

TRANSLANGUAGING TECHNIQUES IMPLEMENTED BY LECTURERS IN MULTILINGUAL ELT CLASSROOM: A CASE STUDY

By

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Abstract: This research aims to explore the implementation of translanguaging techniques in teaching English in multilingual classes at Universitas Mercu Buana Yogyakarta, with the aim of understanding the implementation of translanguaging technique, types of translanguaging technique used by lecturer as well as the role of supporting technology. This qualitative case study involves two PBI lecturers who teach Cross-Cultural Understanding and Drama courses to students from Indonesia, Kyrgyzstan, and Turkmenistan. Data was collected through classroom observations, interviews, and data analysis. The research results show that the application of translanguaging techniques carried out by lecturers to explain material by combining English, Indonesian and Kyrgyz makes students more actively participate and understand the material in the learning process. Apart from that, it was also found that the translanguaging technique that was most widely used by lecturers was inter-sentential translanguaging with 15 appearances, followed by intra-sentential translanguaging 3 times and tag translanguaging 2 times. In addition, technology such as Google Image, YouTube, and Google Translate supports the application of translanguaging techniques and makes lessons more effective and interesting.

INTRODUCTION

English language teaching, commonly referred to as ELT, have traditionally been distinguished by a monolingual strategy for a few decades. This strategy discouraged the incorporation of students' L1 or first language, and instead highlight the use of L2 or the language being studied for all forms of communication and interaction within the educational setting. The underlying principle was that the more exposure students had to L2, the more rapidly they would acquire the language (Yulianto, et al., 2018). Due to the limitation, this approach has been criticized because it is considered to limit the potential of students' mother tongue and also branded as an old teaching strategy. To deal with this problem, some English teacher started to implement the multilingual approach that more suitable with the

need of multilingual students need. Cenos, at all (2017) stated that multilingualism in ELT refers to the use of English as a lingua franca (ELF) by multilingual speakers who could communicate in other languages and use their multilingual and multicultural resources in creative ways. Therefore, the presence of this approach gave rise to a strategy which is part of the multilingualism technique, namely Translanguaging which can be utilized by lecturers to support the language learning process becomes more effective by utilizing the students' first language and cultural background.

Basically, translanguaging is a pedagogical technique or approach that involves various languages in a teaching environment to support the learning process. Rabidge (2020) stated that translanguaging allows the use of several languages in the process of learning English and not only provides compulsion for its users to use only one language. This technique is appropriate to be implemented in multilingual classes because it helps students to better understand the material, the teacher's delivery, and avoid being upset because the teacher also used the student's mother tongue. Translanguaging is a learning technique used by academic environments that study languages to help their students strengthen the target language they are learning. As stated by Liando (2023) Translanguaging technique is an alternative approach in a multilingual context because it can be used in dialect, learning, motivating and also stimulating students' interest in learning English in the classroom. Besides that, Barker (2011) also stated some benefits of translanguaging. First, translanguaging can help students to gain a deeper and fuller understanding of the subject matter. Utilizing the language mastered by students and other language resources in the learning process can help students to understand the learning materials and difficult contexts taught. To apply translanguaging techniques, there are several stages that could be applied by teachers in the classroom, as stated by Ticheloven et al. in (2021), there are internal phases. Classroom teachers may utilized many ways for translanguaging implementation. These strategies include: First of all highlights the use of language that is natural (not just concentrate on English as the intended language); (2) focused on creating a Utilizing non-target language in communication (local tongues and Indonesian) and objectives English); (3) a plan must be implemented to appropriate communication, not only concentrating on communication in the classroom with just one language interaction); (4) develop pupils' capacities to use language (English is the target language); (5) establishing a language-use context that is encouraging accommodated (learning by students) surroundings).

In Indonesia, the practice of translanguaging strategy is almost applied in various academic environments due to multilingual factors owned by students. One of the academic environments that applied translanguaging techniques is Universitas Mercu Buana Yogyakarta, especially in the English Language Education Study Program that has students not only from Indonesia but there are some foreign students from Kyrgyzstan, Kazakhstan and Turkmenistan. Because those students have different mother tongue backgrounds and cultures, this certainly presents its own challenges for lecturers to ensure that they both get the same understanding during the process and to create an effective learning process. With the emergence of this challenge, the presence of translanguaging techniques becomes appropriate because it helps lecturers to overcome this problem, helps students to better understand the material, strengthens knowledge, facilitates the learning process to make the learning atmosphere more effective.

This is supported by several previous studies that have been carried out on the use of translanguaging techniques. Among them are research conducted by Rahmi (2021) that found translanguaging techniques helped students to have better understanding of the material because the teacher translated Indonesian into English, and vice versa. In addition, the use of translanguaging also facilitated the learning process and could be applied by teachers to teach multilingual and non-english classes. Then research conducted by Madkur et, all (2022) which examines teachers' experiences regarding the use of translanguaging showed that teachers had positive properties towards the use of translanguaging because it helped explain the material, strengthens students' understanding, and created a pleasant learning atmosphere and motivates students to learn English. And the latest previous research conducted by Rahayu, et all (2023) highlights how teachers tend to use translanguaging strategies to increase student participation, such as translating and code switching. Investigation results showed that teachers are more likely to implement strategies such as code switching and translation to increase classroom engagement. In addition to the research conducted by Natalia et al. (2023) she found that this study highlights the need for further research on translanguaging practice, exposes preferences towards the language of instruction, and deepens our understanding of how teachers and students view English language training.

However, all of the previous research above only examine and highlights the positive impacts of implementing translanguaging in multilingual classes, such as increasing student understanding and participation, as well as teachers' positive experiences with translanguaging, and there is still little research that examines how translanguaging is implemented in multilingual classes in a university environment consisting of foreign students and the use of technology to help apply this technique in an Indonesian context. Therefore, this research aims to find out and describe how translanguaging techniques are implemented, what types of translanguaging are used and what technology are used by lecturers to support the implementation of translanguaging in ELT multilingual classes at Universitas Mercu Buana Yogyakarta.

METHOD

This research used a qualitative case study as a research design to examine the application of translanguaging techniques by English lecturers who teach multilingual classes. The researcher used a case study because it is suitable for exploring phenomena that are unclear using varieties of data with the aim to get in-depth data as stated by Cresswell (2014) a case study refers to a qualitative research method that provides an in-depth depth examination of an entity (for example, an organization, program, event, or individual) in a real-world context. This research took place at Universitas Mercu Buana Yogyakarta, involved 2 lecturers from English language education study program who taught Cross-Cultural understanding, and Drama courses in a multilingual English language teaching class that contained foreign students from Kyrgyzstan, Kazakhstan and Turkmenistan. The selection of participants in this study is based on their involvement in using translanguaging techniques in the classroom for the learning process. The research instrument used in this research is observations and interview. The data was collected through observations sheet check and also the video recording of two lecturers. Observation was carried out by observing the

learning process in the classroom which involved the translanguaging process, then the researcher carried out a checklist and recorded information and activities and student interactions which included translanguaging.

FINDING AND DISCUSSION

This section aims to presents the data and discuss the findings of this research with some relevant references and previous study.

The Implementation of Translanguaging Technique

Based on the results of analysis from observations and interviews, it was found that in the Cross-Cultural Understanding and Drama class showed the implementation of translanguaging techniques by lecturers. Lecturer 1 taught the Cross-Cultural Understanding used English as the main language and translated it into Indonesian to explain difficult thing for student. This is in line with Barker (2011) who stated that translanguaging techniques help students gain deeper understanding by utilizing the language they use every day. This aligns with the first and second steps of Ticheloven et al. (2021), which emphasizes the use of natural language and the use of non-target languages (such as Indonesian and Kyrgyz) in communication to support understanding. When Kyrgyz students experienced difficulties, lecturers used Kyrgyz language for asked certain questions, which supported the findings of Rahayu et al. (2023) that translanguaging strategies increased student participation through translation and code-switching, as well as the third and fourth steps from Ticheloven et al. (2021) regarding the need for appropriate communication plans and capacity development of students in the target language.

Lecturer 2 applied the inter-sentential translanguaging method by switched between sentences from English to Indonesian to explain grammatical differences. This is in accordance with Sari's (2021) theory which showed that inter-sentential translanguaging is used for clarification between sentences. This implementation also reflects the third step of Ticheloven et al. (2021) which emphasizes the need for communication that not only focus on one language, as well as the fourth step regarding developing students' capacity to use the target language. Additionally, lecturers connected the material to familiar cultural elements and used tools such as Google Translate, reflecting the fifth step of Ticheloven et al. (2021) about creating supportive and inclusive contexts for language use.

Types of Translanguaging Used by Lecturers

Table 1 presented the types of translanguaging (TL) that occur based on the results of research data analysis. In this research, the researcher used 20 selected pieces of data that used translanguaging techniques spoken by lecturers during the class. The results showed that the translanguaging technique most frequently used by lecturer 1 and lecturer 2 is inter-sentential translanguaging, with 15 incidents or 75% of the total 20 data analyzed. This technique allowed lecturers to convey information clearly and structured in two languages, in accordance with the theory of Sari (2021) which explains that this technique is used for clarification between sentences. The intra-sentential translanguaging technique appeared 3 times, contributed 15% of the total occurrences, and involved combining language elements in one sentence, similar to code-switching as explained by Sari (2021). Translanguaging tags were found 2 times, with a percentage of 10%, used for emphasis or expression in accordance

with Liando et al. (2022). These findings reflect how lecturers adapted various translanguaging techniques to support student understanding.

Table 1. Types of Translanguaging Used by Lecturers

Types of Translanguaging	Number of Appearance	Percentages
Inter-sentential TL	15	75%
Intra-sentential TL	3	15%
Tag TL	2	10%
Total	20	100%

This section provide explanation about the findings of the research about the types of translanguaging used by lecturers by dividing them into three categories: inter-sentential translanguaging, intra-sentential translanguaging, tag translanguaging.

a. Intra-sentential translanguaging

The first type of translanguaging is intra-sentential translanguaging, which is similar to code switching. As mentioned by Sari (2021), translanguaging is similar to code-switching in its practice and application, where intrasentential language translation and code switching describes language exchange, including target language, national language and regional language. Furthermore, this type of translanguaging refers to the exchange of linguistic elements from Indonesian to English and vice versa.

"Nah, kita akan membuat karya seni, a piece of art based on Edward C Hall theory."

The lecturer told the students that each student will create a work of art based on Edward C Hall theory. in this context, he used the Indonesian sentence first, followed by changes in English in the utterance. So, this data is identified as belonging to the type of intra sentential translanguaging because there is a change from Indonesian to English in one sentence without any separation.

"So, try to free your mind dan coba lebih realistis"

The lecturer spoke and encouraged students to free their minds and be more realistic when creating the arts. The first part of the sentence is in English, and the second part is in Indonesian. In this context, the lecturer switched from English to Indonesian in the same sentence. This data is identified as intra-sentential translanguaging because the language change occurs in one sentence, from English to Indonesian.

(The man is the imam ya, or the leader)

The lecturer explained that "the man" is "faith" in Indonesian, then clarified it with the words "or the leader" in English. The sentence starts in English, then switches to Indonesian with the word "yes," and then back to English. This is identified as intra-sentential translanguaging because language switching occurs within the same sentence, from English to Indonesian, and back again to English.

b. Intersentential-translanguaging

This type involves switching between languages between sentences. It is also adapted from code-switching theory. Inter-sentential translanguaging is a type of translanguaging that involves switching between languages between sentences or clauses which are usually most frequently used in the learning process in the classroom. This type happens because the speaker (in this case the teacher) feels the need to clarify or interpret what was previously said and performances (Sari, 2021).

"How Xna you improve your character. Сиз мүнөзүңүздү кантип жакшыртасыз"

The lecturer above is a drama lecturer who asked Kyrgyz students how they improved their characters, he asked in English, then translated the sentences into Kyrgyz and gave them a discussion using their mother tongue and then explained it back to the lecturer in English. The two sentences above are included in the inter-sentential translanguaging type because the two languages are used by the lecturer in different sentences, to help provide understanding and involve students more in the learning process.

"A small piece of art that is rooted. root in Indonesia, it means akar ya"

The lecturer explained the meaning of the word "rooted" with the word "root" in Indonesian meaning "akar." The sentence begins in English with the phrase "That is rooted," then switches to Indonesian with the words "akar ya" at the end of the sentence. In this context, the speaker uses English and Indonesian in different sentences to give the understanding for students about the word rooted. This is identified as inter-sentential translanguaging because the language change occurs in different sentences, from English to Indonesian.

"Jangan sekali-kali menyalahkan diri anda. Never blame yourself"

The lecturer gave advice to his students, when making a painting not to blame themselves for negative things or the wrong way of looking at themselves. In this sentence, the speaker uses Indonesian first in the first sentence, then followed by the next sentence in English. In this context, the speech above is classified as a type of inter-sentential translanguaging because there is the use of two different languages occurring once in different sentences to explain a concept or meaning.

c. Translanguaging Tags

Translanguaging tags are a translanguaging technique in which phrases or terms from one language are inserted between sentences or passages from the dominant language. Usually used to emphasize, add to, or clarify an explanation. This type of translanguaging is generally an expression in language to express an emphasis on words, signify expressions of surprise or express what is felt when talking or communicating (Liando et al., 2022). Usually, these types used at the beginning and the end of the sentences.

"By the way, itu nanti kalau di dalam capit itu kan ada bla, bla, bla"

The above speech is a type of translanguaging tag because it contains the short phrase "By the way" in front of the sentences dominated by Indonesian words. This is used to give emphasis or praise before continuing further explanation in Indonesian.

Student: Why should we meet on campus one, Sir?

Lecturers: Anyway, karena Miss dora follow me, jadi kita bisanya ketemu di kampus 1.

The lecturers answered the questions from the students about why they have to meet on campus 1 by using the Indonesian line and adding the English phrase "Anyway". This

advises using translanguaging tags, in which a foreign term is added to emphasize a point or provide a more contextualized explanation of a subject. Because it was thought to be more acceptable or familiar to convey the reason why the meeting had to take place at the specified location.

Technology Used by Lecturers to Support the Implementation of Translanguaging

a. Lecturer 1 Used Google Image & YouTube

In the implementation of translanguaging techniques, Lecturer 1 who taught the Cross-Cultural Understanding course has utilized google image and YouTube for introducing insights, meaning concepts and cultural aspects to students. He chose to use those technology because they are easy and quite rich in varieties. Before using it, the first step taken by lecturer 1 was to measure the students' initial knowledge by asking them about one type of "gamelan" (Javanese traditional instrument) that was presented through the material slide in the projector. The lecturer then opened a google image and searched for gamelan's pictures to provide a visual presentation of the instrument. After that, the lecturer gave some explanation related to the pictures using Bahasa. Then the lecturer looked for a YouTube application and played videos related to the gamelan being played by the musicians. Next, the video is played through a projector with the help of speakers in the classroom and all students watched and listened to the performance of these traditional musical instruments directly. After the video was shown, the lecturer continued to provide a more detailed explanation about gamelan in English and Indonesian. This approach not only introduces students to local culture, but also helps them understand concepts through a combination of visuals and audio, while applying translanguaging techniques to maximize student understanding.

b. Lecturer 2 used Google Translate

Lecturer 2 utilized Google Translate to facilitated direct communication with Kyrgyz students in their native language in Drama class. Google translate was chosen because it the quickest option to switch the language between Kyrgyz and English and the app is available in any cellphone and very accessible. The process began with the lecturer composing questions in English, which were then translated into Kyrgyz using Google Translate. Then the lecturer attempted to pronounced the sentences in Kyrgyz and asked the Kyrgyz students to discuss the questions among themselves using their mother tongue. This discussion phase allowed students to deeply engage with the material in a language they were comfortable with. Following the discussion, students were given the opportunity to respond to the questions in English. This approach aimed to involve students actively in the learning process, enhancing their engagement and comprehension by incorporating both their native language and English. By using this translanguaging technique, the lecturer effectively bridged the language gap and created a more inclusive and interactive classroom environment. This is certainly in line with what Chelic and Zeltzer (2012) said that teachers and students can use translation tools from the internet to understand difficult contexts and also sounds from first and second languages

CONCLUSION

Based on the findings and the discussion above, it could be concluded that English lecturers at Universitas Mercu Buana Yogyakarta implemented the translanguaging technique and successfully supported students' learning by integrating their first language and cultural background. Lecturer 1 translated English into Indonesian using translanguaging between sentences to improve student comprehension and engagement. Lecturer 2 used Google Translate and translanguaging between sentences to facilitate communication with Kyrgyz students, ensuring a balance between understanding and active participation from students. This method reflects the application of translanguaging strategies to create a supportive and effective language learning environment. This study also found that there are 3 types of translanguaging techniques by lecturers, they are inter-sentential translanguaging, intra sentential translanguaging and the last is tag translanguaging. Then, another discovery of this study showed that lecturers at Universitas Mercu Buana Yogyakarta utilized technology such as Google Image, YouTube, and Google Translate to support the implementation of translanguaging techniques in. The use of these tools helps lecturers introduce cultural concepts and supports student understanding and engagement effectively. Last, in this research, the author realizes that there are still deficiencies and limited information, therefore the researcher suggests that further research be carried out to evaluate the effectiveness of translanguaging techniques in improving learning outcomes and student engagement.

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