those with low proficiency in the target language, to support that classroom interaction. Sometimes, students may already know something about the given questions or topics raised by the teacher. Still, as emergent bilinguals, students have difficulties expressing what they truly know in the target language. In this situation, translanguaging could be a bridge to activate their prior knowledge (García & Wei, 2014; Hardigree & Ronan, 2019), perform it better, and at the same time be understood by peers.

Rather than being in trouble, many bilinguals can understand each other without too much difficulty. In South Africa, four university students revealed that they did not face any challenges communicating with their group members in many languages because they could speak fluently in more than 3 official languages legitimized in that country (Mbirimi-Hungwe, 2021). Otherwise, they affirmed that those languages they spoke could be resources to facilitate meaning-making and knowledge construction. Using their existing languages, the understanding between students was mediated by each other (García & Wei, 2014) about the problematic academic concept written in English.

Interestingly, despite the present research finding out the positive evaluation and arguments from a few students, two students in this group still provided negative comments regarding using their indigenous languages in the EFL classroom. For example, student 6 said, *"I feel it easier if I speak Indonesian because when I explain something, my friends could understand it easily, but if I speak my indigenous language, many would not understand."* The student revealed the benefits he obtained through translanguaging, which facilitated him to perform his knowledge and be understood by other peers. The use of Indonesian was seen as a valuable strategy to communicate. However, at the same time, he did not see the use of his indigenous languages could be supportive as the use of Indonesian. Indigenous language diversity in his class might hinder mediating understanding in student-student interaction, as what happened in South Africa (Mbirimi-Hungwe, 2021). Through the questionnaires, we knew that all participants might be fluent speakers of Indonesian, but only 11 of 40 students could

speak their indigenous languages. Moreover, every 11 students might only speak one of the nine possible indigenous languages in the EFL classroom. This language superdiversity was a significant challenge in employing translanguaging (Vaish, 2019).

The Negative Attitude towards Student-directed Translanguaging

Most students in the present study had negative feelings toward student-directed translanguaging. 29 of 40 students tend to be unfavorable towards their translanguaging. They said they felt embarrassed, inappropriate, inconvenient, not good, odd, and guilty when they used languages other than English in the EFL classroom. These emotions were sorted based on the most frequent emergence from the responses. 11 of those 29 students supported their statements of feeling with arguments, while the other 10 did not provide any reasons. The 11 students insisted that the EFL class should use English only. The use of languages other than English indicated their mistake and lack of English proficiency, which could differentiate them from others.

Indonesian students' negative attitude towards their translanguaging was revealed earlier by the previous study conducted by Rasman (2018). The analysis of students' interactions involving Indonesian, Javanese, and English was captured when students laughed at the Javanese words "*ojo turu*" (*do not sleep*). Those words were not funny at all. Hence, the laughter was interpreted as a sign of undesirable and inappropriate classroom language (Rasman, 2018). The negative attitude also resulted from another study in Singapore. An interview with a student reflected on how the student perceived that his mother tongue was annoying and should not be the first to speak (Vaish, 2019). The first language which should be spoken was English. Those two previous results were reinforced in the present research, which found that the student majority possessed a negative attitude through their expression of feelings where they felt embarrassed, inappropriate, inconvenient, not good, odd, and guilty as they used languages other than English in the EFL classroom.

Furthermore, from the arguments provided by the participants, it became apparent how monoglossic ideology was still deeply rooted in students' minds. Students in the present study tended to assume that legitimate linguistic practices were only those enacted by monolinguals. Hence, they perceived that the EFL class should use English only. The use of languages other than English was seen as a mistake and a lack of English proficiency. For example, Student 6 said, "*I feel that I had made a mistake,*" reflecting his guilt when using Indonesian and his indigenous language in the EFL class. If the previous study indicated the guilt of translanguaging experienced by teachers (Zhang et al., 2020), the present study found the same guilt felt by students. The students already had the doctrine of correctness in language. The correct structure to communicate was associated with the way monolinguals did. Subsequently, they just did not want to deviate from the standard use of English. It could differentiate them from others in an ideal monolingual community that they imagined for themselves.

Students' Attitude towards Teacher-directed Translanguaging

The students' attitudes towards translanguaging performed by their EFL teachers can be seen in the following table.

Table 2. Students' attitude toward teacher-directed translanguaging

	Attitudinal Disposition	Response
Q2	Positive attitude towards teacher-directed translanguaging	20/40 (50%)
	Negative attitude towards teacher-directed translanguaging	17/40 (42,5%)
	Mixed response	3/40 (7,5%)

The Positive Attitude towards Teacher-directed Translanguaging

Regarding teacher-directed translanguaging, half participants had positive feelings. Twenty students expressed favorable emotions as they mentioned that they felt their teachers' use of languages other than English as something appropriate, better, convenient, pleasant, and supportive. One student

felt curious, primarily when the teacher used his/her indigenous language. Moreover, nineteen students of this group argued that their teacher should employ translanguaging: to explain complex teaching materials, to help the low English proficiency students, to make them understand explained materials, and to understand what was said by the EFL teachers, which might refer to classroom instructions, concepts or other teaching materials. One student did not provide any arguments.

Compared to their use of translanguaging, teacher-directed translanguaging is more desirable. If previously the student majority felt hostile towards their translanguaging practice, they are more open if their EFL teachers use languages other than English in the EFL classroom. Interestingly, Fang and Liu (2020) revealed an almost similar pattern (). Despite participants of their study, who are university students, tend to be positive towards translanguaging directed by both students and teachers, there is still a gap where the overall mean value of acceptance for teacher-directed translanguaging is slightly higher than student-directed translanguaging. Teachers' translanguaging is more appreciated, especially to explain concepts and helpless proficient students, while the gap between both mean scores may be caused by students' desire to practice more English and be familiar with it (Fang & Liu, 2020). Students in a Puerto Rican university express another acceptance of teachers' translanguaging. Translanguaging employed by their bilingual lecturer is assumed as something appropriate, regular, and respectful (Rivera & Mazak, 2017).

In the present research, arguments from the student majority who have positive feelings towards teacher-directed translanguaging align with what scholars' said. Most scholars assert the importance of teachers' translanguaging while teaching emergent bilinguals. According to Garcia and Wei, teachers need to trans language as it covers some discursive functions: involve and give voice, clarify, reinforce, manage the classroom, and extend and ask questions (García & Wei, 2014). However, other research reports that teachers' translanguaging is not used for discursive purposes only but is more essential in concept/language point explanation in the EFL class. It can be used to check students' text comprehension written in English, content knowledge localization, instruction reinforcement, and creation of class rapport/to establish more friendly relations among teachers and students (Fang & Liu, 2020).

Meanwhile, Wang put the teacher's translanguaging function into two categories: explanatory strategies and managerial strategies. As explanatory strategies, the teacher uses translanguaging to scaffold classroom activities such as explaining and elaborating grammar rules and lexical uses, translating new words, and interpreting cultural meaning. Managerial strategies mean the teacher enacts translanguaging to provide operational classroom instructions such as giving instructions for an activity, giving feedback, praising, disapproving, checking the comprehension of learning content, and planning assignments (Wang, 2016).

The student majority in the present research expected their teacher to trans language because of both functions of translanguaging. They argued that the EFL teachers would need translanguaging to explain the inappropriate teaching materials, which could not be understood in the "English only" explanation. They could more understand what was being taught if teachers used their existing languages. Instructions delivered in Indonesia were desirable as they facilitated them to keep up the lesson and understand what to do in class. Moreover, teachers' translanguaging was assumed to support students with low English proficiency. That practice involved the whole class in the teaching and learning process, even those who are not so good at English. They would have the chance to access the essential information, participate and respond appropriately to the given instruction.

Even though the student majority had positive feelings toward teacher-directed translanguaging and supported by arguments, some students of this group behaved differently towards using teachers' indigenous languages. Eight students recognized that the teacher's Indonesian use could help them learn, but they never mentioned indigenous languages in their comments. For example, Student 12 said, "I am happy when my EFL teachers explain something in Indonesian. I can understand it." Responding to what they felt about their EFL teachers' use of Indonesian and indigenous languages, the students felt happy

with the teachers' use of Indonesian but involving teachers' indigenous languages might be undesirable because it did not exist in the student's comments.

Comments from another student revealed his negative attitude towards teachers' use of indigenous language. *"English lessons become easier for me, and I can understand it when teachers explain using Indonesian, but I feel it is funny when teachers speak indigenous languages. You should not use indigenous languages in school."* The student argued that teachers' use of Indonesian facilitated him in understanding the explained materials. Otherwise, the teachers' use of indigenous language was funny for him. It was inappropriate to be used in school, especially in the EFL classroom. In other words, translanguaging was accepted as long as it used the language of schooling, namely Indonesian, but involving all linguistic repertoire, including indigenous languages, was unacceptable.

According to Rasman (2018), Indonesian students' negative attitude toward using indigenous language in the EFL classroom derives from their constructed language status, influenced by a broader socio-political context (Rasman, 2018). The hierarchy of language status of English, Indonesian and indigenous languages is apparent here. Teachers' use of English in the EFL context is felt appropriate as it is the target language. Using Indonesian to scaffold activities or explain materials is desirable because it is the language of schooling, and almost all students speak Indonesian. Still, the use of indigenous language cannot be accepted. Indigenous languages should be practiced at home only. Using it at school may indicate that you are a less educated person.

The Negative Attitude towards Teacher-directed Translanguaging

Almost half of the students expressed negative feelings towards teacher-directed translanguaging. Of 40 student participants, 17 students felt it was funny, inappropriate, inconvenient, not excellent, and odd when their EFL teachers translanguaging using languages other than English in the EFL classroom. While six of those 17 students argued why they felt negatively towards teachers' translanguaging, the other 11 students did not support their expression of feelings with any arguments. The six students resisted the teachers' translanguaging because they believed that the EFL class should use English only. They should be familiarized with English. There were indigenous languages diversity which might inhibit students' understanding of teachers' indigenous languages.

From those arguments, the English-only ideology still becomes a challenge to accept their teachers' translanguaging. The second reason is that students need to receive more English exposure to familiarize themselves with the target language. Some English teachers from another study support students' demand for more English exposure. Although translanguaging is perceived as a beneficial practice, they must ensure that the students are exposed to English. It is essential to prioritize English in an English class (Galante, 2020). In the situation where both students and teachers require more English than other languages, translanguaging may be a language practice that is avoided.

The third argument highlights the indigenous language diversity in the EFL class. For example, Student 2 said, *"I feel inconvenient when teachers mix Indonesian and their indigenous languages because of indigenous languages diversity. It is better if they mix Indonesian and English."* This student might not speak a similar indigenous language to his EFL teachers. He felt inconvenient because he might not understand the teachers' indigenous language. Hence, he suggested a mix of Indonesian and English be used.

Student 2's preference for teachers' use of Indonesian and English only is intended to accommodate him and other students who speak different indigenous languages from the teachers. As revealed through the questionnaires, Indonesian as the language of schooling is spoken by all students. Students will encounter fewer problems when the teacher trans language using Indonesian and English. However, when the teachers impose their indigenous languages, it may risk creating misunderstanding in teacher-student interaction and slowing down the lesson. Tichloven et al. (2019) add that when students can already speak the language of schooling fluently, translanguaging strategies involving the home languages require more time and effort to mediate understanding between each other while the scaffolding strategy is eventually already fulfilled with the language of schooling (Ticheloven et al., 2019).

4. CONCLUSION

In the Indonesian EFL context, students' attitude towards translanguaging practice is interesting to be observed through their verbal behavior. When it is about student-directed translanguaging, the student majority tends to feel it negatively with various arguments which are primarily not supported by adequate theory or literature but derive from their embedded monoglossic ideology. Even the limited numbers of students who felt positive towards students' translanguaging practice still problematize the use of their indigenous languages in the EFL classroom because of the diversity of their indigenous languages. Meanwhile, regarding teacher-directed translanguaging, most students feel it is more acceptable because it serves them to understand what is said by the EFL teachers. They can fully understand classroom instructions, concepts, or other teaching materials delivered through translanguaging strategies. Moreover, students with low English proficiency can still have an equal opportunity to keep up the lesson and access the essential information during class when the teacher trans language. Regardless of their positive feelings towards teacher-directed translanguaging, more than half of the student participants in this group once again expressed a negative attitude towards teachers' use of indigenous languages.

There is an obvious pattern performed by the students who have positive feelings towards both students and teacher-directed translanguaging. Some of them still undervalue the use of indigenous languages. This pattern indicates that neither student-directed translanguaging nor teacher-directed translanguaging is favorable for the student majority as long as indigenous/home languages are included. They still perceive indigenous languages as problems rather than learning resources that can be maximized for learning a target language. This finding contributes to the future direction of translanguaging studies, especially about how to deal with real-world situations. The full use of students' and teachers' linguistic repertoire seems complicated considering language super-diversity and negative attitudes towards indigenous languages. The next issue to be studied further is how to change multilingual students' guilt of practicing translanguaging in the EFL classroom.

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