

Translanguaging as Pedagogical Practice: Insight from Indonesian EFL Classroom



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ABSTRACT: This study investigates the translanguaging as a pedagogical practice employed by English language teacher and students in EFL classroom, focusing on the reasons employed by teachers and students, the benefits and challenges encountered, and the achievement employed by teachers and students in English subject. Utilizing a case study design, this research involved in-depth interviews with English language teachers and students, complemented by classroom observations supported by document analysis to gather comprehensive insights. The study was conducted with a sample of 2 English language teachers and 6 students from MTSN 2 Kuantan Singingi. The findings reveal that the practice of translanguaging has a positive influence on English learning in EFL class from both teacher and students. The practice of translanguaging can accommodate both teacher and students' language differences and as a form of preserving culture. The benefits identified include enhanced student engagement, accelerated learning comprehension through boosted creativity, and the development of an interactive learning environment. Challenges such as mismatch between target language and local language and time consuming in the literacy multilingual class. The study underscores the necessity of addressing these issues and highlights the importance of translanguaging in EFL classroom for their knowledge, background, and mother tongue are important to their education. This will make them become more active and use both languages. In other words, they'll feel motivated.

KEYWORDS: Translanguaging as Pedagogical Practices, Multilingualism, EFL Classroom

I. INTRODUCTION

Translanguaging is an emerging concept for language exercise. In the multilingual study of education, translanguaging appears as a sort of monolingual shift towards multilingual ideology (De Meulder et al., 2019). This shift is influenced by several factors, including global migration, internalization of education and increased mobility of students resulting in language and cultural diversity in the classroom around the world (Fang et al., 2023). Otherwise, with the development of time, the attention of scholars today is focused on the use of students' native languages in the learning of the target language (Zheng & Drybrough, 2023). The word translanguaging was first used by Cen Williams in 1994 with the Welsh term *trawsieithu* which was developed in Welsh education to refer to the pedagogical practice of bilingual education. The term translanguaging refers to the use of language teaching strategies based on the learners' linguistics repertoire (Cenoz & Gorter, 2022). (Guo & Gao, 2023) stated translanguaging by Cen Williams defined bilingualism is a cognitive process in which students connect deeply with two languages. Therefore, in this study, the researcher employs the concept of translanguaging as a pedagogical approach to describe a language practice where the teacher utilizes the more proficient languages to enhance the weaker language. This approach requires a thorough comprehension of the meaning and can lead to improved proficiency in both languages (García & Wei, 2015).

Translanguaging integrates, extends, and makes use of students' everyday languages and school languages (Wang, 2022). Therefore, translanguaging as a pedagogical practice not only helps in understanding the learning content but also help the minority languages develop through learning the dominant language. Moreover, the concept of translanguaging can be applied in various educational environments that include a wide range of students with different backgrounds (Wen et al., 2021), including in the MTSN 2 Kuantan Singingi context.

Considering the issue of multilingual in EFL classroom, there are still many obstacles found in the teaching and learning practice. In the classroom context, individuals' main resources in language teaching and learning come from their full repertoire that involved in the communicative and cognitive practice (Kirsch & Mortini, 2023). However, most EFL classroom aim to make

Translanguaging as Pedagogical Practice: Insight from Indonesian EFL Classroom

students have native like English proficiency. For example, the English teacher requires the use of full L2 or the target language in learning which makes students more likely to become confused and passive in the classroom (Inci-Kavak & Kirkgöz, 2022). It also resulted in the limited use of teacher or students' full linguistics repertoire. In addition, in language learning student are not only asked to listen and received new content, rather of a new language (Zhou et al., 2020). This is contrast to the reality that occurs in many classrooms where students tend to be passive due to the limitation of language source in the target language. Also due to English is not widely used outside the context of the classroom. Therefore, the language used in the classroom different from the language they use in their daily interaction (Sutrisno, 2023). By considering the recent issue, the aims of learning the target language cannot even be achieved, which can result in students' failure (Munirah et al., 2021).

II. METHOD

This research employed a descriptive case study design that focuses on understanding the process of how participants experience and interacts with certain phenomena (Creswell, 2013). A descriptive case study based on the categorization by Ridder (2017) aim to provide a detailed description and in-depth understanding of a phenomenon or case in the research. A case study is a bounded system that includes individuals, entities, contexts, and institutions that contain social activities whose boundaries are determined by the interest of the researcher and ability of the researcher to choose the appropriate methods and tools to the case in the study (Rothgangel & Riegel, 2022).

This research was conducted in MTSN 2 Kuantan Singingi in the academic year of 2023/2024. This school in Kuantan Singingi implements the Emancipated Learning Curriculum. The selection of the educational institution was based on its esteemed reputation and its potential to accommodate students from diverse learning profiles and the decision to choose the school was made by considering that the school fits the requirements and needs of the research.

Two out of the five English teachers were deliberately chosen to take part in this research, based on the theoretical framework established by (Berlianti & Pradita, 2021). The chosen teachers demonstrated a deep understanding of the complexities of translanguaging, which involves offering students the chance to communicate and enhance their comprehension. Students may employ translanguaging as a tool to articulate their opinions during classroom interactions. Translanguaging facilitates classroom engagement by reducing the need for teachers to spend excessive time explaining or searching for simple words to clear any misconceptions that may develop during the teaching process.

III. RESULT AND DISCUSSION

1) Translanguaging as Pedagogical Practice

This section presents the result of the classroom observation, interview, and documentation, which aimed to explore the practice of translanguaging, the teacher and students' reasons for translanguaging in the multilingual EFL classroom, perceived benefits and challenges of integrating translanguaging as pedagogical practice from the teachers' perspective and the extent practice of translanguaging has helped both teachers and students in the students' achievements in English as a subject.

TABLE 1. MAIN THEME AND SUB-THEME

| Main theme | Sub-theme |
|--|---|
| Translanguaging in language teaching: Teachers | Teacher's beliefs about students' language practice |
| | Teacher's classroom language |
| Translanguaging in language learning: Students | Students' beliefs about translanguaging |
| | Students' classroom languages |

a) Translanguaging in Language Teaching: Teacher

Sub-theme 1. Teacher's beliefs about students' language practice

The Indonesian language is often used in grade 7 because the average students has never received English lessons in their previous education. Therefore, they are beginner learners in learning English. For this reason, the teacher did not use fully English and did not emphasize the use of fully English in English classes

Translanguaging as Pedagogical Practice: Insight from Indonesian EFL Classroom

Sub-theme 2. Teacher's classroom language

The teacher used a variety of languages in the classroom including English, Indonesian, and local languages (Taluk language).

T : Nah kalau Miss bilang 'what is it?' kalian harus jawab 'this is a book' Mengerti? terus sekarang kalian **gonggam** pena masing-masing, perhatikan ya 'what is it?' kalian jawab apa?"

The excerpt from the classroom observation show the teacher chose to use the word '**Gonggam**' (speech accuracy) to refer to a general term that refers to the pronunciation of a letter in local language. The word '**gonggam**' (speech accuracy) seen from the context of its use in this excerpt is used to distinguish to words which almost have the same pronunciation i.e. the words 'Hold' or 'Holding something'.

b) Translanguaging in Language Learning: Students

Sub-theme 3. Students' beliefs about translanguaging

According to students', the teacher did not make language rules in class. The teacher did not emphasize the use of a particular language in the classroom but provide space for the students to use the language they have for learning purpose. In the other word, students have opportunities to be able to use the language according to their respective language abilities.

Sub-theme 4. Students' beliefs about translanguaging

N : "Yaa kau ha. **Wa'ang batanyo den manjawab. Copek kita tes lancar ndak**"

M : "Can I have a ruler, please?"

From the excerpt, it can be seen that N used several local language words, namely the use of the words '**Wa'ang**', '**batanyo**', '**den**', '**copek**' and '**ndak**'. Based on the Taluk - Indonesian dictionary, the word '**Wa'ang**' in Taluk language means 'Kamu' (You), '**batanyo**' in Taluk language means 'Bertanya' (Ask). Likewise, the word '**den**' also comes from the Taluk language which means '**Saya**' (I'm). As for the word '**copek**' means 'Cepat' (Fast). However, in that context of the communication above '**ndak**' here means 'Tidak' (No) in Indonesian. The excerpt demonstrated that M used translanguaging in Indonesian and local languages to communicate with her friends to make it easier for her to convey messages to her friends.

2) Reasons to use Translanguaging

This section presents the teacher and students reasons for translanguaging in the multilingual EFL classroom. The result of the analyze are presented in the pre-figured theme sequences below.

a) Teacher's Reasons to Use Translanguaging

The data obtained from various sources of information in this study including direct classroom observation, interview, and documentation indicated that the English teacher's reasons to use translanguaging as pedagogical practice in English classes include four reasons as the goal of the teacher's use of translanguaging in the classroom based on the idea of (García-Mateus & Palmer, 2017) ,they are differentiate and adapt, build background knowledge, deepen understanding, and cross-linguistic flexibility.

: **Baik, I: Saya, give: memberikan, you: kamu, five minutes: lima menit, to: untuk, try: berlatih, with: dengan, your friends: temanmu".**

The excerpt show the teacher used word-for-word translation. When the teacher used full English, some students understood the teacher's instructions, while some students did not. Therefore, the teacher translated using word-for-word translation to emphasize the meaning of instruction and to meet students' different linguistic needs.

b) Students' reasons to use Translanguaging

The reasons of students to use translanguaging in the EFL classroom is to speak and make meaning, to control their own learning, and to perform based on certain contexts. These categories are based on the students' goals of using translanguaging proposed by (Roberts, 2020). Each goal will be explained in the following theme.

N : "Miss? **Nio batanyo** Miss [mengangkat tangan dan bertanya ke guru]"

T : "**Iyo abek** nak?"

From the result of the interview with N, N showed her lack of ability in using English in class because according to her, she still had little exposure to English.

3) Teachers Benefit and Challenges to use Translanguaging

The benefits of the teachers to use translanguaging in the EFL classroom is to perceived usefulness and challenges. The students gain information through experience and become part of one's storage of facts. In other words, students can have a perception of something if they have experienced the process. Thus, the way the students perceive the teacher's language use in the classroom may significantly affect the students' academic performance. The language of instruction was a challenge which

Translanguaging as Pedagogical Practice: Insight from Indonesian EFL Classroom

hindered the acquisition of literacy by the learners in the translanguaging class. Language mismatch between the local language and target language was a challenge which needed alternative solution. The other challenge the teacher faced was regarding the management of time in the translanguaging class. In the first week of introducing the teaching practice, the teacher did not manage time very well and the observation was that learners were given more time to express themselves which was good on one hand yet turned out to be a challenge as the lessons were not concluded early enough to allow another teacher into the class.

4) Achievements to use Translanguaging in EFL Classroom

The data obtained from various sources of information in this study including teachers' achievement to use translanguaging and students' achievement to use translanguaging. Translanguaging is a technique that can be used to increase the motivation and interest of novice students in learning English in the classroom. Language students based on the concept of translanguaging is a strategy to create a powerful system for comprehending, engaging with people, and mediating the use of multiple languages.

a) Teacher's achievement to use Translanguaging

Translanguaging in EFL courses has been shown to improve student involvement, motivation, and self-confidence. Embracing and utilizing students' linguistic backgrounds can reduce the anxiety commonly associated with foreign language learning while also encouraging the development of metalinguistic awareness and critical thinking skills, thereby improving language proficiency and academic achievement. As a result, incorporating translanguaging strategies into Indonesian EFL classrooms has the potential to significantly improve the overall learning experience by exploiting students' different language backgrounds. The teachers' goal is to use translanguaging in the EFL classroom.

b) Students' achievement to use Translanguaging

Translanguaging is considered a helpful strategy because students do not fully understand learning a foreign language if teaching is only given in the target language. As a result, translanguaging is an efficient method of explaining language learning materials. Translanguaging takes place in EFL classrooms in Indonesia while students are studying foreign languages. Translanguaging has an impact on student engagement and learning. In a multilingual society, mother tongue determines success in learning English in the classroom. Translanguaging strategies may have an impact on student success when learning English. Their native tongue also assisted students in comprehending the teacher's learning materials and assignments. However, teachers must also encourage students to use English as the target language they are learning. The mother tongue is also used to discuss with fellow students and assist them in completing the teacher's assigned duties.

V. CONCLUSIONS

Numerous inferences can be made in light of the study's findings. In the multilingual EFL classroom at MTSN 2 Sentajo, Kuantan Singingi, translanguaging as a pedagogical approach seems to have a favorable impact on students' and teachers' acquisition of English. Both parties gain from the full implementation of this technique. Teachers use translanguaging to foster cross-linguistic flexibility, increase background knowledge, achieve differentiation and adaptability, and deepen understanding. Translanguaging is used by students for context-based performance, self-directed learning control, and language use and meaning-making. The disagreement between theoretical positions some favoring the preservation of national and state language barriers while others favor their relaxation often presents a difficulty when translanguaging is put into practice. Teachers' opinions about translanguaging have a big influence on how successful it is, thus it's important to provide balanced training to prevent any bad effects. Through textual functions that use the original language to indicate changes in themes or instructional phases and interpersonal functions that support the creation of a more inclusive classroom environment, translanguaging promotes communication. Through the use of planned classroom procedures, both teachers and students have benefited from translanguaging; teachers get a sense of accomplishment when students show growth and comprehension in the target language.

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Translanguaging as Pedagogical Practice: Insight from Indonesian EFL Classroom

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