

CHAPTER 2

LITERATURE REVIEW

This chapter displays a brief explanation of some theories that support the study. The theories are the concept of translanguaging, the criteria of translanguaging, types of translanguaging, functions of translanguaging, the benefit of translanguaging, and classroom interaction.

2.1. The Concept of Translanguaging

Translanguaging is a term used for bilingual and multilingual people. This claim is supported by Cen Williams, in 1994, created the phrase "translanguaging," which derives from the Welsh word "trawsieithu" (cited in Garcia, 2012). Garcia (2012) stated that "translanguaging" describes how bilingual people use both languages. For example, in a bilingual family, it can be easily noticed that many different language conventions are in use. The children sometimes use one language, and their parents use other languages with each other. Besides, translanguaging is described by Canagarajah (2011) as the capacity of multilingual speakers to shift between languages, treating the varied languages that compose their repertoire as an interconnected system. This statement views that translanguaging is also used by multilingual speakers in communication and allowing multilingual speakers to use their whole language repertoire can help them learn and utilize a target language more successfully (Cenoz & Gorter, 2020). For this reason, translanguaging can be defined as a term that allows people to use and speak more than one language in learning another language such as English.

Moreover, translanguaging can be used as a strategy in the educational field to help students learn the target language. According to Baker (2011), the term originally refers to an educational strategy in which students are requested to switch between languages for receptive or productive usage. For instance, students could be instructed to read in English, write in Welsh, and vice versa. Wei (2011), as cited in Sahib (2019), also described that translanguaging may create a place where everyone's opinions are heard by recognizing students'

realities without undervaluing them. Additionally, Garcia (2012) argued that translanguaging is a natural phenomenon that occurs in the classroom. In line with this, Sahib (2019) claimed that the concept of translanguaging can be seen from either a systematic or spontaneous process point of view. Hence, translanguaging is a typical process of meaning-making in bilingual classrooms.

2.1.1. The Criteria of Translanguaging

There are some criteria for translanguaging, according to several researchers.

- 1) Translanguaging views the variation of language as an interconnected system (Canagarajah, 2011).
- 2) It is used to convey a message over to a listener (García & Otheguy, 2020).
- 3) A meaning-making process; the speaker transfers languages to achieve specific goals such as transferring knowledge (Creese, 2017).
- 4) It describes what people do with their own language from an internal perspective (Sahib, 2019).
- 5) Translanguaging encompasses all modes of meaning-making, including gestures, objects, and visual cues (García & Wei, 2014).

Based on the criteria above, it is clear that translanguaging is a process of meaning making that is used to transfer or convey what the speaker means. It helps the speaker to transfer their knowledge to meet certain goals by using their full language repertoire that can include gestures, objects, and visual cues. Thus, in this study, these criteria of translanguaging help the researcher to view the translanguaging occurred in an English classroom, where the teacher teaches English to the students and how she delivers her explanation to them. It helps the researcher to determine the translanguaging occurred in the classroom.

2.1.2. The Criteria for Applying Translanguaging

Translanguaging teaching gives students a variety of opportunities to build their proficiency in the weaker language by utilizing their understanding

of the stronger one. Rowe (2018) suggested several criteria that the teacher can do in the classroom.

- 1) Teachers must appreciate their students' languages and cultures and provide them with activities that highlight various aspects of various languages and cultures.
- 2) Model translanguaging by giving the students a chance to write or speak using their own language.
- 3) Providing students with opportunities to communicate related to their lives using languages they can speak.
- 4) A two-way translation technique is useful for explaining the meaning of complex texts.
- 5) Students writing and recording texts in both of their languages is a beneficial exercise for creating dual-language or multimodal literature.
- 6) Students should do presentations in front of multilingual audiences in the classroom.

The criteria for applying translanguaging above is the criteria of translanguaging that may be used by the teacher. Because the criteria of translanguaging is not complete, this criteria for applying the translanguaging can become an additional theory on viewing the types of translanguaging used in the classroom.

2.2. Types of Translanguaging

Iversen (2019) categorized five types of translanguaging based on his research. There are:

- 1) Translanguaging within one named language

In this category, translanguaging is used by repeating and rephrasing instructions for students who have not understood an explanation/task given. The teacher asks them to identify the keywords in the text. Later, the teacher explains the text in their home language.

- 2) Translanguaging with visual support

Translanguaging is used by using visual support such as PowerPoint and body language to achieve and strengthen communication between the

teacher and her/his pupils, especially for the students who have limited proficiency.

3) Translanguaging through translation

Translation helps the students to make meaning. For example, the students are given a chance to use their translation tools, whether it is software or printed dictionaries.

4) Translanguaging through peer support

In this type of translanguaging, the students are allowed to discuss with each other using their home languages.

5) Translanguaging through several named languages

It is used to achieve or secure the students' comprehension. For example, one student is confident using Norwegian and English, but the other student is more confident in using Spanish and English.

Therefore, based on the description above, this literature review will help this study to find out the types of translanguaging used in an EFL classroom. These would be the utterances or actions that show the teacher's language repertoire. Thus, the result of the types of translanguaging that is used by the teacher in teaching English will be based on this theory.

2.3. Function of Translanguaging

Translanguaging has been claimed to have several functions in an English classroom. The functions of translanguaging in the classroom are addressed by Garcia and Wei (2014).

- 1) First, teachers use translanguaging to engage and empower students. In this context, teachers ask students to participate in the learning process by using the languages they are familiar with.
- 2) Second, translanguaging helps teachers in clarifying concepts for students.
- 3) Third, translanguaging helps teachers to ask questions to the students.

From the explanation above, it can be concluded that translanguaging helps the teachers to transfer knowledge to the students to make them understand it easily. By translanguaging, the process of learning can be easier. Therefore, this literature review helps this study to classify the function of

translanguaging used in the classroom. However, the function is related to Sinclair and Coulthard's (1975) theory of IRF (Initiation-Response-Feedback) which is related to classroom interaction.

2.4. Benefits of Translanguaging

Translanguaging has several benefits. In several educational contexts where the school language or the language of instruction is different from the learners' languages, translanguaging can be an effective pedagogical strategy (Wei & Lin, 2019). Translanguaging transforms power relations, empowers both the learner and the teacher, and focuses the teaching and learning process on creating meaning, enhancing experience, and forming identity by purposefully bridging artificial and ideological divides between native speakers and immigrants, majorities, minorities, and target languages and mother tongues (Garcia, 2009; Creese & Blackledge, 2015) stated in Wei, (2018). Additionally, there are four potential benefits of translanguaging (Baker, 2011).

- 1) It might encourage a more thorough understanding of the material. The pupils have truly understood it if they can comprehend it in two languages.
- 2) Students' ability to learn their weaker language may improve with translanguaging. Students might complete the majority of the work in their stronger language and then do simpler, related tasks in their weaker language.
- 3) Language cooperation can make home-school collaboration easier. A parent who speaks a minority language with their child can help them with their schoolwork if they can communicate with them in their ideal way.
- 4) As students learn the material, translanguaging assists in the simultaneous development of their second language skills. The students can simultaneously strengthen their second language skills and content learning if English learners are mixed with English speakers who use it as a first language and if both languages are used in class in a thoughtful and planned way.

The benefits of translanguaging above help this study to examine that translanguaging does help both teacher and students in teaching and learning English. It shows how translanguaging assists the teaching and learning process to be more effective, especially if it was done in a planned way.

2.5. Translanguaging Practice in Indonesian EFL Context

The classroom serves as the setting for translanguaging that takes place during the teaching and learning processes. It is either multilingual or bilingual (Sahib, 2019). It is commonly recognized that translanguaging in English as a second/foreign language (ESL/EFL) classes helps students improve their English ability (Putrawan, 2022). One of the proven data is the research by Yuvayapan (2019), who found there are benefits for using translanguaging in the classroom. Hence, it is possible for teachers to create a multilingual environment in the classroom, complete with literature and signage. Any teacher, even a monolingual one, can engage in translanguaging to help their bilingual pupils get a greater understanding of the world and justify their use of their native tongue (Sahib, 2019). Besides, Sahib et al. (2020) added that translanguaging helps to improve communication between teachers and students in EFL classroom interactions.

Sahib (2019) demonstrated that translanguaging is typically employed by students unconsciously. The students need to be made aware of the purpose and results of the translanguaging procedure. As a result, it may occasionally be thought of as an automatic and unconscious behavior because translanguaging can be a means to break out from strict traditionalist beliefs and get closer to how people interact (Cenoz & Gorter, 2020). Students may utilize translanguaging as a tool to assist them in making their opinions known to teachers during classroom interactions. The use of translanguaging can improve students' comprehension of meaning, which significantly helps in their ability to grasp the true meaning of the materials (Layn, 2022). On the one hand, teachers may use it as a way to give students opportunities to communicate and enhance student knowledge. For instance, in the context of EFL classroom, it states that Indonesian, regional languages, and English are used by students and teachers as translanguage in EFL classrooms. Indonesian

language, English, and regional language (Sundanese) are also reportedly used in EFL classes by junior high school teachers in Bandung (Sahib, 2019).

2.6. Classroom Interaction

Language is a way of communication in interactions. Speaking and writing are the two ways that languages are delivered during interaction (Sari, 2022). Both of these occurrences are possible in a variety of human activities. Thus, interaction cannot be separated in the field of education because, during educational activities, there are interactions between the teacher and the pupils (Dewi & Anwar, 2018). It is stated that every day, interactions between the teacher and the students take place during class activities. Interaction is at the core of communication ability (Brown, 2007). It implies that when students engage with one another, they take in information and generate information through language, which they have learned to be their communicative competence (Rustandi & Mubarak, 2017). It refers to how student-teacher contact in the classroom has taken on an important role in the teaching and learning process. It may come through the sharing of ideas, emotions, or thoughts as a result of the input and output of language that they learn through interaction.

According to Dagarin (2004), classroom interaction involves two processes between students and teachers during the language learning process: the teacher influences the students, and the students influence the teachers. It involves the emotions and ideas shared between a student and a teacher as well as between students (Sari, 2022). Through information exchange with the teacher or amongst students, classroom interaction assists students' learning ability (Hanum, 2016).

On the other hand, Walsh (2006) explained an IRF (Initiation-Response-Feedback) of classroom interaction. According to Walsh (2006), IRF is a predictable structure comprising three parts: a teacher Initiation, a student Response, and teacher Feedback. IRF pattern begins with a question from the teacher, followed by an answer from the student, and finally, feedback from the teacher (Saswati, 2019).

2.6.1. Initiation

Initiation is the beginning of the IRF pattern that is led by the teacher to start the interaction. Rustandi and Mubarok (2017) stated that initiation is the movement where the teacher asks a question to the students. By posing questions during class interaction that are connected to the students' prior knowledge and daily experiences, the teacher may provide the students with information that they can understand (Noviana & Ardi, 2015). The question that is given is the question to which the teachers know the answer (Flowerdew, 2013). Therefore, its function is to push the students to have communication or interaction in the classroom. Apart from that, the students can also do an initiation move either in the form of a request, elicit, or interrupt. As Tsui (1985) stated, such elicit is done by the students to call for a verbal response from the teacher or other students.

2.6.2. Response

This activity that is called as response mostly occurs after the teacher gives the initiation. The students genuinely respond to the teacher's initiation after they give it (Rustandi & Mubarok, 2017). It implies that the pupils do engage in order to respond to the teacher's questions. However, the response is not always in a form of answer, it can be an act, or even a silence. It depends on the kind of initiation that the teacher provides to make the students response to it.

Additionally, the response can sometimes come from the teacher because the students can act as the one who gives initiations. Thus, the teacher gives response to the students' questions and the response can be positive by adding and explaining some information that the students ask.

2.6.3. Feedback

After the students give their responses to the teacher's question, the teacher gives feedback on their answers. Dayag et al. (2008), as cited in Rustandi and Mubarok (2017) state that feedback concludes the cycle because feedback brings an end to the initiation and response phases. This feedback could only be short feedback such as, "Great, correct, amazing, etc." However, feedback can also be a long answer to correct students' answers and give them

another initiation that leads the teacher to make another move (Flowerdew, 2013). For instance, the teacher may use an informative move if the student does not obtain the right response to provide new insight into the discourse. It means students receive their response's correction or assessment right away.

Table 2.1 The Institutive Taxonomy of Discourse Acts

Head Acts	Subclasses
Initiating acts	1. Requestives <ul style="list-style-type: none"> a) Request for action b) Request for permission c) Offer d) Invitation e) Proposal
	2. Directives <ul style="list-style-type: none"> Advises: Advice Warning Mandatives: Instruction Threat Nominate
	3. Elicitations <ul style="list-style-type: none"> Elicit: <ul style="list-style-type: none"> a) inform <ul style="list-style-type: none"> 1) Display Qs <ul style="list-style-type: none"> -factual Qs -Yes-No Q. -Reasoning Q. -Explanation Q. 2) Genuine Qs <ul style="list-style-type: none"> -Opinioning Q. -Information Q. 3) Re-stating Elicit b) confirm c) agree d) repeat e) clarify f) commit
	4. Informative <ul style="list-style-type: none"> a) Report b) Expressive

		c) Assessments
		1. Assessing
		2. Compliment
		3. Criticism
		4. Self-denigration
		5. Self-commendations
		d) Clue
Responding acts	1. Positive response	
	2. Negative response	
	3. Temporization	
Follow-up acts	1. Endorsement	a) Positive Evaluation
		b) Negative Evaluation
		c) Comment
	2. Concession	
	3. Acknowledgment	Accept
Second follow-up move	Turn-passing	

As the most recent adaption and improvement by Tsui (1994) cited in Kartini et al. (2022), the table above displays an intuitive taxonomy of discourse acts. It explains completely the seventeen systems.

In this study context, the interaction that occurred focusing on the interaction between the teacher and students. However, only the utterances and acts by the teacher that was analyzed since the focus of this research is the teacher. Thus, the initiation, response, and feedback move come from the teacher. These moves will be used to categorize the functions of translanguaging.

2.7. Study of the Relevant Research

There are several studies investigating the use of translanguaging in EFL classrooms. One of the studies was done by Riswanto (2022). The purpose of his

study is to discover how a teacher employs the translanguaging approach when teaching English and what benefits this has on students' language learning. Interviews and observation checklists were used as data-gathering methods in this qualitative study. The results of this study showed that teachers used three translanguaging techniques. The techniques are a mixing of languages between English and Indonesian language, the students translate the language from English to Indonesian language and vice versa, and the teacher translates the language from English to Indonesian language and vice versa. These techniques had a positive impact on students' ability to understand what teachers were saying, their willingness to participate in class discussions, communication between friends, and their English language proficiency.

Another study was done by Arrub (2022) that brings the context of classroom strategies through translanguaging in a senior high school. This study focuses on the use of translanguaging practice and its implications in an EFL classroom. It examines the techniques that emerge when EFL teacher engage in translanguaging practice in the classroom. By using observation as a technique in analyzing the data, it was revealed that the types of translanguaging processes employed by English teachers in EFL classrooms produced five different purposes as a result of translanguaging practice. Translanguaging in the EFL classroom was highly effective because it could be used to encourage students to interact, particularly with low-level students, analyze problems, and pay attention as the teacher explained the material.

Apart from that, Layn (2022) studied translanguaging practices by an Indonesian EFL lecturer. The research design used in this case was a qualitative study. This study was conducted at a private university in Yogyakarta. The researcher collected data through online classroom observation and classified it in accordance with several types of translanguaging practices. This study demonstrates that the lecturer uses several types of translanguaging in the classroom. As a result, translanguaging is always employed by lecturers for a variety of purposes, including eliciting responses from students, providing instruction, regulating classroom interaction, and avoiding misconceptions about the learning materials. However, in general, the lecturer employs the student's

linguistic repertoire to conduct negotiation and knowledge acquisition. Furthermore, this study explains how an Indonesian EFL lecturer conducts translanguaging since it investigates the translanguaging practices of an Indonesian EFL lecturer that the lecturer has been conducting so far.