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Investigating a Secondary EFL Teacher's Practices of Using Translanguaging in Teaching Speaking: A Descriptive Case Study

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ABSTRACT

English is now increasingly used by non-native speakers and translanguaging can be used by all teachers to ensure that students understand the subject matter throughout the teaching speaking process. This study aims to examine the teacher's practices and intentions regarding the use of translanguaging in teaching speaking and to examine how EFL students respond to translanguaging practices in EFL speaking classroom. This is a descriptive case study focusing on an EFL teacher and five EFL students in a vocational high school setting. Data collection methods include observation and semi-structured interviews using thematic data analysis. The results show translanguaging practice occurred in speaking classroom, which served several purposes including to encourage student's active participation, reinforce learning, provide specific areas of improvement, and provide model repetition. The students responded positively to the use of translanguaging, finding it facilitates a quick understanding, makes less fluent in English and helpful in understanding the lessons in speaking classroom. They emphasised the benefits of translanguaging and preferred to use it because it can be an effective strategy to address the challenges of learning speaking. The study concludes that allowing students to use their native language when speaking classroom can improve comprehension.

1. Introduction

Currently, the use of English by non-native speakers is increasing as reported by Liu & Fang (2022). On a global scale, English can also be described as a classy language, with the notion that being able to speak English verbally and effectively is something to be proud as stated by Susilawati (2021). In Indonesia, English is perceived by learners as a foreign language (EFL) that is not commonly used by

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learners in their local social environment. Educational institutions are encouraged to continue developing effective digital media to support learning activities (Hanum 2023). Even in their school environment, Indonesian students hardly speak English to each other. To communicate with each other inside or outside the classroom, they often speak Indonesian or the local language. It is related to reasoning proposed by Fang & Liu (2020) that when prioritizing the use of the target language (L2) as the primary medium of instruction, educators should consider students' proficiency levels and students' real-world language use, since the exclusive enforcement of English can lead to confusion among students. The main reason for this confusion is the lack of regular contact and use of the English in everyday life. Learning English in childhood starts from the students' ability to understand about the alphabet (Sari, 2023).

The teacher's choice of which language to use in a bilingual or multilingual settings affects students' understanding (Rivera & Mazak, 2017). However, it is important to ensure that students understand the subject matter throughout the learning process, as many of them do not study English as a subject in primary school. In order for the students to learn a new language effectively, the teacher's explanations must be understandable to them. They will not learn anything, they will not get any information, and the learning process will fail if they do not understand what the teacher is teaching. In order to master the English language, some teachers sometimes combine English and Indonesian or local language in their classes. The phenomenon of using one's mother tongue to teach a foreign language is currently known as translinguaging. In this way, students' L1 is used to support the L2 learning in the classroom (Sahib, 2019). Translinguaging can be seen as a successful pedagogical technique that aims to maximise the linguistic, social and cognitive potential of both the learner and the teacher in the classroom (Romanowski, 2019)

Translinguaging is an approach to language learning that has gained increasing attention in recent years, particularly in the field of teaching English as a foreign language (EFL) teaching. English is now increasingly used by non-native speakers and translinguaging has emerged as a new paradigm for describing complex multilingual learning and multimodal communication practices (Liu & Fang, 2022). A pedagogical practice designed by a teacher who uses the stronger language to develop the weaker one is called translinguaging (Cenoz & Gorter, 2020). Garcia and Wei (2014) cited in Emilia and Hamied (2022) assert that an approach to language use and bilingual education known as translinguaging views the linguistic behavior of bilingual people as one linguistic repertoire rather than two distinct language systems. This viewpoint recognizes that bilinguals use a variety of linguistic features that are often associated with different languages. The use of translinguaging can be integrated into learning that considers the existence of a pluralistic context/environment where, for example, students generally live in a cultural society that uses multiple languages in their daily lives; Sundanese, or Indonesia to further expand the context of communication in the classroom (Susilawati, 2021; Afinda, 2023). Translinguaging can be used by all teachers (bilingual or monolingual) in any curriculum to effectively teach language-deficient students who are in different stages of bilingualism in their

classrooms (Flores and Garcia, 2013; Yilmaz, 2019). Therefore, teachers can use translanguaging as a pedagogical method in a bilingual or multilingual classroom to improve the effectiveness of language teaching, especially teaching English speaking as a foreign language.

Based on the research background, this study seeks to examine teachers' practices and views on the use of translanguaging in language teaching speaking and how EFL students respond to translanguaging practices in the EFL speaking classroom. The study was carried out at a private vocational high school (SMK). The reason for selecting this site was because the teacher in this site used Indonesian and (or Sundanese) to convey the materials during the learning process in an EFL speaking class. The participants in this study consisted of an EFL teacher and five students from the teacher's speaking class. Students' English proficiency levels varied, allowing for the study of the impact of translanguaging on students with different language proficiency levels.

2. Methodology

This research is a descriptive case study involving participants of an EFL teacher and five students of an English speaking class. Observation and interview were used to collect the data. The teacher and students' speaking process using translanguaging at this school was observed by the researcher for one month, and four observations were made over four weeks. After completing of the observation, the semi-structured interview was used as the method of data collection. The qualitative data are analyzed using a thematic analysis, which provides a six-stepguidebased on Braun and Clarke (2006). The Procedure in this study was adapted from Anwar (2019) :

- a. The first author asked the EFL teacher for permission to observe the lesson.
- b. Observation tools such as audio or video recordings were prepared before entering the classroom.
- c. The teaching learning process was observed passively, with the focus on the teacher's instructions during the learning process, what languages the teacher used, and how he or she made the students understand the material through translanguaging. In the observation, emphasis was placed on the teacher's and students' actions with regard to their communication feedback. Detailed notes were taken to ensure the required data was captured.
- d. In addition, interviews were conducted with five students to collect further data and to collect responses on the use of translanguaging in their classroom using an interview guide.

Observations and interviews were transcribed using Microsoft Word, paying attention to theory when analyzing and encoding the data, following the step-by-step instruction of Braun and Clarke's (2006).

3. Results and Discussion

Based on the data from observations and interviews with the teacher and five students, two main themes related to the EFL teacher's practices in using translanguaging in teaching speaking were identified. The findings are presented as follows:

EFL teacher's purposes in using translanguaging in teaching speaking

The data from the observations suggest that translanguaging practices occurred in speaking classroom at every meeting. Translanguaging practices can be seen in the following four excerpts from each meeting.

Extract 1

This excerpt 1 is from the third meeting where the teacher gave tasks/commands to the students. The Indonesian and Sundanese expressions are in italics, the English translation is in brackets. T stands for teacher and S for students (all pseudonyms used). The author provided the following example of the excerpt:

T: *Ok jadi kalian silahkan baca dulu yaa kertas yang udah mis kasih, terus coba pahami.* [Okay, please read the text I gave you first and then try to understand it.] I'll give you 30 minutes. Then each student must practice speaking in front of the class like an anchor. All right, go ahead. (see appendix)

Ss: Yes miss!

T: *Coba kalian terjemahin teksnya.* [Please try to translate the text] But remember! Jangan menerjemahkan word for word tapi [but] translate the meaning.

Ss: Yess Miss!

S: *Miss kalo yang ini cara ngomongnya gimana?* [How do I say this one miss?]

T: Which one? *Coba kamu ucapkan dulu nanti saya benerin.* [Try to saying it first, and i will fix it later]

S: *Takut salah miss. Yang ini tah.* [I am afraid to say the wrong word. This one miss]

T: *Coba perhatikeun miss heula!* (noisy) Attention please! Repeat after me. *Ucapkan sesuai dengan yang saya contohkan yaa!* [Say it the way I do]

Ss: Yess Miss!

T: It also

S: It also

T: Revealed 89 percent

S: Revealed 89 percent

T: Of young female employees

S: Of young female employees

T: Were smoker

S: Were smoker

T: *Tah kitu!* [Good job!] Adit! (Mentioned someone) Try to say the full sentence na! [Try to say the full sentence]

Excerpt 1 shows that the teacher asked her students to do the individual task. The teacher used translanguaging strategy when the teacher gave task for the students. She uses translanguaging to order her students to start working on the assignment and then her students have to practice it in front of the class after 30 minutes. To begin, the teacher introduced the assignment by outlining the objectives and expectations using both the target language and the students' native language. This approach helped students grasp the essence of the task and clarified any potential confusion they might have had. The teacher's command showcases the utilization of the Indonesian, Sundanese (a local language) and English language indicating the expectation for the students to engage in a specific instruction related to the task. This use of translanguaging strategy in the teacher's command illustrates how multiple languages are employed to convey precise and nuanced instructions to the students.

By incorporating words in different languages, the teacher acknowledges the linguistic diversity of the classroom and makes the learning experience more inclusive for students who are familiar with Sundanese. By incorporating English into the command, the teacher addresses a particular aspect of the task. The teacher's utterance in English also provides a model for correct pronunciation and encourages students to imitate her. This approach allows students to develop their English language skills and learn the correct pronunciation of the text. Finally, her Indonesian instruction helps to clarify the expectations for the students, ensuring that they understand the task at hand and are able to reproduce the correct pronunciation. By incorporating both Sundanese and Indonesian, the teacher creates a supportive environment that acknowledges and values the linguistic resources of all the students. This demonstrates the pedagogical practice of translanguaging strategy, where language resources are effectively utilized to enhance students' understanding and facilitate their learning process.

The teacher's objective in employing translanguaging strategy in this part of teaching English speaking can be categorized in detail as follows:

- a. Encouraging student's active participation
In order to foster active participation among students, the teacher employs translanguaging strategy. The teacher initiates the process by instructing the students to read and comprehend the given text in their native language. The teacher also encourages the students to translate the text into the target language and encourages them to think in English while expressing the ideas. By creating an interactive and engaging learning environment, the teacher fosters a supportive atmosphere where students feel motivated and confident in their language skills.
 - b. Reinforcing learning
-

The teacher selects specific sentences from the text and asks the students to repeat them after her. Through repetition, the students improve their pronunciation, intonation, and overall speaking abilities. This practice allows the students to apply their speaking skills, gain confidence in speaking English, and develop their fluency and pronunciation. Moreover, the teacher provides individual attention to a student who expresses uncertainty about pronouncing certain words, correcting any errors. This personalized guidance is essential for the students' speaking skills development, ensuring accurate pronunciation and enhancing their ability to communicate effectively in English. By incorporating translanguaging techniques, the teacher effectively reinforces learning and fosters a supportive environment for language acquisition (Figure 1).



Figure 1. Teacher's Activity in Teaching Speaking Using Translanguaging

Based on the picture above, it shows the teacher's use of translanguaging in teaching speaking skills aims to encouraging student's active participation and reinforcing learning. Firstly, it aims to encourage students' active participation by utilizing their native language as a tool to comprehend the content, promoting translation into the target language, and fostering fluency and natural communication. Secondly, it focuses on reinforcing learning by incorporating repetition exercises for improved pronunciation, intonation, and overall speaking abilities, as well as providing individual attention to correct pronunciation errors. Through these strategies, the teacher creates an engaging and supportive learning environment that enhances students' language skills and fosters their confidence in speaking English. By leveraging the power of translanguaging, the teacher effectively facilitates the teaching of speaking skills, ultimately promoting students' language development and proficiency. It is in line with Hurst and Mona (2017), who were cited in Liu et. al (2022), argued that teaching monolingually, such as in English to students whose first language is not English, has been found to lower confidence, participation, and grades of students with limited English proficiency because they are afraid of making a mistake and receiving peer ridicule. Therefore, the teacher should adjust the language needed by the students.

Extract 2

This extract is taken from the speaking practice session with the students using news item texts at the fourth meeting. The Indonesian and Sundanese language expressions are in italics with the English translation provided in brackets. T is for teacher and S for students (all used pseudonyms):

T: Good morning, class! *Ayeuna*, [Today] we will be practicing speaking skills using news item texts *yang minggu kemarin sudah kita pelajari bersama-sama*. [that we learned together last week.] ... (noisy) ... *Hayu ngke maju hiji-hiji nya!* [Please come forward one by one.] Remember to speak clearly and confidently. Prince! (mentioned someone) *sok tiheula*. [you can start first.]

Prince: (Nervously) Um... Good Morning, people. Back with me Prince... um... in Korpri Vacation High School news... um... This time i will be delivering the news about Growing Number of High School Students Smoking... um... A survey has found..

T: Good Job, Prince. *Ok sekarang kita coba tingkatin pelafalan sama kelancaran kamu yaa*. [Now, let's work on improving your pronunciation and fluency.] .. (Noisy) .. *Semuanya tolong di perhatikan!* [Attention please] Let's break down the sentences. *Ini kalimatnya agak panjang, coba tolong diperhatikan ya!* [This is a rather long sentence, so please be careful!] *Harusnya gini yaa* Prince, [The sentence should be,] "The Indonesia anti-tobacco campaign has reportedly been deemed as in effective as the government refuse to sign the international convention on tobacco control." Repeat after me, "The Indonesia anti-tobacco campaign has reportedly been deemed as in effective as the government refuse to sign the international convention on tobacco control."

S: (Repeating) "The Indonesia anti-tobacco campaign.. um.. has reportedly been deemed as... um.. in effective as the government.. um.. refuse to sign the international convention on tobacco control."

T: *Ok! Sok coba kalimat selanjutnya*. [Now, let's move on to the next sentence.] *Yang ini juga harusnya gini*, [It should be,] "It said that cigarette producer contributed to a large amount to state revenue and gave jobs to thousands of workers" *Sok! Iktin!* [Repeat after me,] "It said that cigarette producer contributed to a large amount to state revenue and gave jobs to thousands of workers"

S: (Repeating) "It said that cigarette producer contributed to a large amount to state revenue.. um.. and gave jobs to thousands of workers"

T: *Bagus. Bagus*. [Great] You did it well.

In the given conversation, the teacher is conducting a speaking activity with the students using news item texts they had previously studied together. The teacher emphasizes the importance of speaking clearly and confidently. However, one student named Prince appears nervous and struggles with his pronunciation and fluency. To address this issue, the teacher employs translanguaging as a teaching strategy to help improve the students' pronunciation and speaking abilities in English. s. In this context, the teacher incorporates Indonesian and Sundanese

language to facilitate understanding and promote accurate pronunciation. The teacher starts by asking Prince to repeat a complex sentence, breaking it down into manageable chunks. The teacher also models some sentences in English and one of the students, Prince, is asked to repeat it after the teacher.

By incorporating translanguaging, the teacher acknowledges that students may need support in their target language acquisition. The use of Bahasa Indonesia and Sunda language assists Prince in understanding the sentence structure and pronunciation, promoting a more accurate and confident delivery of the English sentences. In this translanguaging strategy, bilingual or multilingual speakers of both teacher and students carefully and strategically select from their entire repertoire of linguistic elements to better meet their communication needs (García and Wei, 2014).

The teacher's main objectives in extracting the results from the research on translanguaging can be categorized as follows:

a. Providing specific areas of improvement

The teacher aims to identify and address the students' pronunciation errors during speaking activities. By utilizing translanguaging, the teacher can effectively pinpoint specific areas of improvement and provide targeted feedback to help students improve their pronunciation in English. Translanguaging allows the teacher to explain and demonstrate how specific words and phrases should be pronounced, ensuring that students grasp the correct pronunciation and intonation patterns.

b. Providing model repetition

The teacher utilizes translanguaging to provide students with a model for repetition. By pronouncing the sentences accurately, the teacher sets a benchmark for students to follow. Through translanguaging, the teacher demonstrates the correct pronunciation and encourages students to repeat after them, enabling students to internalize the correct pronunciation patterns and improve their speaking skills.

Overall, by leveraging translanguaging techniques, the teacher aims to optimize the students' learning experience during speaking activities. This approach facilitates a supportive and inclusive learning environment that acknowledges students' linguistic backgrounds and helps them overcome pronunciation challenges while developing their speaking abilities in English.

EFL students' responses to the EFL teacher's practices of using translanguaging in teaching speaking

This section discusses students' views on teacher's translanguaging practice. The findings come from the interview of five voluntary students.

a. **Translanguaging facilitates a quick understanding**

Translanguaging in speaking class helps students feel comfortable and understand the material better. The teachers use Indonesian, Sundanese,

and English to explain concepts. By incorporating native languages, students grasp the material effectively, creating an inclusive environment. Translanguaging takes different language background, into account and bridges the communication gap. Overall, it is crucial to use translanguaging techniques in teaching speaking skills to better understand and integrate students' native languages in addition to English. According to Cenoz (2017), it is important to keep in mind that many English speakers around the world are multilingual as they also speak other languages. Therefore the teacher uses three languages. The teacher speaks English supplemented by Indonesian and Sundanese.

b. Translanguaging as an effective strategy to address the challenges of learning speaking

Incorporating translanguaging techniques into teaching speaking skills helps students overcome language barriers, fears, and confusion. By using their mother tongue alongside English, students develop better understanding, become more confident communicators, and improve their language skills. The overall implication of these responses is that translanguaging can be a great benefit to students in overcoming various challenges they face in learning English as a second language. Furthermore, Emilia and Hamied (2022) claim that using students' native languages in foreign language classes can facilitate the acquisition of a second or foreign language. Accordingly, the teacher always uses translanguaging in the speaking learning process. From the observation, it was clear that the teacher used a lot of Indonesian and Sundanese in conveying the material.

c. Translanguaging is more preferred way to explain the new language

In order to master the English language, translanguaging is a good way to teach speaking. Students prefer it as the teacher uses Indonesian and Sundanese in addition to English, which makes it easier to understand and boost their confidence. A small percentage of people speak English, or communities that need it, including those in business, tourism, or those studying abroad, and government and educational levels are those that need it (Liando, et al, 2022). The teacher's use of translanguaging in speaking classes is very appropriate. The teacher uses translanguaging during the speaking teaching process is to create so that the students are proficient in the target language or English with the right explanation and easier for students to understand.

The investigation reveals that EFL teachers commonly employ diverse aims in the classroom, such as encouraging active student participation, reinforcing learning, identifying areas of improvement, and offering model repetition. A poignant depiction of this dynamic unfolds in the accompanying image, capturing a teacher engrossed in instructing students. In this study, we discovered that English teachers use different goals in class, like encouraging students to participate, helping them learn better, pointing out where they can improve, and repeating examples. This visual representation encapsulates the essence of effective language instruction, as discussed in the concluding findings.

4. Conclusion

Based on the findings and discussion of this study, the following conclusion is put forward, First, it is found that the aims commonly used by the EFL teachers in the classroom are purposed for some motive, these purposes include: to encourage student's active participation, reinforce learning, provide specific areas of improvement, and provide model repetition. Second, the most popular student responses to EFL teachers' practice of using translanguaging in teaching speaking. The research findings shows that most students accepted their teachers' translanguaging practices during the speaking learning process. The students responded positively to the use of translanguaging, finding it facilitates a quick understanding, makes less fluent in English and helpful in understanding the lessons in speaking classroom. They emphasised the benefits of translanguaging and preferred to use it because it can be an effective strategy to address the challenges of learning speaking.

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