Classroom Strategies through Translanguaging for Multilingualism Students

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ABSTRACT

This research aims to discover translanguaging strategy in the process of teaching English material to multilingualism students. Due to the Indonesian country is a multicultural, the children got their mother tongue is a local language, not Bahasa Indonesia as the national ones. The Indonesian students acquire two languages n their daily life; local language and Bahasa Indonesia. Therefore, the role of English teacher is to explain English materials using English as the target language, local language and Bahasa Indonesia to increase students' comprehension. This research used qualitative research with grounded theory design. In collecting the data, the researcher used interview technique to discover further information. In this research, the use of L1 was mostly used in the classroom rather than L2. The students could understand the material because the teachers' effort to translate the language from Bahasa Indonesia to English and vice versa. This phenomenon was challenging because of the lack of students' confidence to practice English. However, translanguaging decreased students' anxiety in the class because they could understand English well by using two languages; Bahasa Indonesia and English. the findings are easy to be implemented by the following teachers in teaching multilingualism students for non-English speaking country, because translanguaging facilitates students and teachers to learn English using affordable way.

Keywords: *translanguaging, strategy, multilingualism, English*

INTRODUCTION

English as a second language is involved at educational curriculum due to the benefit of English is not only for speaking with native and foreign people, but also for achieving academic competence. Everybody uses English in operating electronic stuffs, public places, kitchen tools, ingredients, and many others. It is undeniable that English is becoming human life in conversation even the usage is limited rather than our national or local language. In circumstance, students should acquire English better at school because the globalization nowadays forces them to involve English in daily life. For college students, the use of English is highly recommended to join in Test of English as Foreign Language (TOEFL) as the requirement of entering universities.

The Coreference of Translanguaging

Language is not a simple system of structures that is independent of human actions with others, of our being with others. The term *languaging* is needed to refer to the

simultaneously process of continuous becoming of ourselves and of our language practices, as we interact and make meaning in the world (García & Wei, 2013). Translanguaging refers to a pedagogical of receptive or productive used; for example, student might to be asked to read in English and write in Welsh and vice versa (García & Wei, 2013). The concept of translanguaging is based on radically different notions of language and bilingualism than those espoused in the 20th century, an epistemological change that is the product of acting and languaging in a highly technological globalized world. From a translanguaging perspective, language is not an abstract system of fixed rules and norms, but practice and action performed by individuals in reflexive, relational and dialogical ways. This position reverberates with the concept of languaging, or in its broad sense, how language is used to create meaning, construct knowledge and transform the social reality in which individuals act. (Creese, 2017).

In a study of translanguaging, the students confirmed a dominance of non-task talk when other languages were used. Pupils use translanguaging for high quality exploratory talk, and their collaboration does not differ from groups working monolingually (Duarte, 2019). In addition, a sociocultural theory of translanguaging can add valuable insight to the current sociolinguistic efforts by focusing on the functions of multilingual repertoires for negotiating and acquiring knowledge in mainstream, education. In this case, translanguaging is a significant feature to a pedagogical shift. Translanguaging is used to achieve pedagogical bilingualism used by teachers as an instructional strategy to make links for classroom participatints between the social, cultural, community, and linguistic domains of their lives. Pedagogy appears to emphasize the overlapping of languages in the student and teacher rather than enforcing the separation of languages for learning and teaching (Creese & Blackledge, 2019). Translanguaging is commonly used for bilingual or multilingual students, who used more than one language for everyday practice. In a non-English native speaker country, the students are adapted with more than one language for their communication. They used local language, as called mother tongue in their daily communication with their families, and also used English as being international language for their school conversational habit. It is somehow, when a country which provides many languages, the condition is extremely different regarding to their daily communication. Each part of region has its own local language, means that the students used three languages in average because they use local language in their environment, a national language in their formal occasion, and international language in their school communication.

The translanguaging approach to human social interaction as intersection of multiple linguistic and semiotic systems enables us to look more closely at the role of embodies repertories. Embodied repertories constitute an important dimension of semiotic practices, contributing to meaning-making and at the same time, intersecting with other semiotic repertories (Zhu, Li, & Jankowicz-Pytel, 2019).

Second Language Pedagogy

The models and pedagogies of second-language education and bilingual education developed in the 20th century generally treat groups as if they were monolingual and acquiring an additional language in a stepwise fashion (García, Sylvan, & Witt, 2019). The ethnic revival movement of the second half of the 20th century was also fueled by the independence of many African and Asian countries. As new countries were forged,

decisions had to be made about how to teach a multilingual population that was to be schooled in language that was often "foreign" to them (García et al., 2019). A moving between languages has traditionally been frowned upon in educational settings, with teachers and students of ten feeling guilty about the practice. Code switching is rarely institutionally endorsed or pedagogically underpinned (Creese & Blackledge, 2019). In terms of language teaching, 'practical discourse' refers to the moment-by-moment decisions that teachers make in the process of conducting a lesson and that manifest themselves in teaching-as-interaction (Ellis & Shintani, 2014).

In terms of teaching language, a technical knowledge is significantly needed. Technical knowledge serves as a resource that teachers can use when planning a lesson and also easily when coping with the exigencies of real-time teaching. It provides a body information that teachers can draw on to reflect on their teaching and to experiment with new possibilities (Ellis & Shintani, 2014). the kind of technical knowledge is classified as pedagogic discourse as the former term, and the latter as 'research-based discourse'. The differences are evident in their epistemological bases. Pedagogic discourse draws experience of teaching a language. pedagogic discourse is intended for teachers and thus is written in a form that is accessible to this audience. Research –based discourse, in contrast, draws on well-established formats for conducting and reporting confirmatory and descriptive research in order to demonstrate validity or trustworthiness (Ellis & Shintani, 2014).

In bilingual of translanguaging pedagogy, (Creese & Blackledge, 2019) discovered that teachers and students construct and participate in a flexible bilingual pedagogy in assemblies and classrooms. The pedagogy adopts a translanguaging approach and is used by participants for identity performance as well as the business of language learning and teaching. This approach to a bilingual pedagogy allows complementary schools an avenue for the reproduction of social, community, and pedagogic values and goals (Creese & Blackledge, 2019).

Bilingual and Multilingual Students

There are strong empirical and theoretical reasons to challenge the monolingual principle and articulate a set of bilingual instructional strategies that more adequately address the challenges of English language and academic development (Cummins, 2019). In general, Teaching English as A Second Language (TESOL) has joined proponents of bilingual education in refuting the argument that there is any opposition between English as A Second Language (ESL) and bilingual education. For both groups of advocates, ESL represents an essential component of an effective bilingual education program (Cummins, 2019).

Palmer and Martinez, 2019 investigated a study about bilingualism to Latina/o students, and found that many of current approaches to teaching bilingual Latina/o students are inadequate because they are informed by monolingual perspectives on language that over emphasize linguistic structure. Teachers and the teacher educators, who prepare them to work with Latina/o bilingual students, need to rethink prevailing assumptions about language that reify linguistic structure and that normalize monolingualism. The linguistic structure is best understood as the emergent product of the everyday practice of language (Palmer & Martinez, 2019). In this case, viewing language as practice and hybridity as a normal dimension of bilingualism will enable

educators to cultivate a more robust understanding of how bilingual students practice language, better equipping them to leverage students' full linguistic repertoires as resources for teaching and learning.

In translanguaging of multilingual education, a scaffolding function is achieved when temporary but systematic bridges towards other languages are incorporated in everyday teaching, thus attributing equal value to all languages (Duarte, 2018). Teachers do not require knowledge of migrant languages to do this, as long as pupils are perceived as the experts for their own family languages. In addition, official translanguaging can also fulfill an epistemological function when the different languages are actively used to enhance both content and language knowledge. In another research, academic proficiency can also occur from non-primary languages, that is, from second language to third language and vice versa. In fact, the contribution of academic proficiency in second language to the prediction of academic proficiency performance in third language is quite pervasive compared to that of first language. Indeed, second language and third language in reading comprehension and writing are linguistically interdependent, thus indicating that the second language in the trilingual system fulfills a particular role in the prediction of academic proficiency in third language (Haim, 2019).

METHODS

In this research, the researcher used qualitative approach to investigate further information and findings about the research regarding translanguaging for multilingual students. A qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life. The information or data collected and analyzed is primarily (but not exclusively) non quantitative in character, consisting of textual materials such as interview transcripts, field notes, and documents, and or visual materials such as artifact, photographs, video recordings, and internet sites, that document human experiences about others and or one's self in social action and reflexive states (Saldana, 2011). The purpose in qualitative research is composed of essential representations and presentations of salient findings from the analytic synthesis of data that includes documentation of cultural observations, new insights and understandings about individual and social complexity, evaluation of the effectiveness of programs or policies, artistic renderings of human meanings, and or the critique of existing social orders and the initiation of social justice (Saldana, 2011).

A grounded theory is used to generate the findings in this research. Grounded theory designs are systemic because the researcher uses to explain generally to a process, action, or interaction among people (John W. Creswell, 2012). The procedures for developing this theory include primarily collecting interview data, developing and relating categories or themes of information, and composing a figure or visual model that portrays the general explanation. The explanation is grounded in the data from participants because the researcher constructed predictive statements about the experiences of individuals.

In collecting the data, the researcher used interview which interpret the experiences and approaches of teachers in teaching English for no-English students. The data collection method in interview is an effective way of soliciting and documenting, in their own words, and individual's or group's perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences and social world (Saldana, 2011). A qualitative interview occurs when researchers ask one or more participants general, open-

ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis (John W. Creswell, 2012).

The research was conducted using semi-structured interview, which incorporate both open-ended and more theoretically driven questions, eliciting data grounded in the experience of the particular discipline within which one is conducting research (Galletta, 2013). This technique used by formulating questions and ordering hem requires considerable time and trial and error through the field-testing of the protocol, which is the set of questions guiding the interview. Each question should be connected to the purpose of the research, and its placement within the protocol should reflect the researcher's deliberate progression toward a fully in-depth exploration of the phenomenon under study.

FINDINGS AND DISCUSSION

In this study, the researcher gained a research to discover the teacher's approach to transfer the English material while the students did not use English as their mother tongue. The research conducted in Indonesia for higher education English teachers. The students were general, so that some were the original English department, and the other were from non-English department. The researcher used interview as being the technique for collecting the data. It was semi-structured interview and the participants could answer the questions freely based on their experiences being teachers. In semi-structured interview, the questionnaires were open-ended, those allowed the participants easy and free to express their views.

However, teaching to non-English program students were not easy because mostly the students were not interested in learning English, so they thought English was not their priority material, because their purposes were to learnt particular study program, thus English was only an additional material for their higher education study.

In general, the research was only focus on teachers' experiences and perspective to the approach they use in delivering the materials. There were six teachers who were teaching in a higher education who were delivering the material to English and non-English study program. The participants were in the same age about 27 to 28 years old and had similar experiences duration in teaching English. The participants were stayed in different cities and islands in Indonesia. In this case, the researcher classified the data information based on the language used, methods, obstacles, and impacts to a teaching and learning process.

Language Used in Translanguaging

In this case, the teacher used two languages; they are Bahasa Indonesia and English. Bahasa Indonesia is Indonesian national language and the Indonesian society could speak Bahasa Indonesia in their daily life. Bahasa Indonesia is used to communicate to non-local people and in formal occasions. Indonesian people used local language for everyday daily communication; however Bahasa Indonesia is used when they meet people from different regions. Therefore, Bahasa Indonesia is a unity language in Indonesia, so that the people could minimal speak two languages in their daily life, as follows; local language as their mother tongue and Bahasa Indonesia for formal occasions.

In the classroom where the learners all share the same L1 or national language, there is a tendency for tasks which should be done in the L2 such as conversation activities, discussion of intensive reading, preparation for writing to be done in the L1 (Nation, 2003). In addition, the use of L1 is more natural who have the same background, easier and more communicatively effective to use, L1 can be a source of embarrassment particularly for shy learners and those who feel they are not proficiency in the L2.

In this research, the participants, however, are from different regions and islands, they use two languages in teaching English, they are Bahasa Indonesia and English. Bahasa Indonesia has important role in translanguaging for Indonesian students because it employed the students to understand the topic of discussion materials, especially when the teachers explained the difficult terms in English. Bahasa Indonesia was becoming a facilitator to explain further about the lesson somehow many students were non-English speaking country and had limit capability in foreign languages, so that L1 was significantly used in classroom interaction.

On the other hand, the role of second language (L2) was to trigger the students for practicing the target language. In addition, because of English was the main subject and becoming the target language, the teachers expected the students would be familiar with English. The students could adapt more about English, thus if they could gain input constantly, they could practice English better as their output and performance.

In transferring the material, the teachers were mostly used L1 because it facilitated the students to comprehend the subject. Even though the purpose was to achieve English as a target language, but the teachers did not use it in the whole time. The reasons were because the students were not English department and English was as a second language, even foreign language for some people who could not understand all the meaning in English.

The Classroom Strategies

In teaching English for non-English speaking country, it is undeniable that the students need times to acquire English easily. In this case, the teachers always have methods and strategies to develop the students' capability in learning English. Methods and approaches are not quite synonymous. A method is used to refer to a set of clearly defined techniques and procedures for teaching a language. In contrast, the term approach refers to a set general principles that can guide the choice of specific techniques and procedures (Ellis & Shintani, 2014). The distinction between method and approach is related to the scope. Methods are generally underpinned by theories of language and language learning and the general principles that these provide. Similarly, approaches entail the use of specific techniques and procedures although these are not so narrowly prescribed as in a method. In this case, method has smaller scope than approach. Furthermore, teaching and learning is supported by techniques. In the method of teaching, there are some techniques used by the teachers. Technique is defines as the skills and experience in applying the target topic to make the students acquire the English material in the class. There are some techniques commonly used in teaching language, such as role play, interview, presentation, and so on. In this research, the researcher found some techniques commonly used as follows: giving examples, synonyms, translating, fun activities, playing games, watching movies, singing foreign songs, using jokes, discussing, practicing dialogue, and giving-answering questions.

In the process of teaching and learning English, the teachers gave examples to employ the students easily comprehending English vocabularies. Synonym was another alternative to translanguage, because in this phenomenon, the words that are closely to other terms make the students easy to understand. The teachers also translate the words, sentences, and phrases into Bahasa Indonesia when the students were not exactly know the terms and meanings.

However, some activities build up students' interaction to others. They could express their feelings and thinking about languages. In this case, the teacher also provided fun activities to interconnect between the students, the teachers, and also materials. By using this technique, the students were enjoying the teaching and learning process, so that the psychological pressure of students was decrease because they forgot the difficulties of English. Psychological pressure and difficulties in teaching language is often experienced by students when they could not understand the material. Therefore, fun activities could be related to playing games based on the topic delivered. Some teachers also used audio visual media such as movie video and music audio. In this case, the students could acquiring the language and minimize the use of L1 in the class.

On the other hand, based on the students' condition, the use of L1 was still implemented while L2 was also used by them. In this case, the teachers used both languages; Bahasa Indonesia and English. They mixed the languages in order to remind the students about the English topic and not to decrease the target language acquisition by using Bahasa Indonesia. Some techniques that are related are practicing dialogues and giving-answering questions. Practicing dialogues with other friends, the students could be more confident to speak English. This phenomenon increases the use of target language. Thus, the teachers evaluated the result by seeing the students' process in speaking class. The teachers were expected that the students could show off their capabilities in English, thus another technique, such as giving-answering questions also increased students' confidence, performance, and opinion. In order to develop students' opinion, the teachers also used writing technique. In this writing technique, they could write the opinion about the topic given. Therefore the students' ability in producing vocabularies was appeared.

The translanguaging strategy also establishes the role of L2 by giving some questions and also making some small group discussions about some topic. In this case, the teachers gave opportunities to use Bahasa Indonesia and English. After discussing the topic, the students were asked to present the result of their group discussions. In contrary, some teacher used jokes to break down the stress. An icebreaking related to the topic with jokes developed students' anxiety. In this case, the teachers used both languages; Bahasa Indonesia and English to explain the jokes. In English material, there is also a material about joke, namely spoof text. The text is a story which contains a joke inside the text. This text would be a significant technique because between the teachers and students could interact easily and laugh freely. The use of L1 in this phenomenon was to interpret the difficult terms for students, furthermore the L2 role was maintained regarding to the target language.

The Impacts of Translanguaging

The use of L1 in teaching foreign language is useful because it contributed the difficulties and anxiety faced by students. However, L2 is noticed because it is the target

language. Therefore the teachers need to translanguage the material, and this term is relatively different with code switching and code mixing. Code switching is the phenomenon that the teachers switch L1 to L2 one time in order to facilitate students acquiring materials. Meanwhile, code mixing is the way of teachers mixed both languages. In contrary, translanguaging is the way of teachers transfer the language by using L1 to make the students comprehend the L2. The use of translanguaging was due to the level of difficulty of certain material that would not be easily understood if the teacher only used target language. Furthermore, the teachers sometimes used translanguaging because to make sure that students understood and attracted the attention, so that they could know the meanings of vocabularies in foreign or target language.

Translanguaging, however, was becoming the easiest way to develop students' improvement and attention, teachers also got some obstacles. The obstacles are related to the time management, less development in target language, mother tongue is prominently used, limited input in target language and different meanings for certain words.

In translanguaging, time management is very useful, because when the teacher always used mother tongue to interpret the target language, they need more times. The use of time with long duration could interference the other subjects in the class. Therefore, the teaching and learning purposes would not be well-achieved. In this case, the teachers always translate the L1 to L2 and vice versa. Moreover, the students also got less development in target language. The use of mother tongue decreased students' input in acquiring and memorizing vocabularies. They tend to less practice in English, so that the pronunciation would not be grateful as the use of target language. The teachers actually expected the students to imitate the target language pronunciation. Therefore, they could master English well. However, translanguaging avoided them to increase target language capability.

Translanguaging decreased students' capability in practicing English, because the teachers helped them every day in interpreting the meanings in Bahasa Indonesia. Therefore, they could not apply the target language in daily conversation. Nevertheless, the goal of teachers were to improve their English, but it could decrease their English if the use of translanguaging was more active than English. Some students thought that English was difficult subject at class because they were not familiar with some vocabularies.

In every language always have particular words that could not be translated into other languages. The case of translanguage was also regarding to the some particular words. Some words and vocabularies had different meanings in the target language. Thus, the teachers had difficulties in translating and the students could not understand the certain meanings of certain words. The reasons also related to the teachers' background and knowledge when they could translate the words properly.

Moreover, translanguaging produced positive vibes for teachers and students. This strategy grew up the students' interest in learning English because they thought that English was fun and excited. The students felt more comfortable to understand the difficult meanings, because the teacher kindly defined the meaning in L1. The heart-closeness among the teachers and students was developed because the students could ask freely to the teachers about English meanings. In one hand, translanguaging employed the students easily to understand the meanings in Bahasa Indonesia. They could compared

both languages; Bahasa Indonesia and English in the same way. They could comprehend the meanings in two languages and improve new vocabularies of target language.

In contrary, translanguaging brings some negative effects of students and teachers. When there were some students who did not have good fundamental in English, they could bother other students. The class was crowded and uncontrolled because the teachers should translate the vocabularies into two languages. On the other hand, the students used Bahasa Indonesia rather than English and English became minority. They did not more challenges and opportunity practicing English in public. Moreover, teaching media was beneficial to represent the words and vocabularies in English, so that the teacher could easily generate the material.

CONCLUSION

Translanguaging is an effective strategy to explain English materials or foreign language to multilingualism students. The students could understand the target language efficiently because the teachers translate the words, vocabularies, sentences, and phrases into L1. In this research, the researcher found that L1 was mostly used in the class because the students were from many areas in Indonesia. In circumstance, Indonesia is a multicultural country; however it consists of many ethnics in every area. Related to this multicultural, the students consist of many ethnics with many local languages. In one region or province, it has more than one ethnic group with their own local languages. Therefore, in this phenomenon, the teacher used Bahasa Indonesia in order to unity the different characteristics of the ethnic groups and local languages. Bahasa Indonesia was very useful because the teacher could generate the material briefly.

In term of translanguaging, Bahasa Indonesia was frequently used rather than English. Bahasa Indonesia got the first role during the class because the students did not have good fundamentals in English previously. Therefore, the students were insecure to practice English in front of many people. The input of English including words and vocabularies did not grow up well. They got less good pronouncing the words because the accuracy of English practice was under the target.

On the other hand, translanguaging could develop students' interest in learning English. They felt comfortable and English was not difficult as they thought, because the teachers helped them to understand the meanings. The closeness feelings among the teachers and students were built up. Moreover, translanguaging also decrease students' anxiety and psychological stress because generally they felt that English or even learning foreign languages was difficult because they were not their own languages.

Nevertheless, the teachers had many strategies in improving students' interest and attention in English. The students were asked to watch videos, play games, jokes, discuss, practice dialogues, and many fun activities. Those activities increased each other students to decrease anxiety and psychological stress in learning English. As we know, learning foreign languages is also learning the culture. This phenomenon requires us to get in touch with the materials.

This research is highly recommended for teachers in non-English speaking country, because the students would be easier to understand and comprehend the meanings in both languages; English and local language, moreover three languages for multilingual students. Dealing with that condition, the teachers need more effort and patient because the purpose to achieve target language becomes slower. However, every teacher always has particular approach to make students easily acquiring target language. The implementation of translanguaging was also proper in rural areas whose students do not have any basic of English. They never know about English and its stuffs.

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