

**A Case Study:
The Use Of Translanguaging In The Form Of Lecturer-Directed Translanguaging Of
English Department Class Of
Mulawarman University**

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Abstract

This study aimed to find the translanguaging practice during the teaching and learning process in the online environment class and the factors behind the existence of lecturer's translanguaging in the teaching and learning process in the online class. The current study used case study research design under a qualitative approach. This study observed and interviewed a lecturer in English Department at Mulawarman University to collect the data. The data analysis method employed was qualitative content analysis. The current study revealed target language is still the dominant language that appeared in the virtual class. In addition, the lecturer's translanguaging appeared in content/language explanation, especially in explaining pronunciation, grammar, vocabulary or difficult terms; drawing attention and comprehension checking; instruction reinforcement. This study also found that translanguaging is used as material sources that created multimodal and multilingual learning. Translanguaging occurred in the virtual class because of four factors: familiarity/friendliness with the students, attitudes and emotions of the speaker, purpose of the message is more important than the language, habit or usual manner of behavior. The current study found that translanguaging has positive values where the lecturer used translanguaging as assistance to make sure the message gets across. Therefore, educators may want to consider allowing the class to translanguaging during the teaching and learning process.

Keywords: Translanguaging Practice, Lecturer-directed Translanguaging, Virtual Class

1. Introduction

Nowadays, meeting someone bilingual or multilingual happens commonly, and Indonesia is one of the countries that have people who speak various languages and represent various cultural backgrounds. In multilingual communities, using different languages is a conventional strategy to communicate. Thus, the use of multiple languages in class actually could trigger us to face the problem of communication, however, it also has the possibility to help the students' learning, depending on the students' needs and the teachers' goal or the lesson objectives, for Velasco & Fialais (2016) stated that education is supposed to about acquire knowledge, not simply learning English. So, Translanguaging is one of the best ways to portray this belief, though if students cannot accept or welcome such pedagogical choice, then it may be lost and ruined from the start.

Garcia & Wei (2014) defined translanguaging as an approach to the use of language and the education of bilinguals that consider the language practices not as two autonomous language systems, but as a single linguistic repertoire of characteristics that have been societally constructed to differentiate two distinct languages. Translanguaging is the use of students' full linguistic repertoire to make meaning without thinking of the fact that they have one language that is different from the other. Research that tries to answer the question of whether bilingual/multilingual education or monolingual (English-only) education works best

is often contradictory. There are many studies that found that using students' home language practices deliver positive effects over using English-only education (Hornberger & Link, 2012; Duarte, 2019; Creese and Blackledge, 2015; Sahr, 2020). The decision about which languages are used in the class is left mainly to the lecturer and the course's management. The main teaching language in English Education Department is English, however 'Bahasa' is still used, both the lecturer and the students choose to use Indonesia instead of English in order to assure that everyone can get the message, the important point of the material that should not be missed. This is what the researcher would like to explore, the practices of translanguaging that actually occur in English Department class, especially now in virtual mode, and how it can be exist.

2. Literature Review

There are many studies related to translanguaging in a classroom that have already been done, such as in reading (Vaish and Subhan, 2014; Kwon and Schallert, 2016; Mbirimi-Hungwe, 2016; Pontier and Gort, 2016), writing (Adamson and Coulson, 2015; Motranslanguaginghaka and Makalela, 2016; Kiramba, 2016; Machado and Gonzales, 2020), science (Langman, 2014; Mazak and Herbas-Donoso, 2014; Probyn, 2015; Mbirimi-Hungwe, 2019), even business (Alsaawi, 2019). The studies above found that translanguaging are occurs different and varied. The perceptions of the teacher and students who are experiencing translanguaging are also different. This study is different from the studies that have been administered. Besides the distinguishes in the participants, methodology, geographical factors, the present study is conducted due to a suggestion from Canagarajah (2011) that said the majority of existing studies on translanguaging are on face to face oral interactions, so, how translanguaging works in other genres or modalities of communication has not been done yet. So far, Translanguaging is still a new term in the education system in Indonesia, while this topic is developing, not much has been heard of the use of translanguaging, how it is practiced and what reasons causes it in the virtual class. Therefore, the researcher in the present study investigated the class where the phenomenon can be found to contribute and find new information on the practices and the factors or reasons behind the existence of translanguaging.

3. Methods

This study used case study research design under a qualitative approach. To reveal what practices of translanguaging occurred in the English Department Class, the researcher has done classroom observation, as Good in Wang (2019) argues that one of the purposes of classroom observation is to describe current conditions of instructional practices and find instructional difficulties. To figure out the reasons behind the existence of translanguaging, the researcher conducted an interview. Patton in Gay et al (2012) has remarked that interview is done to find out things that we cannot directly observe such as thoughts, feelings, and intentions. The subject of the study is a lecturer that has been teaching in the English Department for 33 years and mastered five languages: Indonesian, English, local language Banjarese, Buginese, understand Javanese and a little Chinese. The data were collected by observation and interview using various media with the lecturer. The primary data sources for the study consisted of 10 video recordings of zoom meeting class that lasted for around 20 to 60 minutes and a WhatsApp Group Chat. The total length of the recording exceeded 355 minutes. These recordings and chats were transcribed using the Inqscribe transcription software. The total transcripts amounted to around 60.155 words. After the data has been collected, Technique of Data Analysis that the researcher used is in this study is Qualitative Content Analysis with Inductive approach.

4. Result And Discussion

The Lecturer's Translanguaging

According to Lewis, Jones, and Baker (2012), there are two types of translanguaging, they are teacher-directed translanguaging and student-directed translanguaging, though this study focuses only on one of the types, namely teacher-directed translanguaging which is a structured and planned activity by the teacher to give clarity, support, ask questions, and manage the class. The findings of the transcription analysis reveal that the lecturer used his language repertoire during the teaching and learning process. The following is the frequency graphic of the language that appeared in the virtual class.

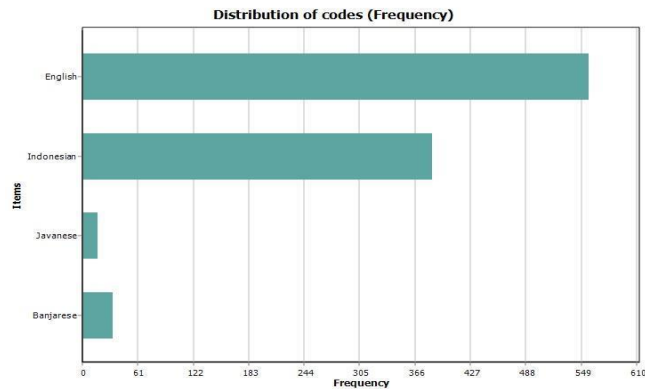


Figure 1. Histogram of the subject's language used

Referring to Figure 1, it is clear to say that from all of these named languages, English was the most dominant language used in classroom talk followed by Indonesian. Obviously, the graphic shows that the local language was the least frequently used. First, From 10 cases counts per sentence, English appeared 50, 5% or 556 times. Then, Indonesian appeared 34, 9 % or 384 times. Next, Javanese occurred 1, 5 % or 16 times and the last Banjarese appeared 2, 9 % or 32 times. English and Indonesian exist in all cases while Banjarese is found in 7 cases and Javanese in 5 cases. There is also another language found once, namely Kutainese, though this is only uttered by the students in their discussion, while the lecturer positions at that moment more like an observer, but after that, he leads the discussion back to the topic with other languages. It can be concluded that the lecturer let the local language have a role in his teaching and learning activity, meanwhile, he acts as a supportive and encouraging student in the discussion.

From the observation, the researcher noticed that in the main teaching and learning activities, what language will use or appear was not able to be predicted. Every 'named language' just comes out naturally when needed. In the following parts, the researcher presents how the lecturer uses the language repertoire in virtual class into four categories, namely Content/language Explanation, Draw attention and comprehension checking, instruction reinforcement, and translanguaging as material sources.

1. Content / Language Explanation

Translanguaging in this study was defined as the use of all language repertoire that lecturers have in the virtual class where the lecturer and the students discuss from the

beginning of the class until it finishes. To put it another way, translanguaging allows lecturers and students to use languages aside from English in classroom interaction. This concept supports the previous ideas that making use of the native language in addition to the target language can help students achieve mastery. It's presumably because students can effortlessly understand the topics if they're explained in their home language, and they can overcome or minimize the language anxiety that comes because of lack of knowledge or linguistic competence that they could face in a monolingual classroom. The following transcript excerpts will give an illustration of translanguaging that occurs in discussion in the virtual class of an English Department Online Class. Translanguaging appears when the lecturer wants to explain the content, especially in explaining pronunciation, grammar, vocabulary or difficult terms. The following transcription aims to exemplify the existence of translanguaging.

Example 1

- L: Okay, Em, what does buffalo mean?
S12: Eh,? yes sir?
L: What does the word buffalo mean? In bahasa Indonesia?
S12: Kerbau (laughter)
L: *Iya, tapi jangan bacanya buffalo, em.* (laughter) *Masa buffalo bacanya, nah bacanya ya,* (dictionary sound:buffalo) *apa bacanya Em?* [Buffalo (laughter) Yes, but do not pronounce it as buffalo, Em, here how to say it (dictionary sound:buffalo) how to pronounce it Em?]
S12: Buffalo
L: *Nah gitu bacanya, jangan baca buffalo ya, boleh buat kesalahan untuk yang sulit sulit katanya ya, kaya misalnya e-w-e,* [Well that's it, don't pronounce it buffalo, you can make a mistake on pronouncing difficult word, like, e-w-e] how do you pronounce this word? e-w-e, Hello are you with me?
S12: Yes sir
L: Ya, Everybody, I'm asking everybody, ehh, e-w-e, how do you pronounce this word?
S13: ewe
Ss: (ee) (i)
S1: (laughter)
L: *Itu bacanya yoo* [pronounce it as (yoo)]
S1: Ohh (Transcript 9, Case 9)

The extract above shows that the lecturer explained the material used translanguaging during his teaching process. The lecturer asked the student to make a story to practice reported speech in the target language. After student 12 finished her story, the lecturer responded by using translanguaging by connecting the word in the target language with Indonesian. The lecturer tried to bring the students to a discussion of a mistake made by student 12 using translanguaging where he asked about the definition of an English word in Indonesia. After the student's answer, the lecturer also gave a response in the same language. The researcher considered that translanguaging occurred here is called Interpretive Function, one of the categories of translanguaging found by Wang (2019). The words in italic show that Indonesia is used as a channel to explicate mispronouncing English words.

“Iya, tapi jangan bacanya buffalo, Em [Yes, but do not pronounce it as buffalo, Em], First, this sentence is uttered by the lecturer to underline the mistake, to warn and make

sure the student understands that she is not supposed to say the word that way. The lecturer continued by saying “*Masa bufalo bacanya, nah bacanya ya,*” [not bufalo, here how it's supposed to pronounce] to correct the wrong pronunciation, and then he asked “*apa bacanya Em?*” [how to pronounce it Em?], to check whether she is with him and get the information accurately.

The lecturer gives another example by saying ‘*boleh buat kesalahan untuk yang sulit sulit katanya, kaya misalnya e-w-e* [you can make a mistake on pronouncing difficult word, like, e-w-e]’, the lecturer considers that mispronouncing unconventional words is still tolerable but not with the basic ones. The lecturer used the target language again by asking ‘*how do you pronounce this word?*’ It can be seen that none of the students know how to pronounce the word, then the lecturer tells them how to pronounce it in Indonesia, as he said “*Itu bacanya yoo*” [that's yoo], all students give signs of understanding by saying “Oh” which indicates that they just acquired new knowledge. Taking everything into account, translanguaging is used here in order to enlighten students’ pronunciation.

Translanguaging also used by the lecturer in explaining grammar. The most obvious that can be seen is that the teacher made a movement from English to Indonesian language repertoire vice versa to explain, to make sure the students grasp the point of the content perfectly, the lecturer explained in one language first then used another one. The researcher would call this as a re-explain. It can be said that the lecturer uses translanguaging through translating, as Tian (2021) stated that utilizing translation serves as a scaffold to facilitate students’ contrastive analysis skills which provide better explanation and better teaching materials for the learners.

Using translanguaging, lecturers could often compare and contrast structure, words or phrases with examples from both languages. It is a widely held view that since the purpose of the lesson is to understand the problem of modifiers in English, the lecturer chooses the language that he used in giving examples is English in order to help them understand it better, how it is applied in English.

Example 2

L :If you are good at literature, perhaps you can add some figurative language, *do you know what I mean by figurative language?* Hello?

S2: No sir

L : *Figurative language in bahasa indonesia*, for example like this, there was a girl walking alone, so, on the way he met a man with a knife in his hand. So the girl was really afraid, it seem that he was, he just saw a very big black ghost, Nah, untuk menggambarkan ketakutan itu loh maksudnya, ditambahin bahasa kiasan. [See, to describe the fear, add some figurative language] You understand what I'm talking about? Hey? Hello? Hello? Do you hear me? Putus-putus ya? [Am I breaking up?]

S3 : Iya, putus-putus [Yes, you are]

S5 : Is it like an idiom?

L : Yeah, it almost like idiom, figurative language, misalnya menggambarkan seseorang yang cantik ya, misalnya, [for instance, to describe someone who is pretty] ‘my wife is very beautiful, she is like the most beautiful princess in the world. Nah dibuat seperti itu, dilebih-lebihkan, ditambahin maksudnya gitu, to make it more interesting. [Well, you can make it like that, exaggerated, add figurative language, to make it more interesting.] (Transcript 4, Case 4)

The lecturer uses translanguaging in explaining difficult terms or content that the students do not understand yet. It can be seen that the lecturer is trying to use languages to explain the terms to make it easier. The excerpt begins with the lecturer saying, “If you are good at literature, perhaps you can add some figurative language”, here, the lecturer assumed that students had acquired the content in their previous learning Introduction of Literature. Since the answer of the students is no, therefore, the lecturer is trying to connect the content knowledge in English with students’ prior knowledge by saying “*Figurative language in bahasa Indonesia*”, here, it is conspicuous that the lecturer is aware of students home language as resources for their learning. Wei in Tian (2021) declared that students’ native language is seen as more than scaffoldings but as rich resources that are bound with their creativity, cultures, and criticality.

After that, the lecturer continued with examples in English, and said, “*Nah, untuk menggambarkan ketakutan itu loh maksudnya, ditambahin bahasa kiasan*” [See, to describe the fear, add some figurative language]. This sentence is the next explanation uttered in a casual tone, where the word ‘loh’, ‘nah’ appears. The word ‘loh’ (sometimes spelled ‘lho’) here is a particle commonly used in conversational Indonesian to show surprise or prompt a warning, in this case, it is used as an emphasis to the word fear. Usually, the particle like ‘loh’ and ‘nah’ becomes something that just comes out without the speaker realizing it, as in the excerpt, ‘nah’ is found twice and always appears at the beginning of the sentence.

Next, the lecturer got a question asking whether figurative language is like idioms. In answering the question, translanguaging also occurs where to make meaning of figurative language, the lecturer said “*Yeah, it almost like idiom, figurative language, misalnya menggambarkan seseorang yang cantik ya, [for example to describe someone that’s pretty] misalnya, ‘my wife is very beautiful, she is like the most beautiful princess in the world.’*” In analyzing this sentence, the researcher believes that the lecturer is talking in Indonesia, however, he is also thinking in English, for it can be seen that the lecturer tried to find an example of figurative language while talking in Indonesian but his hands typing in English. The last sentence is “*nah dibuat seperti itu, dilebih-lebihkan, ditambahin maksudnya gitu, to make it more interesting. [Well, you can make it like that, exaggerated, add figurative language, to make it more interesting]*”. The lecturer says the word ‘nah’ to draw the student’s attention, after that he concludes his explanation with how to use figurative language. In this sentence, it also feels that the lecturer used a casual tone, as the word ‘gitu’ can be counted as an informal word in Indonesia. ‘Gitu’ is an abbreviated form of the word ‘begitu’ meaning like that/such as. In conclusion, translanguaging that occurs in the extract is to smooth the progress of understanding, to achieve the pedagogical purpose, namely explaining figurative language and its application.

These findings are in line with the previous study by Krause and Prinsloo (2016) who found that one of the types of translanguaging that occurs in the class is reproductional translanguaging where the teacher's meaning is made first using a named language and then made again using another one. They found that reproductional translanguaging occurs when the teacher read a book or text, to put it simply, uses one named language to translate what was being said in another, and in this study, translanguaging is used to give and explain examples, and not translate word from word precisely, but the lecturer said some words in Indonesia with a casual tone which easy to comprehend. Example 2 above shows that the lecturer tried to make the example as easy as possible to understand, where the researcher found that the examples that were given were easy and basic. The lecturer begins it with “*misalnya menggambarkan seseorang yang cantik ya*” [for instance, to describe someone who is pretty], which can be assumed

as the clue before going into the example to make it straightforwardly. In his study, Wang (2019) found that students are happy when a teacher uses one named language to give examples and simple instructions and then uses another one which language that they used in daily life to translate the unlearned contents and complicated concepts and structure.

2. Draw Attention and Comprehension Check

Results in previous research could tell that when a teacher's classroom discussions are fully in English, the students gradually lose focus and interest, especially when teachers only explain and do not check on their students (such as Kiener et al (2014); Daniel and Pacheco (2015); Wang (2019)). Therefore, translanguaging was used in education and, when it was necessary to raise the attention of students and focus on important learning points (Zhou and Mann, 2021). In the data, the researcher also found that the lecturer uses translanguaging to ask students for confirmation or clarification to find out if the discussion is comprehensible or not.

Example 3

L: Jadi, misalnya, teach quickly itu kan menjelaskan verb, tapi kalau saya bilang very quickly, itu menjelaskan adjective atau menjelaskan adverb? *Hello? Hello? Are you with me?* Yang kedua masalah problem with comparative, Nah problem with comparative itu, Number one, it can be similarity, tau similarity kan? [So, for example, teaching quickly explains verbs, but if I say very quickly, does it explain adjectives or adverbs? Hello? Hello? Are you with me? The second is the problem with Comparative, So the problem with Comparative, Number one, it can be similarity, you know the similarity right?] (Case 1)

L: *Hello gentlemens! If you have a funny joke, why don't you tell us? Pinanya Fahr yang angkat tangan, dua ini yang mau ya, Ahm* [Maybe just Fahr raise her hand, there's two who wants to, Ahm]

S9: Sir, actually, I have a joke but I don't know how to make it up

L: You don't know how to make it up?

S9: Yeah, because it is too

L: *Why don't you have a go, you never know until you try ya!*

S9: Okay sir. The joke is, I only know 25 letters of the Alphabet, I don't know why/Y? (Transcript 4, Case 4)

The first sentence in the excerpts above can show us the lecturer drawing attention and checking comprehension at the same time. First, he explained the problem with modifiers in Indonesia? Then he said "Hello? Hello? Are you with me?", in the middle of his explanation in Indonesia, the lecturer used the English words 'hello' to attract students' attention, then he also checked by saying 'are you with me?' to find out whether the students understand what is being talked about.

Next, the lecturer moved on to the next topic, namely problems with comparative. In the bold sentence, the lecturer used the particle 'kan' that has a role as a comprehension check. The strategy that is most frequently used in this study is comprehension checks, like 'kan?', 'oke?', 'ya?'. However, in most of the cases, the lecturer used only these words as a tag question. Other sentences like: 'are you with me?', 'do you understand?', also appear frequently. In drawing attention, the lecturer almost used the same words, for instance, 'hello?' that appeared 52 times, 'everybody!' appeared 11 times, or sometimes the lecturer also used icebreaking to draw attention before going back to the topic again with some jokes to decrease students' anxiety.

The next sentence that shows drawing attention is by asking ‘Hello gentlemen! If you have a funny joke, why don't you tell us?’ After the lecturer asked them, he noticed two pupils, he said, ‘pinanya Fahr yang angkat tangan, dua ini yang mau ya, Ahm’. The lecturer’s discretion in using all language that he has is visible here. He does not hesitate to use languages other than the target language. The word ‘pinanya’ which is a Banjarese word means maybe or perhaps, followed by Indonesian expressions.

The next sentence that the researcher thinks should be paid attention to is the sentence in bold and italic: Why don't you have a go, you never know until you try ya?, the lecturer uses the word ‘ya’ at the end of his sentence which rarely found in English but very common in Indonesian. ‘ya’ has two meanings, whether used as a question tag or to request approval from others and what the lecturer means, in this case, is the second one. Translanguaging is about sense-making and expressing oneself freely. That is why some expressions in Indonesian might come out when someone talks in another named languages. The lecturer used Indonesia to clarify their comprehension of similarity, then followed by English, Banjarese and Indonesian to draw their attention after none of them talked or gave any response. Despite the fact that he used ‘named languages’ in the class, the message gets across and the conversation does not appear to be hindered or limited.

3. Instruction reinforcement

Reinforcement here means an act of the lecturer to support or build up the students' positive performance in classroom activities. As Fitriati et al (2020) defined in their investigation, the term reinforcement is “a process of increasing the probability of behavior, in the form of response delivered shortly after performing the behavior. It can be praise, symbolic rewards, token rewards, tangible rewards, or activity rewards” (p.600). Translanguaging also has a role in verbal reinforcement as one of the instruction reinforcement types. The use of appraisal in multiple languages makes the students feel more comfortable and it will be easier to build rapport, as the lecturer said in the excerpt below.

Example 4

L: Nah ini pesannya begini saja belajar yang baik karena, apa namanya, saya bahasa Indonesia dulu ya biar agak dekat rasanya gitu. Lagi pandemi, dunianya berubah-ubah...*[Well, here's the message, Keep Learning! Because, what is it, Let me speak in Indonesian so that we feel a bit closer. We're in a pandemic, the world is changing...]* (Transcript 7, Case 7)

From the statement above, the lecturer noticeably is not only trying to achieve the pedagogical purpose but also aiming to give information on why learning is important in order they will not regret the decisions that they have chosen. The researcher believed that what the lecturer tried to do here is to get the message across as he thinks that is a crucial thing to be inculcated in their mind. The sentence in bold explicitly tells us that the lecturer thinks in a way that speaking in that certain language will make them conscious of what he is trying to tell them. The lecturer is building bonds with the students by using translanguaging to motivate and induce them to be productive and achieve desirable outputs.

Example 5

- L: Bisa menambah koneksi, kalau mahasiswa bahasa Inggris ada 500, kan bisa ketemu yang 500 itu kalau anda terkenal kan? Iya kalo? [You can expand your connections, if there are 500 English students, you can meet all of them, if you are famous, right? Isn't it true?]
- S5: Iya, bujur [Yes, it is]
- L: Itu masalahnya, bujur jar Em nah [That's the matter, Em said it's true]
- S1: Bujur sih [It's true]
- L: *Ini kita ganti bahasa banjaran kita Em lah?* [Let's speak Banjarese Em?!]
- S5: hm hm, Bahasa banjar aja pak [Alright sir]
- L: Iya, tapi mahalabiu dulu [yes, but let's talk about funny story then]
(Transcript 8, Case 8)

The lecturer encourages and lets his students use languages freely in their virtual class as seen in example 5. In the first sentence, the lecturer asks the students by saying, 'iya kalo?' [*Isn't it true?*], which is identified as a question tag in Banjarese. Then the response of the student also in the same language as she said 'iya bujur' [*yes, it is*] to express her agreement with the lecturer's opinion. The lecturer sounds enjoying the conversation with his students in Banjarese, for he invites the class to speak in Banjarese.

Example 6

- 1 S9: Mr. Jokowi said that all students must be able to do like math, statistics,
2 and others, while the power of human itself is different.....
- 3 L: Oh, you make a good compare, very good, Alright, next,
- 4 S18: Yes sir. I think most of what is explained in the video is true.....
- 5 L: Uh, very good Ahm, very good statement you made. Okay, next
- 6 L: Very good, cuma nanti itu diparalelkan semua ya, I couldn't, nanti the
7 doctor said to me that I was bukan I am, ya nanti ya. sudah bagus,
8 sudah bagus anunya ya. Yang jelas sudah mengerti ya. [*Very good it's just that later it all has to be parallelized, right? 'I couldn't, then the doctor said to me that 'I was' not 'I am'. It's good, it's good, It's clear that you understand what it means, Next one, Well, I'll invite gentlemens.*] (Case 9)
- 9 L: Dulunya Ag ga seperti itu kan ya, sekarang dia berusaha ya,
10 yang saya lihat kan usahanya sebenarnya. Kalau Sia bagus banget,
11 mungkin anda perlu belajar dari Sia, tanya-tanya kok bisa seperti itu
12 bahasa Inggrisnya ya. Dia bagus ya, bagus dalam konteks ininya,
dalam konteks grammar dan diksinya. [*Ag wasn't like that before, right, now she's trying, What I see is her real effort. Sia is really good, maybe you need to learn from her, ask her how her English can be that good. She is good, yes, good in the context, in the context of grammar and diction.*] (Transcript 7, Case 7)

The excerpt above depicts that the lecturer is a kind of educator that gives his students compliments when they accomplish or make a good performance. As shown in lines 1 to line 5, the lecturer praised the students by saying, 'you make a good comparison, very good'. Even though some of the students are not that perfect, the lecturer still acknowledges and recognizes the effort that the students make from time to time. The translanguaging that occurred allowed a meaningful interaction between them. It is clear that the lecturer used appraisal with his repertoire, as in line 9, the appraisal also

appears not in the target language to appreciate students' effort. The lecturer realizes that they keep improving. The researcher considered that sentences in lines 9 to 12 are uttered on purpose, to make the students all pay attention to what he said, because the lecturer's objective here is to encourage other students to have the same improvement, and this is one of the results of praise that the students receive, they keep trying and are not afraid of making mistakes. The appraisal that the lecturer gave makes them feel challenged, so they will strive to get that praise again.

While the lecturer praises, he also attempts to give a deeper understanding of the students' answers, usually called feedback. Giving Feedback on students' work is one of the crucial things in the teaching and learning process because from here students can realize where the problem is and how to fix it after having feedback. The lecturer here also uses his language repertoire, after the student read her work, the lecturer tried to give understand to the students that in making a dialogue, they should not use all tenses which make the dialogue not sound good and natural.

Example 7

S14: Have you had your breakfast? Yes, I have. Do you eat the rice.....

L: Alright. Well, if I'm asking you to use mix tenses to make up dialogue, do not force to use the tenses if it is inappropriate. If it is not inappropriate, jadi kalau misalnya buat dialog kemudian disuruh pakai mix tenses, maksudnya penggunaan tensesnya itu tidak boleh bepaksaan, kalo bepaksaan, kalo bepaksaan ya, kalo kada cinta jangan dipaksa-paksa, kada jalan inya, sama aja itu kesahnya. [*So, if you are making a dialogue and then you are asked to use mixtenses, it means, the use of the tenses cannot be forced, if it is forced, if it is forced, like if you are not in love, do not force, it won't work, it's the same thing*]

S1: Aduh [*Ouhh!*]

Ss (laughing)

L: Kenapa Gu [*Why Gu?*]

S1: Ga ada bapak [*Nothing sir*] (chuckling)

L: Jadi jangan dipaksa ya. Coba kita diskusikan, kita tulis sedikit ya biar keliatan. [*So, do not force them. Let's discuss more, I'll type it here so you can see it*] (Transcript 5, Case 5)

These lines illustrate the existence of translanguaging by using three of the languages that the lecturer has. The lecturer here explained tenses, and he asked his students to make up a story and after a few minutes, they had to do storytelling in the meeting. This is in relation to Garcia and Wei's strategies (2014) that is named *teachers' curriculum design and classroom structure*, where the lecturer does *research activities*; the lecturer asks students to open any sources, so at that moment students can translanguange while they acquire and discover new contents. The lecturer first gave respond in English then go to Indonesia by saying 'If it is not inappropriate, jadi kalau misalnya buat dialog kemudian disuruh pakai mix tenses [*So, if you are making a dialogue and then you are asked to use mixtenses*]' then use Banjarese in order to make it clearer by saying 'maksudnya penggunaan tensesnya itu tidak boleh bepaksaan, kalo bepaksaan, kalo bepaksaan ya, kalo kada cinta jangan dipaksa-paksa, kada jalan inya, sama aja itu kesahnya [*it means, the use of the tenses cannot be forced, if it is forced, if it*

is forced, like if you are not in love, do not force, it won't work, it's the same thing]. These sentences highlight how the lecturer carefully gives the student feedback of her work.

It can be seen here that the lecturer gave an analogy in Banjarese that tenses are similar to love which should not be forced to be together when they are not in a match. This proves that translanguaging or using languages aside from the target language in virtual class should not be a barrier, but an asset, strength, and resource to help students to figure out the concept or meaning of the material or topic being studied. After the lecturer throws those words, the first response that comes out is *'aduh' [Ouhh]*. This is one of the most used and versatile expressions that actually can have more than one meaning. It could be used to express physical pain, disappointment, sympathy at someone's pain, anger or reply to an insult, but the researcher here accepts this word uttered by the student 1 because he relates to the analogy, he understands and it is just an expression that says *'I know what you mean'*. The lecturer then asked him, but he just said nothing while chuckling. Then the lecturer led the conversation again back to the focus.

In the last sentence, the lecturer said *'Coba kita diskusikan, kita tulis sedikit ya biar keliatan'* [Let's discuss more, I'll type it here so you can see it]. In the virtual class, the lecturer also uses slides where all students can see in place of a black/whiteboard.

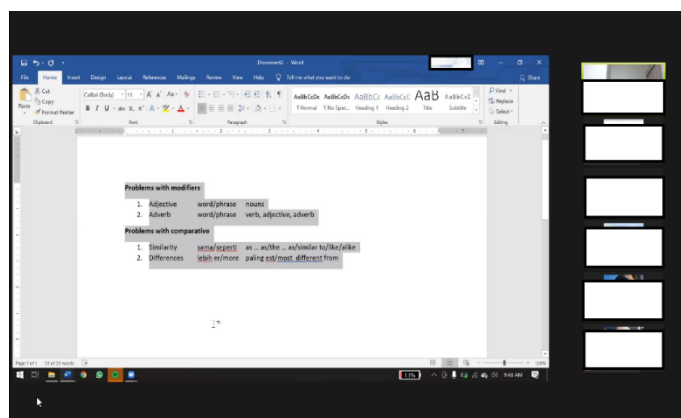


Figure 2. Screen Capture of Zoom Meeting

In figure 2, it can be assumed that the language seen on the screen describes the language that appears in his explanation. The lecturer keeps using Indonesian which might help students' retention of the material, while also exposing them to the target language. In some cases, the researcher also found that even when the slides are all in the target language, the lecturer also gives some explanation in Indonesia to help the students grasp it. Translanguaging that occurred in this online class is supported by many media. Not only using the 'share screen' feature, but the lecturer also uses video and text that he sent through WhatsApp.

4. Translanguaging as Material Sources

The researcher found that the subject used translanguaging as the strategy to create an effective learning process and foster their language and literacy development. Translanguaging occurred in many ways in this virtual class, not only in their conversation but also in technique of the way the class ran, where he let anything could be the source of learning. The lecturer asks the students to read news in Indonesia and then talk about that in English, they read stories in Indonesia and then write the summary in English. This is corresponding to Cen in Garcia & Wei (2014) who define

translanguaging as practice in bilingual/multilingual classrooms where students hear and read (input) in one language, then speak and write (output) in another.

As reported by Garcia and Wei (2014), there are three categories of translanguaging strategies that are used in the class. This extract below includes what they called *teacher use and design of classroom resources*, which contain the availability of multilingual classroom landscape which includes, multilingual visual texts, for example fiction, informational texts, supply media of technology (laptop, iPad, computer), multilingual word walls, multilingual sentence starters.

The strategy the lecturer used in his class is included in Garcia and Wei's theory (2014) starting from videos, texts, the internet, and group chat (WhatsApp). To sum up, all media is utilized no matter what language is used in the video or article, because the lecturer thinks what is important is the content that they could talk about as the topic for learning in the class. In virtual class, the lecturer makes use of all online sources that he could use to make the class richer, eye-opening and amusing, since the conversations or opinions that the students expressed showed that they are attracted to the topic they discussed. It is evident that translanguaging is support to metalinguistic awareness which is defined as the ability of executing and transferring linguistic knowledge across languages.

Translanguaging Pattern

The researcher also noticed that there is a pattern of using language that occurred in the data. That is 'triggering', it means when someone initiates the use of a 'named language', others will follow using that language. For example, when the lecturer starts to talk in Banjarese, the students likely follow the lecturer by responding in Banjarese, and when the lecturer uses Indonesia, the following conversations highly will be in Indonesian, vice versa, when students ask something in a particular language, the lecturer answer it in that language. One example can be seen in example 5, when the lecturer's Banjarese pop out, "Iya kalo?" [*isn't it true?*] The next sentence that responds to it is in Banjarese, "Iya, bujur" [*yes, it is*]. Another example also can be seen in the excerpt below:

Example 8

L:that's very good but I just remind others to be active during the lesson, not only Sia, Gu, Ag. Ag is now getting better. She's trying to force herself.

S9: Thank you

L: Dulunya Ag ga seperti itu kan ya, sekarang dia berusaha ya, yang saya lihat kan usahanya sebenarnya. Kalau Sia bagus banget, mungkin anda perlu belajar dari Sia, tanya-tanya kok bisa seperti itu bahasa inggrisnya ya. Dia bagus ya, bagus dalam konteks ininya, dalam konteks grammar dan diksinya. Mungkin Sia baca banyak kali. Baca banyak jadi udah lumayan lah kata-katanya, itu udah 3000an kata itu levelnya, udah bagus, bhasanya bagus banget. [*Ag wasn't like that before, right, now she's trying, what I see is her real effort. Sia is really good, maybe you need to learn from her, ask her how her English can be that good. She is good, yes, good in the context, in the context of grammar and diction. Maybe she reads a lot, so she has lots of vocabulary, that's in 3000 level words, good, very good, she is in a high level*]

S1: siap, bahasa inggris saya masih medioker?? [*Yes, my English still in mediocre*]

- L: Faz mungkin sakit gigi ya, Banyak-banyak ngomong Faz ya! Faz kan british dia, British Girl. [*Faz maybe has tootache, Speak up Faz! Faz has British accent, she is British Girl*]
S4: Wadaw!!
S1: British woman
L: Oh, british woman ya, yang lain itu, May, Anne, Ara, Ara ini keuyuhan barangkali, keuyuhan [*others, May, Anne, Ara, Ara, maybe they're tired, exhausted*]
S1: Astaghfirullah (Transcript 7, Case 7)

The conversation before the excerpt above begins is in English, however, when the lecturer uses his Indonesian, the others follow him. In underlined sentences, we could see Banjarese and Arabic also comes out, even though it was just used by the students like his usual reaction or expression that is used when seeing or hearing something wrong or shameful (meaning in context). After a few minutes of discussion in Indonesian, the lecturer again used his English. The above example demonstrates the use of translanguaging which in the middle of a discussion in English, the lecturer uses his Indonesian, then the students also express his/her opinion in Indonesian, where it can be believed that when someone does translanguaging, others could join translanguaging together. When the lecturer responds to anything that happened in the class with one 'named language', the students possibly give a response in the same language. This kind of pattern appears many times in the virtual class.

Thus, when they do not know how to say something in the target language, they feel free to ask in another language. When students transferred English to Indonesian for the ease of communication and conveying their thoughts, the lecturer joined in with the pedagogical purpose of bringing the discussion back to the use of target language, the lecturer took action as a supportive and accommodating discussion through translanguaging. The pattern that appears in this study called as 'complementary translanguaging' in Krause and Prinsloo's study. Here, a named language is not used to translate what was being said in another, but resources commonly associated with the different languages complement each other.

Wei in Creese & Blackledge (2015) said that "translanguaging creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment" (p.26). It shows that languages are used by the lecturer as sources to make an explanation about the content and students also use languages to respond to the information, thus bringing the languages as the media can get students and lecturer to the same agreement or comprehension.

Discussions

This study found that the local language which is Banjarese is the least dominant language that is used in the class. Even though other local languages; Javanese, Kutainese, Sunda, and even Arabic also exist, besides some of them only uttered by the students, the frequency of the use of these languages is still far compared to the use of national and the target language. Regarding research questions, the current study's findings show that translanguaging is practiced to stimulate and promote students' learning, understanding and conception, mainly when the lecturer explains the concept, such as difficult terms, pronunciation, and structure. In other words, when it comes to the most important knowledge that the students must understand, the lecturer practiced translanguaging. This is parallel to a study that also found translanguaging used as scaffolding in learning concepts (Wang, 2019; Dahlberg, 2017; Rasman, 2018).

The translanguaging that occurred in the present study is in the form of words, phrases and sentences. Translanguaging in the form of words and phrases was used frequently by the lecturer in drawing attention and checking comprehension (Example 5). However, when the lecturer wanted to explain content that was hardly understood by the students, or when he tried to re-explain the matter, translanguaging in the form of sentences appeared. This is somehow in line with a previous study done by Krause and Prinsloo (2016) which found that translanguaging is practiced to explain the topic twice in different languages. They called it *reproductional translanguaging*. Herein, teacher meaning is made first using a named language and then made again using another one. This result is also highly relevant to Wang (2019), who called this one of his functional patterns of translanguaging, namely 'translation' that is under the terms 'interpretive function'.

In some cases, it is also practiced in showing shared experience and cultural values. When they relate to someone talking or understanding each other, it builds up the tension in the classroom and releases the anxiety and fear during discussion. This is also found by Lestari et al (2022) in their study about pre-teachers' perception of translanguaging that besides aiding the students in learning, teachers applied translanguaging to reduce anxiety which results in students finding pleasure in learning and comprehending the material facilely.

From the total occurrences, the functional patterns of translanguaging that Wang (2019) demonstrated in his study are almost similar to the findings in the study. 'The Interpretive Function' refers to teachers using translanguaging as pedagogy to explain linguistic knowledge, such as vocabulary, pronunciation, grammar, and cultural concepts. He found a lot of functional patterns that he simplified into three categories (interpretive function, managerial function, and interactive function), such as translation, quotation, comprehension check, grammar instruction, reiteration, example giving, transition, etc. From all of those patterns, the researcher still has not found what he labeled as '*Quotation*'. Based on his explanation, 'quotation' is one of the patterns that occurred in his data where the teachers quote from the textbook, or when the lecturer's prior knowledge; terms (concerning the topic) that are not in the target language need to be clarified to give further details or understanding. Another previous study that discovered the same result is Krause and Prinsloo (2016), they called it '*complementary translanguaging*'. This is where the teacher does not use one named language to translate what was being said in another, but resources commonly associated with the different languages complement each other.

Additionally, translanguaging is also practiced in drawing attention and checking if the students grasp the content perfectly. It is also used to support instruction reinforcement by praising, building bonds with the students and giving feedback with translanguaging. This finding is called the 'managerial function' in Wang's study. In his study, teachers were found to be using home language to guide students in practicing more. The findings of this study also are in line with Woodley and Brown in Garcia and Kleyn (2016) found in their study. They combine the learning process with translanguaging. They bring multiple languages into the class, and apparently, it provides more windows and viewpoints of the content and the language. This is strengthened by Rasman (2018), who concludes his study with the statement that teachers should let the activities take advantage of translanguaging when the purpose is to gain more understanding of the topic. This study also has some similar points to the theory of translanguaging formulated by Garcia and Wei (2014) which has been discussed in the previous chapter. There are seven different goals of teachers' translanguaging, the findings of the study meet some of the goals. First, to see the difference among learners'

levels, then adapt or modify instruction to different types of students in the classroom, means that the lecturer has to know the basic background of the students. Garcia and Wei (2014) also stated that the example activity for the first goal is by doing translation. It has been discussed in the findings that the lecturer even asks about students' tribal languages, which results in translanguaging. The researcher considered this as the lecturer's way to know more about his students so that he was able to engage all students to play a part in the discussion.

The next goal is related to communicating and appropriating knowledge, which is to build background knowledge to facilitate students to make meaning of the content/material being taught in the lesson. The subject in this study also facilitates students with all languages and even makes examples to make it easier to grasp. Third, to develop new knowledge and expand understanding in many fields, and build critical thinking and critical awareness. It is proven that new knowledge will be gained as the sources of the material are expanding, not stuck in a particular language. Next, for cross-linguistic metalinguistic awareness, and for cross-linguistic flexibility, to use language practices competently, it is explicated in example 7. Some utterances were entirely in the target language and some were not. In this behavior, translanguaging had a positive academic value in sense-making and more significantly in promoting metalinguistic awareness in student learning. Nonetheless, the researcher still did not see the other two goals set by Garcia and Wei in the data, namely, for identity positionality, to interlock the learners and to find out linguistic inequality and interrupt linguistic hierarchies and social structures. These two are intended to give voice and shape new sociopolitical realities by interrogating linguistic inequality. The researcher does think that the reason why these two do not exist in the study is that the data that they observed focus on learning content knowledge, even though there are also translanguaging practices outside the content, the lecturer does not really pay attention to shaping students' socio-political realities.

Regarding research question number two which referred to the factors that cause the existence of translanguaging, the result of the interview section showed that the subject of the study see translanguaging as a good thing in the virtual class. It can be seen from the way the subject reacts to the questions. Thus, in order to simplify it, the researcher breaks the factors into some points.

1. Familiarity/Friendliness with the students encourages translanguaging

The subject in this study let and encouraged his student to use their language repertoire in the class. Thus, the lecturer also feels comfortable with translanguaging in the class because the class can get the meaning, even though the native speaker of the local language that the lecturer uses only two to three people, but the whole class understands, for they are familiar with the language. The native of the local language also helps explain the meaning in cases some of their friends do not understand. Because for some students local language might have a role as their mother tongue and Indonesian is used just for formal occasions, automatically, it is not wrong to say that to that person explaining in local language might help a lot than using Indonesian or the target language. To sum up, the researcher came to a conclusion that the lecturer practiced translanguaging because he believed that it has the capacity to break the barricades/obstacles between lecturer and students. This reason is supported by Dahlberg (2017) who also believed that if the teacher only used the target language and the students only focused on producing the target language, then the interaction between students and teacher would be less frequent which can create barriers between them.

2. Attitudes and emotions of the speaker

As the interviewee said that he speaks their languages especially when students do not understand what he is talking about, for example, when teaching grammar, there will be no explanation at the beginning of the lesson, since the lecturer knows that students have already studied the tenses before, So he just give them a test, then see the result, if the result is bad, then he will give them an explanation in English then the following week he will give them another test, see if the result is still the same or no progress, then at that time the lecturer will use another language beside target language". All educators have their own plans and style of teaching. The lecturer has options in which languages to use in his classes, but emotions might change the plan. In conclusion, the lecturer uses translanguaging when he thinks that that's the right time to use a certain language. If the students hardly understand a material, after being explained in the target language, he will use another, for the lecturer stressed that the crucial point is to avoid misunderstanding the material, therefore translanguaging is like a conventional thing that occurs in his class.

3. Purpose of the message is more important than the language

Translanguaging means the freedom to use one language repertoire in words, phrases or even sentences to form messages. The lecturer thinks that the purpose of the message is more important than the language itself. Liu and Fang (2020) said that knowing the actual needs of the students can help the teacher to be aware of in what conditions or contexts translanguaging should be used so that the use of named languages in the class is implemented in a proper way. After analyzing the transcript, the researcher noticed that the subject often used other than target language to convey things that were considered as important for them to grasp perfectly. It also may reflect, what García & Wei (2014) calls, *teacher attention to meaning-making*, it is one of the categories of translanguaging strategies. Lecturers use translanguaging when it is appropriate for students' understanding or encourage students to use translanguaging in their internal speech/language. Also, the subject responded in the interview that he does not mind if the students use other languages, however, only after he gives the English explanation, if they find it difficult to understand, then the lecturer lets them use their languages. So, the lecturer let translanguaging exist in his class to make sure students are close to him, because the closer the relationship between teacher and student, the better the outcome will be since there will be no gap between them. Thus, it can be concluded that no matter what language is used, as long as they are trying to understand the same thing just in different ways, it is a good thing. The lecturer opens the opportunity of gaining knowledge and making connections through languages.

4. Habit or usual manner of behavior

The last factor that supports the existence of translanguaging in class is because of home language interference. Languages sometimes just come out spontaneously when we talk, or it can be said that languages in the brain support each other to make meaning, as translanguaging asserts that bilinguals have one linguistic repertoire that can be referenced. Hesson, Seltzer, & Woodley (2014) proclaimed that a bilingual individual is not two monolinguals in one, with each language connected to a separate culture or space. In its place, a bilingual is a

single person with a convoluted language system and cultural practices that are adaptable and changing based on the local customs. Thus, it is a normal thing when humans say words that exist in their brain in any kind of 'named languages' to convey their ideas because that is simply their own language. It just comes out naturally and effortlessly. It will be easier for students to comprehend the material if it is explained in the language they are familiar with, in this case, Indonesian and the local language. The researcher also found home language interference as one of the factors which indicated that the lecturer's Banjarese unconsciously transferred its language system while speaking in another language.

5. Conclusions And Implications

The analysis of the data shows that lecturer is aware of their languaging which both lecturer and students should consider as a never-ending process of using languages to construct meaning and knowledge in their life. The lecturer makes use of his languages as a strength in his class, which has shown in the results, where using named languages undeniably has a role as scaffolding in learning the concepts and languages. Even though the subject is still concerned about using translanguaging too much, due to the objective of the lesson, namely mastering English Language. That is why 50% of the language used by the lecturer is English, and the rest 50% is filled by Indonesian and the local languages. However, translanguaging has shown that its utilization gives more positive values in the virtual class. The lecturer also applied Cen's theory in his teaching activities that is utilizing translanguaging as material sources.

This study investigated how translanguaging is practiced and what factors cause it in a virtual class, and the presented data has shown that the lecturer used translanguaging in the virtual class to help students understand the subject matter, and the instruction, and to clarify things to avoid misunderstanding. Moreover, the subject of the study also stressed that translanguaging also can create a good rapport that results in better understanding. Therefore, educators may want to consider allowing the class to translanguage during the teaching and learning process. There is a need for educators to use their repertoire in learning language, for it helps students to understand the topic more clearly. Even though some studies also contradicted this as they see translanguaging as a negative thing in class that might have detrimental effects (Al-Bataineh & Gallagher, 2018; Üstünel, 2016). However, the current study shows that translanguaging has positive values where the lecturer used translanguaging to help him make sure the message gets across. The subject of the study confirmed that the point is to avoid misunderstanding and to deliver the message is way more important than the problem of which language to use. It can be said that it would be useless to speak in the target language only and leave things behind without clarification, whether students grasp the material or not. Students also get advantages of the practice of translanguaging, besides gaining knowledge easily, the possibility of them becoming polyglot is increased, for they might acquire new vocabulary from languages that are uttered in their class. Herein, they have lots of chances to explore more about the content knowledge in all languages to increase their skills and comprehension.

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