



REVISITING THE APPLICATION OF TRANSLANGUAGING PEDAGOGY IN BILINGUAL CLASSROOMS

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ABSTRACT

This study aims to analyze in depth the concept of applying translanguaging pedagogy in bilingual classrooms, with a focus on the application of translanguaging pedagogy in bilingual classrooms. Researchers used content analysis of several relevant literature on the application of translanguaging pedagogy. Several literature were collected and then, researchers analyzed and compiled the benefits of using translanguaging in bilingual classrooms. Based on the results and discussion, researchers found that the application of translanguaging pedagogy has several benefits, including helping students improve their understanding of difficult academic concepts, increasing student engagement, enriching learning experiences, improving classroom interaction, developing cross-language communication skills, increasing confidence in using both languages simultaneously, and supporting a deeper understanding of the material. However, this practice also faces challenges, including resistance from some parties who believe that using more than one language in the classroom may reduce mastery of the target language. This study provides important insights into how the application of translanguaging pedagogy can be optimized in the context of bilingual classrooms and how this impacts teaching, learning, and students' language identities. These findings also offer implications for bilingual education policies that are more inclusive and adaptive to the linguistic dynamics in the classroom. This study suggests that bilingual schools should open up more space for flexible translanguaging pedagogy practices, which can improve the quality of learning and support the holistic development of students' language skills. In addition, it is important to provide training to educators on the application of this technique so that they can more effectively utilize the potential of translanguaging as a pedagogical tool.

Keywords: Pedagogy, Translanguaging, Bilingual Classroom

INTRODUCTION

In English language learning environments such as Indonesia, which is an archipelagic country, teaching using only one language is difficult to avoid. In the context of English language learning in the classroom, dynamic learning is needed, such as the use of two or more languages in classroom learning.

According to research conducted by English First (EF), a global education institution, the first comprehensive report on the English Proficiency Index (EPI) 2023 shows that Indonesians have low English proficiency, ranking 79th out of 113 countries (EF (Education First, 2023)). Other research also indicates that the English language skills

of the Indonesian population remain low and require improvement (Damayanti, 2019). The English proficiency scores of several countries can be seen in the figure below:



Figure 1.1 English proficiency scores of several countries (Iriance, 2018)

Based on the data above, it can be explained that English proficiency scores in ASEAN countries are divided into five levels, consisting of: (1) blue (highest) Singapore with a score of 63.52; (2) green (high) Malaysia with a score of 60.70 and the Philippines with a score of 60.33; (3) light green (moderate): India with a score of 57.30, South Korea with a score of 54.87; Hong Kong with a score of 54.29, Vietnam with a score of 54.06, Indonesia with a score of 52.94, and Taiwan with a score of 52.82; (4) Yellow (low): Japan with a score of 51.69, Macau with a score of 51.36, China with a score of 50.94, and Pakistan with a score of 48.78; (5) Orange (lowest) includes Kazakhstan with a score of 47.42, Thailand with a score of 47.21, Sri Lanka with a score of 46.58, Mongolia with a score of 42.77, Cambodia with a score of 39.48, and Laos with a score of 38.45.

Among the member countries of the ASEAN Economic Community (AEC), Indonesians' English proficiency still ranks eighth (Iriance, 2018). English plays an important role in efforts to prepare for the Sustainable Development Goals (SDGs) for human resources in Indonesia, especially in welcoming Indonesia Emas 2045. English proficiency enhances career opportunities and professional mobility worldwide (Juliantina, 2024).

There are many factors contributing to and hindering the achievement of English proficiency. Although English language learning has been introduced in elementary schools (Vidiapangestika et al., 2017). First, English is only studied in school but not used daily (Tambunsaribu & Galingging, 2021). Second, English's status as a foreign language in Indonesia means it is only used in specific situations (Oktaria & Putra, 2020). The lack of practice in the students' environment and the status of English as a foreign language make it difficult to master (Agustin, 2011). Third, the low motivation of students to learn English also has a significant impact on their understanding of the language (Andika & Mardiana, 2023).

Other studies also explain that motivation and learning environment greatly influence students' English language development. Due to low student motivation, English classes are needed so that students can become accustomed to English conversation (Isiguzel, 2014). Educators can provide motivation and attention to students who experience difficulties in learning (Hewi & Asnawati, 2020).

Some common problems that occur in bilingual classes include: (1) difficulty in understanding the material, (2) limitations in expression and language use in bilingual classes, (3) differences in language proficiency levels in bilingual classes, (4) difficulty



in abstract thinking or advanced concepts, and (5) managing the dynamics of a heterogeneous class.

In the concept of learning within the classroom, to ensure smooth progress without communication barriers, effective instructional media by the teacher are necessary. These instructional media involve the use of language in the classroom. Such use constitutes translation. This concept is known as translanguaging. Before delving further into translanguaging, it is advisable to first discuss the concept of bilingualism. Bilingualism refers to a speaker's ability to use two languages equally well. This includes not only speaking but also listening, reading, and writing in both languages (García & Wei, 2023). A bilingual classroom is a learning environment where students are taught using two languages simultaneously, which not only facilitates language acquisition but also promotes cognitive abilities and social development (Bialystok, 2022).

Translanguaging is defined as the process of seeking meaning, shaping experiences, gaining understanding, and acquiring knowledge through the use of two languages (Erdin & Sali, 2020). The new paradigm formed by the term “translanguaging” has transformed communicative concepts (Yang, Y., & Peng, 2019). The process of shifting and changing language paradigms involves combining and transforming the use of languages from various sources to enhance speaking skills. This is known as translanguaging (Ekaningsih, 2020). Translanguaging is a linguistic phenomenon where learners can use multiple languages in a single communicative event, often blending features from different languages to create unique forms of expression (Wei, 2018). The theory of translanguaging enables one to understand and manage the thinking processes that typically occur when learners speak two or more languages simultaneously (Cole, 2019; Karnes, 2019; Yang & Peng, 2019).

Translanguaging as a pedagogical process supports instructional strategies that combine two or more languages in the classroom (Cenoz & Gorter, 2017). The term translanguaging pedagogy emerged as an idea that utilizes more than one language in classroom lessons to improve language and communication skills. This translanguaging pedagogy utilizes language varieties, such as verbal language, with their original meanings, to improve language skills (Karnes, 2019).

Translanguaging pedagogy is an inclusive and adaptive approach that recognizes the power of bilingualism and multilingualism in education. By utilizing all of the language resources of learners, this approach creates a more meaningful and effective learning experience (Wei, 2022). Translanguaging pedagogy is the process of encouraging bilingual learners to use their languages freely (Garcia & T. Kleyn, 2018). This translanguaging pedagogy refers to the use of all semiotic and linguistic resources to assist learners. The process of learning English requires the application of translanguaging pedagogy (Putrawan, 2022).

Translanguaging pedagogy is an approach that enables learners to use all their language resources for learning and communication. In a pedagogical context, this involves the dynamic use of two or more languages in learning, which supports language development and content understanding (García, O., & Wei, 2023). Translanguaging pedagogy creates space for more inclusive language interaction and enables learners to build knowledge by leveraging the languages they know. This helps reduce language barriers in learning (Creese, A., & Blackledge, 2021). Translanguaging pedagogy can increase learner engagement and help them develop a stronger language identity. This approach supports the use of language in real social contexts, enriching the learning experience (McGuinness, 2021).

Zhou and Mann (2021) conducted a study titled “Translanguaging in A Chinese University CLIL Classroom: Teacher Strategies and Student Attitudes” with the aim of exploring the translanguaging strategies used by educators and how students feel about these strategies. The results showed that educators fully utilized linguistic resources in the form of translanguaging to achieve learning objectives, which ultimately led to the creation of a pleasant classroom atmosphere. Students were highly motivated to improve their language proficiency and obtain relevant learning materials in a multilingual classroom environment. Furthermore, Hungwe (2019) researched “Using A Translanguaging Approach in Teaching Paraphrasing to Enhance Reading Comprehension in First-Year Students”. The purpose of this study was to show how paraphrasing is used as a strategy that can be combined with a translanguaging approach to instruct students on how to read and comprehend texts. The results showed that educators can help students use translanguaging and paraphrasing as metacognitive strategies to improve their text comprehension. The use of the translanguaging approach was proven to improve students' paraphrasing results and achieve learning objectives.

Nijhawan (2022) conducted a study entitled “Translanguaging or Trans-Foreign-Languaging?: A Comprehensive Content And Language Integrated Learning (CLIL) Teaching Model With Judicious And Principled L1 Use”, with the aim of answering doubts about whether students with language limitations or inadequate language skills can fully benefit from translanguaging. A model was then developed to accommodate students' needs so that all knowledge could be accessed by students using a combination of three models: comprehensive, CLIL, and differentiated learning. The result is that this model can serve as a learning model that integrates the use of L1 in various contexts as the foundation for learning.

One of the benefits of translanguaging in education is that it can help learners understand English vocabulary better (Putrawan, 2022). Additionally, translanguaging can encourage flexible bilingual use in monolingual contexts (Dikilitaş et al., 2023). This is supported by research findings showing that translanguaging practices, such as translation and multilingual use, can help educators and learners understand complex English vocabulary (Putra & Arifin, 2022).

The purpose of this study is to explore the application of translanguaging pedagogy in bilingual classroom learning in the context of literature studies. Meanwhile, the focus of this study is how it is applied in English classroom learning in the context of literature studies. Meanwhile, the limitation of this study is the application of translanguaging pedagogy in English learning in bilingual classrooms in the context of library studies. The theoretical benefit is that the results of this study can be used to enrich the literature on the concept of translanguaging pedagogy in classroom learning in bilingual classrooms.

METHOD

This study utilized a qualitative research approach employing a systematic literature review (SLR) design. The researcher systematically identified, selected, and analyzed relevant academic sources, including peer-reviewed journal articles, scholarly books, and previous empirical studies related to the application of translanguaging pedagogy in bilingual classroom settings. Data sources were obtained from reputable academic databases such as Google Scholar, ResearchGate, and Scopus, focusing on publications from the last ten years to ensure the relevance and currency of the data.



The literature selection process involved several stages: determining inclusion and exclusion criteria, identifying key search terms (such as "translanguaging pedagogy", "bilingual education", and "English language learning"), and conducting a critical review of selected works. Studies that specifically discussed theoretical concepts, practical implementations, benefits, and challenges of translanguaging pedagogy in English language teaching contexts were prioritized.

Following the collection of literature, content analysis was applied to examine and synthesize information from the selected studies. The analysis focused on key themes including (1) theoretical underpinnings of translanguaging pedagogy, (2) strategies and practices in bilingual classroom instruction, and (3) pedagogical benefits and challenges associated with translanguaging implementation. Through this analytical process, relevant patterns and insights were identified and organized to formulate a comprehensive understanding of translanguaging pedagogy as applied in bilingual education.

This methodological framework is intended to ensure the reliability, validity, and academic rigor of the study, thereby providing credible findings that can contribute to the development of more inclusive and effective bilingual education practices.

RESULTS AND DISCUSSION

Translanguaging and Code-Switching

Translanguaging and code-switching are two important concepts in the study of bilingualism, but they have fundamental differences. Translanguaging refers to the practice of using language dynamically and flexibly in communication, where speakers do not limit themselves to using one language in a particular context, but integrate the various linguistic resources they have. This approach emphasizes the creation of more complex and comprehensive meaning through the use of all of the speaker's linguistic skills. Translanguaging develops the idea that translanguaging is not only about switching between languages, but also a way to enrich language understanding and skills in an educational context. Translanguaging allows learners to access knowledge more broadly through the use of their various languages (Wei, 2022).

Translanguaging introduces the idea that translanguaging provides space for learners to use their entire language repertoire without feeling limited by the traditional division between first and second languages. They suggest that translanguaging should be part of the bilingual education curriculum (Otheguy, R., García, O., & Reid, 2020).

Code-switching is the phenomenon of switching between two or more languages in conversation or text. This switch can occur at the word, phrase, sentence, or even discourse level. Code-switching is more situational and is used for specific purposes, such as to indicate social identity, to speak in different contexts, or to emphasize certain aspects of a conversation. Code-switching has two main forms: internal (within a sentence) and external (at the sentence or conversation level). Code-switching often occurs among speakers who share the same contextual understanding of when and how a particular language is used (Sert, 2021).

Code-switching is a response to social and situational needs in social interactions. It distinguishes between "diglossic" code-switching (where languages are used based on separate social functions) and more free-flowing code-switching in conversation (Poplack, 2022).

Translanguaging and code-switching are two distinct concepts in language use, especially in bilingual or multilingual contexts. Here are the fundamental differences between the two:

1. Concept: translanguaging allows for the unrestricted use of more than two languages, while code-switching has its own limitations.
2. Intentionality: translanguaging involves the use of all available linguistic resources, while code-switching is a conscious and deliberate decision to switch between languages for a specific purpose.
3. Flexibility: translanguaging emphasizes flexibility in language use, while code-switching involves a more rigid transition between languages or language varieties.
4. Language proficiency: translanguaging emphasizes the importance of using all available linguistic resources, regardless of how proficient someone is in a particular language. In contrast, code-switching often involves the use of languages or language varieties in which the individual is proficient.
5. Purpose of use: in the classroom, translanguaging is usually done for pedagogical purposes, such as clarifying concepts and helping learners understand the material more easily. Meanwhile, code-switching can be used to include and exclude people from communication (Cahyani et al., 2016).

Based on the above opinions, it can be synthesized that translanguaging is more than just language switching as a process that allows the integration of both languages in learning and expressing ideas. It strengthens understanding of the material by utilizing the full potential of the languages possessed by the speakers, while code-switching, although similar in terms of the use of two languages, focuses more on language switching that is often practical, to meet immediate communication needs, without integrating the two into a broader system.

Benefits of Translanguaging Pedagogy

Educators and learners believe that they can gain many benefits from translanguaging pedagogy in EFL classrooms. In other words, the practice of translanguaging pedagogy has a positive impact on EFL teaching and learning. Educators have a positive attitude toward this pedagogical approach (Romanowski, 2019).

Translanguaging pedagogy has attracted a lot of attention because of its significant impact on students' English language development (Wei, 2018). Translanguaging pedagogy has a positive impact on improving students' English language skills (Rabbidge, 2019). The following are the benefits of translanguaging pedagogy

1. Expanding Vocabulary

One of the benefits of translanguaging pedagogy is that it can enhance students' understanding of language vocabulary (Putrawan, 2022). Several research findings emphasize that the first language should be used to help students understand English, increase their vocabulary knowledge until they are able to produce it (Sapitri et al., 2018; S Zein & R. Stroupe, 2018).

2. Improved Understanding of Material

Students can understand the material better by using a more familiar language. The application of translanguaging serves as an instructional medium to enhance students' English language skills. Translanguaging pedagogy can help students understand the lesson material (Wu & Zhang, 2017; Heugh et al., 2017). Translanguaging pedagogy can make lesson material more effective and give students confidence when interacting with educators (A. M. Beres, 2015; Nagy, 2018; Romanowski, 2019).

3. Improving Communication Skills

Learners learn to communicate more effectively in different languages. Woll (2020) explains in his research that translanguaging pedagogy can significantly improve



learners' English skills by providing them with the tools and space to use all their language resources. This approach supports deeper understanding and helps learners feel more comfortable using English (Woll, 2020). The importance of translanguaging pedagogy in education, especially in the context of bilingualism. They argue that translanguaging can help students use their language skills more effectively and expand their language knowledge (Heryanti & Samsi, 2023). To improve English comprehension and usage skills, translanguaging pedagogy can be used in various ways, such as discussions, monologues, and dialogues (Khairunnisa & Lukmana, 2020).

4. Multilingual Identity Development

Encouraging learners to take pride in their language abilities. Some researchers believe that L2 should be used exclusively in EFL classrooms. They fear L1 interference and a decline in L2 use. Learners believe that they can benefit greatly from the implementation of translanguaging pedagogy in EFL classrooms. Translanguaging is considered a process of becoming multilingual (Rasman, 2018). Translanguaging pedagogy is used to combine the meanings of various language varieties, such as spoken language, with the meanings of the original language (dominant language), which can be understood as part of the process of developing linguistic intelligence (Khairunnisa & Lukmana, 2020).

5. Enhancing Learning Independence

Translanguaging pedagogy helps learners learn foreign languages and become more independent in using the language resources they have (Motlhaka & Makalela, 2016).

6. Positive Impact on Cognitive Development

Developing critical thinking, adaptation, and problem-solving skills. Cognitive and social development of learners is supported by translanguaging pedagogy. This practice is highly beneficial for learners from diverse language backgrounds as it enables an inclusive learning environment (Nagy, 2018). It has been proven that adequate language skills can improve students' academic performance and create an effective learning environment in the classroom (Poza, 2019). Translanguaging pedagogy can be effectively used to help students improve their English and enhance their academic performance (A. M. Beres, 2015). Educators believe that translanguaging pedagogy has a positive impact on helping students acquire knowledge and improve their understanding of English (Khairunnisa & Lukmana, 2020; Bin Sahib, 2019; S Zein & R. Stroupe, 2018).

These benefits indicate that translanguaging pedagogy has great potential to increase vocabulary, improve subject matter comprehension, enhance communication skills, develop multilingual identity, increase learning independence, and have a positive cognitive impact.

Advantages of Translanguaging Pedagogy

In bilingual classrooms, multilingualism can help students understand English and discuss meaning (Rozie et al., 2019; S Zein & R. Stroupe, 2018). Thus, the use of foreign languages is a pedagogically and socially appropriate and effective tool in the classroom for improving students' English language skills (S Zein & R. Stroupe, 2018).

1. Language Flexibility

Students can use all the languages they know, allowing for more comfortable communication. Translanguaging pedagogy provides space for students to use all the languages they know in the learning process. This creates an environment where students can interact and communicate their ideas more effectively, enabling them to integrate

knowledge from various languages (García, O., & Wei, 2023). Learners can use Indonesian or local languages in bilingual classrooms to keep communication flowing and help learners understand English more easily (Rahmawansyah, 2019). The application of translanguaging pedagogy can also use Indonesian or local languages to help learners excel in English (Bin Sahib, 2019). Indonesia is a multilingual country, so the theory of translanguaging pedagogy is very suitable for learning English in Indonesia. In addition to strengthening beginner learners' mastery of English, this theory can also help preserve local languages and mother tongues in their own country, Indonesia (Susilawati, 2021). Mother tongues can also be used to tell jokes as brief interludes during the teaching and learning process in the classroom (Rozie et al., 2019). Translanguaging pedagogy allows learners to collaborate in learning by using a combination of languages they are proficient in. This encourages better communication and deeper interaction between learners, resulting in a better learning experience (Creese, A., & Blackledge, 2021). The practice of translanguaging pedagogy to explain complex terminology, concepts, and grammatical structures helps learners in learning English (Bruen, J., & Kelly, 2014). To help them speak in class, students engage in translanguaging pedagogy by translating their concepts or expressions from one language to another (Rahmawansyah, 2019).

2. Enhancing social interaction

Translanguaging can enhance social interaction in the classroom, encouraging learners to learn from each other and collaborate using different languages. This approach enriches the learning experience and strengthens learners' communication skills (De Angelis, 2023).

3. Learner engagement

Learners will be more connected to the material if you encourage them to participate actively. Translanguaging pedagogy is also used to help students and educators communicate effectively (Rahmawansyah, 2019). The use of translanguaging pedagogy can help reduce differences between educators and students in their understanding of lesson material (Khairunnisa & Lukmana, 2020; Kartikasari & Rerung, 2017). Additionally, translanguaging pedagogy can make students more active (Rahmawansyah, 2019) and comfortable in the classroom (Khairunnisa & Lukmana, 2020). To assist students in exercises or assignments, educators can provide guidance and feedback (Khairunnisa & Lukmana, 2020; Rozie et al., 2019; Wedananta, 2020).

4. Facilitating understanding of teaching materials

When students need to create something that is clear and easy to understand, educators can use Indonesian, for example, to explain concepts or ideas and new vocabulary (Khairunnisa & Lukmana, 2020). Translanguaging pedagogy helps students understand the material presented by educators. As students' understanding of the material deepens, they become more active in the learning process in the classroom (Rabbidge, 2019). The language used to ask about the meaning of words shows students' understanding (Saputra, 2020; Wedananta, 2020; S Zein & R. Stroupe, 2018).

5. Encouraging more effective communication

Students of translanguaging pedagogy in the classroom can interact and discuss specific topics with their classmates, ask questions to their classmates, Bin Sahib (2019), and respond to questions from their classmates (Saputra, 2020). Translanguaging pedagogy is applied during problem-solving tasks. The use of translanguaging in education can facilitate more inclusive communication. By allowing students to translanguage, they can feel more comfortable participating in class discussions, which



in turn enhances their engagement and understanding of the subject matter (McGuinness, 2021). Soruç & Griffiths (2021) indicate that there is still an urgent need for educators with a good awareness of different language practices in the classroom. To achieve successful interaction, educators can apply translanguaging pedagogy when discussing lessons (Rasman, 2018). Educators who apply translanguaging pedagogy can introduce lessons in an engaging manner, allowing students to follow the lesson well and interact directly with the educator (Bin Sahib, 2019b; Rozie et al., 2019). Additionally, they can explain a topic, ask questions to students, assign tasks to be completed, provide feedback, and conclude the lesson (Bin Sahib, 2019a). Students can deepen their understanding through discussions with classmates. Furthermore, it can improve grammar, translation, linguistics, and culture (Kartikasari & Rerung, 2015; Santoso, 2020; Rozie et al., 2019; Tiolina Siregar & Tarigan, 2021). Furthermore, educators can also provide examples of topics being discussed, such as matters related to grammar, and address issues that arise in the classroom, such as theoretical explanations (Khairunnisa & Lukmana, 2020; Kartikasari & Rerung, 2015; Santoso, 2020).

6. Enhancing students' motivation to learn

Translanguaging in education can increase students' desire to learn because it allows them to use all their linguistic resources without limitations (Rubinov, 2021). Educational translanguaging can increase students' desire to learn. Students feel more confident and more engaged in class discussions by using the language they are proficient in (McGuinness, 2021). Translanguaging pedagogy is an alternative that can be used to encourage beginner language learners to learn English in the classroom. The concept of translanguaging pedagogy helps language learners build strong mechanisms for understanding, interacting, and mediating with various language uses (Garcia & T. Kleyn, 2018).

7. Creating a comfortable and enjoyable learning environment

Translanguaging pedagogy is used to mediate understanding, build meaning, avoid ambiguity, demonstrate knowledge (social interaction between languages), and make the classroom more relaxed and enjoyable (Rahmawansyah, 2019; Rozie et al., 2019). When teaching, educators must be able to use language easily according to the classroom situation (S Zein & R. Stroupe, 2018). Translanguaging pedagogy is also used to manage the classroom to praise students' abilities (Khairunnisa & Lukmana, 2020; Rozie et al., 2019).

The application of translanguaging pedagogy in English language educators has several advantages, including: creating language flexibility, increasing social interaction, student engagement, facilitating understanding of teaching materials, encouraging more effective communication, increasing student motivation to learn, and creating a comfortable and enjoyable learning environment.

Translanguaging Pedagogical Practices

Translanguaging pedagogy is used for meaningful communication processes through strategic communication techniques (Singh, 2015). In practice, translanguaging pedagogy can provide learners with opportunities to learn as widely as possible by intensifying the richness of their own language (Rasman, 2018). Translanguaging practices among learners can increase their participation and motivation in learning (Vallejo, 2018).

Translanguaging pedagogical practices positively influence learner performance and develop linguistic proficiency (Romanowski, 2019). Empirical studies on this topic currently under investigation continue to focus on various aspects of translanguaging pedagogical practices in EFL education. Translanguaging pedagogical practices can occur between educators and learners, as well as between educators and learners. This pattern of interaction indicates that this practice requires classroom interaction, both written and unwritten (Ann E. Ebe, 2016).

It is important to create a classroom environment where learners can use all the languages they know. Educators can encourage learners to share ideas in any language they know and use various languages when speaking in groups. This creates an environment that supports better understanding and communication. For example, students discuss a topic in small groups using their native language, then share the results of the discussion in a second language (García, O., & Wei, 2023).

Translanguaging pedagogical practices can involve the use of resources that include multiple languages, such as books, videos, and other learning materials. In practice, educators can ask students to discuss topics using multiple languages in small groups, thereby creating engaging interactions. For example, using videos with subtitles in different languages to encourage students to understand the content more deeply (Creese, A., & Blackledge, 2021).

Educators can design collaborative projects that allow students to use multiple languages to complete tasks. For example, students can create presentations or reports in groups using all the languages they know and explain cultural elements in their native language and second language (McGuinness, 2021).

Translanguaging pedagogical practices can emphasize the importance of tasks that encourage interaction among learners using multiple languages. Educators can create situations where learners must share information in different languages, thereby enhancing their communication skills (De Angelis, 2023).

Educators should facilitate critical reflection on language use in the classroom. This can be done through discussions where students discuss how they use language in learning and its impact on their understanding. For example, students share how the use of different languages affects their understanding of the subject matter (Marian, V., & Shook, 2022).

The use of technology is part of translanguaging pedagogical practice. For example, students can use applications or online learning platforms that allow them to interact in multiple languages simultaneously (Chik, 2022).

Through the application of translanguaging pedagogy, it is possible to integrate culture and language so that learners not only learn the language itself but also learn about the cultural context behind the language. This can be done through culture-based projects where learners use their language to explore and present cultural traditions. For example, students research traditional festivals and present information in the language of their choice, blending language and culture (Rahman, 2023).

These practices demonstrate how translanguaging pedagogy can be applied in a learning context to support student engagement and better understanding of the material. Translanguaging practices help educators and learners, but it is important to note that the first language must be chosen carefully. This includes English, Indonesian, regional languages, or even foreign languages other than English. They agree that translanguaging should be used as a pedagogy because it has a positive impact on learners' English language skills.



Stages of Translanguaging Pedagogical Practice

Translanguaging pedagogical practices implemented by educators can improve students' understanding of English when they explain. By implementing these practices, educators can improve students' understanding of English when they speak with students in class (Arisandi et al., 2023).

Educators creatively design English as the target language to increase students' desire to learn English in the classroom. Translanguaging practices can improve English assessment scores (Karnes, 2019).

1. Mapping Students' Language Ability Background (García & Kleyn, 2018)

Objective: To understand the background and language proficiency of students.

Practical steps:

- Conducting a language survey (L1, L2, and other languages).
- Discussing with students and parents about language use at home and in the community.
- Create a language profile of the students.

2. Designing Translanguaging Learning Goals and Strategies (Cenoz & Gorter, 2017)

Objective: To develop bilingual learning that explicitly integrates translanguaging.

Practical steps:

- Set learning goals that accommodate the use of two languages.
- Determine when and how L1/L2 are used (e.g., input in L2, elaboration in L1).
- Select instructional materials that support translanguaging (bilingual texts, videos with dual subtitles, etc.).

3. Develop Translanguaging Activities in Learning Activities (García & Wei, 2023)

Objective: To activate all language skills of learners in the learning process.

Practical Steps:

a. Use techniques such as:

- Reading in L2, discussing in L1
 - Writing drafts in L1, finalizing in L2
 - Creating bilingual project activities (e.g., vlogs, podcasts, booklets)
- b. Encourage students to think and explain in the language they are most comfortable with, then assist with transposition to L2.

4. Creating an Inclusive and Safe Language Environment (Creese & Blackledge, 2010)

Objective: To build a classroom environment that values all students' languages.

Practical Steps:

- Allow students to use L1 in collaboration.
- Display students' work in various languages.
- Provide teaching materials from various linguistic and cultural backgrounds.
- Validate students' linguistic identities in classroom interactions.

5. Reflection and Assessment Based on Translanguaging (Li Wei, 2018)

Objective: To assess the learning process fairly based on content, not just target language proficiency.

Practical Steps:

- Use formative assessment: observation, reflection journals, informal interviews.
- Allow the use of L1 in explaining concepts (e.g., in discussions or formative tasks).
- Focus assessment on conceptual understanding, not just L2 grammatical accuracy.

6. Teacher and School Community Collaboration (García & Kleyn, 2018)

Objective: Build ecosystem support for translanguaging.

Practical Steps:

- Discuss this approach with fellow teachers and the school principal.
- Involve parents through bilingual communication.
- Conduct teacher training to understand and support translanguaging.

CONCLUSION

Based on the results and discussion of the use of translanguaging in English language classroom learning, the researcher found that the application of translanguaging pedagogy is a strategy for teachers to help students learn English. This effectiveness will make students more active in learning. Additionally, the application of translanguaging can enhance vocabulary knowledge, improve understanding of the material, enhance communication skills, develop multilingual identity, increase learning independence, and have a positive impact on developing critical thinking and adaptability skills. In addition to these conclusions, there are several suggestions for other researchers to explore the implementation of translanguaging pedagogy using different methods, such as a mixed qualitative and quantitative method.

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