Translanguaging and Its Role in English for Critical Thinking Class: Observations at STAHN Mpu Kuturan Singaraja

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ABSTRACT

This research aimed to explore translanguaging practices at the tertiary level, specifically in the English for Critical Thinking Class at STAHN Mpu Kuturan Singaraja. The goals were to find out and observe translanguaging types, functions, and language use by the lecturer. Observations were conducted to find out how the lecturer practised translanguaging in the class. A deductive thematic analysis was employed to analyse the research objectives. This research showed that translanguaging was practised frequently in terms of pre-activity, main activity, and post-activity. There are eight types of translanguaging found in the study that are specifically used for specific teaching functions. Additionally, it was found that the lecturer used three languages in translanguaging, including English, Indonesian, and Balinese. This study offers a novel contribution that translanguaging plays a significant role in multilingual classrooms.

INTRODUCTION

Translanguaging as a pedagogical approach for multilingual classrooms is believed to support humanistic education and increase students' language development. In the context of humanistic education, translanguaging is defined as an act when multilingual students feel safe to use all the languages they know, both L1 (mother tongue) and L2 (second language), flexibly and naturally, instead of keeping their languages separate (Baker, 2011; Garcia, 2009; Lewis et al., 2012). Translanguaging as a term was first introduced in Welsh to refer to bilingual education where students receive information and present the output of the learning in both L1 and L2 (Beres, 2015; Wei, 2018). Along with the development of education, translanguaging becomes an inseparable approach in multilingual education settings (García & Lin, 2017; Wei, 2018). Translanguaging is believed to support students' language development and improve their learning achievements by facilitating the use of students' mother tongue during the learning process (Beavis & Gutierezz, 2008; García & Lin, 2017; Khairunnisa & Lukmana, 2020). To sum up, translanguaging in an education context can be defined as a pedagogical approach that recognises and facilitates students' full linguistic repertoires, allowing them to use all the languages to communicate, learn, or express themselves based on their senses.

The main motivation of translanguaging practices is the language separation between L1 and L2 of multilingual students. The restriction on using the mother language in a multilingual classroom is in contrast with the implementation of humanistic education (Cenoz & Gorter, 2022). Despite efforts to promote humanistic education, some teachers still fail to consider the benefits of translanguaging for their multilingual students (Cenoz & Gorter, 2022; Hall & Cook, 2012; Nagy, 2018). Language separation influences students to neglect their mother tongue and focus on the target language without considering the different resources of different languages in communication (Cenoz & Gorter, 2022; Conteh, 2018). To address this issue, several studies have shown that translanguaging has significant effects on multilingual

classes. Teachers who acknowledge their students' mother tongue and their second language may facilitate students with low proficiency levels to understand the content better, decrease their anxiety, develop their skill in L2, and nurture mutual empowerment with students (Baker, 2011; Hall & Cook, 2012; Kosonen et al., 2007; Macaro, 2012).

Facing this problem, several studies regarding translanguaging were implemented to investigate the effectiveness of translanguaging practices in multilingual classes. Studies by Bruen and Kelly (2017), Chicherina and Strelkova (2023), Emilia and Hamied (2022), Madkur et al. (2022), Motlhaka and Makalela (2016), Santoso (2020) and Sapitri et al. (2018) present translanguaging effectiveness in overcoming students' anxiety and study workload, creating an enjoyable learning atmosphere, facilitating students to use their full repertoires actively, and developing students' targeted language (L2) by building their consciousness in compartmentalising both L1 and L2 effectively. Based on the previous research, it can be concluded that teachers cannot neglect the effectiveness of translanguaging in multilingual classes; nevertheless, teachers should consider translanguaging as a powerful approach for students.

Based on the problems stated and previous findings, this study aims to address the gap in understanding the role of translanguaging, especially in tertiary education settings. Only a limited number of studies have investigated translanguaging in the Indonesian higher education context, and research in the Singaraja setting is even more scarce. By exploring how translanguaging is implemented in the English for Critical Thinking Class of STAHN Mpu Kuturan Singaraja, this study seeks to provide insights into the frequency, functions, and languages used by the lecturer during the teaching and learning process.

This study is guided by the framework of García and Wei (2014), who propose translanguaging as a pedagogical approach that allows students to use their full linguistic repertoire to construct meaning and communicate effectively during classroom activity. The types of translanguaging implemented by teachers are categorised into eight types according to Lemmi and Pérez (2024). Those types include 1) giving direction, 2) explaining, 3) asking and answering questions, 4) affirming, 5) exclaiming, 6) making observations, 7) making comparisons, and 8) agreeing. Furthermore, the specific purposes of translanguaging can be understood through Huang and Chalmers's (2023) framework, which includes 1) interpretive function that relates to pedagogy skills of teachers, 2) managerial function that relates to classroom management of teachers, and 3) interactive function that relates to students-teacher interaction in the classroom.

This study assumes that translanguaging practices in English for the Critical Thinking Class serve specific roles to maximise the effectiveness of the teaching and learning process. It is proposed that teachers who incorporate translanguaging as a pedagogical approach can better support multilingual students in expressing their ideas freely and more comfortably in the lesson. By examining how translanguaging is practised in STAHN Mpu Kuturan Singaraja naturally, this study offers a novel contribution by discovering the pedagogical roles of translanguaging in supporting an inclusive and effective multilingual classroom environment.

METHODS

This study was designed in a qualitative method as it focuses on exploring how translanguaging is practised in the English for Critical Thinking Class. A qualitative approach was chosen to gain an understanding of translanguaging implementation in the classroom. The participants of this study included 1 lecturer and 20 students of the English for Critical Thinking Class of STAHN Mpu Kuturan Singaraja. The selection of the participants was in accordance with the background of the participants, who were already familiar with translanguaging implementation. Data collection involved observations focused on the classroom for 11 meetings. The number of observations was considered the data saturation, which means, the same data occurrence happened at the 11th meeting. Thus, the data collection was stopped at the 11th meeting. During the observations, any translanguaging expression stated by the lecturer was documented and recorded in the form of a field note and observation sheet. The researcher also used a recorder and a camera to document the translanguaging practices. Translanguaging expressions by the lecturer were then categorised based on their types, function, and language use according to the phase of learning, namely pre-activity, main activity, and post-

activity. Later, the data were analysed using deductive thematic analysis to find the patterns of frequency and how it is used specifically by the lecturer based on specific functions.

RESULTS AND DISCUSSION

Based on the observations for 11 meetings in English for Critical Thinking of STAHN Mpu Kuturan Singaraja, the lecturer used translanguaging in three learning phases: pre-activity, main activity, and post-activity. The frequency of translanguaging was discovered differently in each phase of learning. All eight types of translanguaging were also identified in English for the Critical Thinking Class, and they were used for specific purposes. The details of the findings can be seen in the table below.

Phase	Translanguaging Types	Frequency	Translanguaging Function	Language Use
Pre Activity	1) Giving Direction 2) Q&A 3) Explaining 4) Affirming 5) Observing	47	Managerial, interpretive, and interactive function	English, Indonesian, Balinese
Main Activity	1) Giving Direction 2) Explaining 3) Q&A 4) Affirming 5) Exclaiming 6) Observing 7) Comparing 8) Agreeing	226	Interpretive, managerial, and interactive function	English, Indonesian, Balinese
Post Activity	1) Giving Direction 2) Explaining 3) Affirming 4) Q&A 5) Agreeing	44	Managerial, interactive, and interpretive function	English, Indonesian, Balinese
	Total Use	**317**		

Table 1:   Use of translanguaging in terms of types, frequency, and language use among students
Observation [source]

Based on Table 1, the findings indicate that translanguaging was implemented throughout all phases in English for the Critical Thinking Class: pre-activity, main activity, and post-activity. Its use throughout the phases is essential to help students prepare their learning, increase their understanding, and facilitate meaningful feedback (Ajideh et al., 2024; Akhmedovna et al., 2020; Movva et al., 2022; Puspita et al., 2022). Across 11 meetings, 317 instances of translanguaging were observed, indicating high frequency. The high usage of translanguaging by the lecturer reflects students' linguistic backgrounds, since most of them are Balinese and Indonesian speakers who are still developing their English. The frequency of translanguaging used by the lecturer is underlined as an approach to support students' knowledge by facilitating the use of both languages (García & Lin, 2017; Lewis et al., 2012). The lecturer used English, Indonesian, and Balinese to facilitate students' understanding, which is in line with Rasmin and Nur (2023) that language users in Indonesia commonly rely on both their mother tongue and local languages.

The findings also show that translanguaging serves different functions across each learning phase of the English for Critical Thinking Class. As supported by Cenoz and Gorter (2022), translanguaging helps strengthen students using both languages until they can use them flexibly and confidently. Saputra (2015) supports that translanguaging is beneficial for teachers in explaining content, checking understanding, giving instructions, managing the class, and keeping students engaged. Without translanguaging, teachers may be perceived as disregarding students' linguistic diversity and identity (Canagarajah, 2011). The frequency and types of translanguaging observed throughout 11 meetings are illustrated through this diagram.
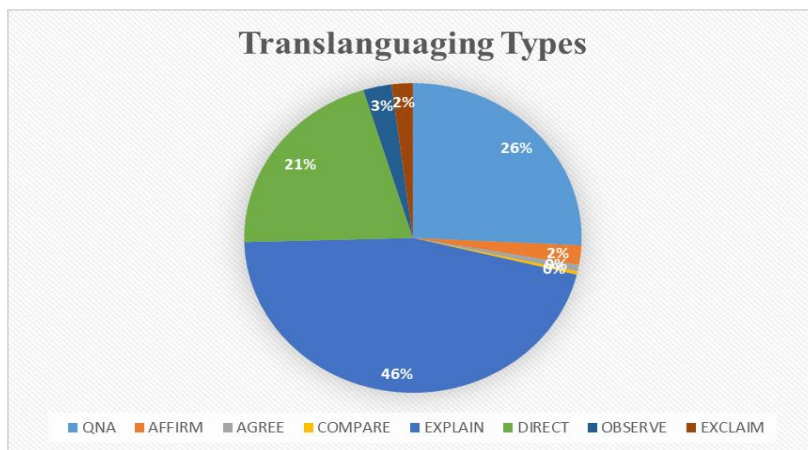
Chart 1   : Frequency of translanguaging used by the lecturer
            Observation [source]

Based on the diagram above, the most frequently used types by the lecturer were explaining, asking and answering questions, giving direction, and then followed by making observations, exclaiming, affirming, agreeing, and making comparisons. "Explaining" involves clarifying content to ensure students' understanding. "Asking and answering questions" includes asking, responding, and prompting discussion. "Giving directions" refers to guiding students in assignments or classroom activities. While the least frequently observed types of translanguaging, such as making observations, exclaiming, affirming, agreeing, and making comparisons, were found and indicated to support the teacher in conducting the lesson. This finding is in line with the types of translanguaging conceptualised by Lemmi and Pérez (2024), which is consistently observed in teacher-student interaction. The following sections discuss the findings of translanguaging use in three phases of learning.

Translanguaging Use in Pre-Activity
During the pre-activity phase, five of the eight translanguaging types were found: giving direction, asking and answering questions, explaining, affirming, and making observations. A total of 47 instances were observed, with the lecturer flexibly using English, Indonesian, and Balinese. The findings are described below.

No	Translanguaging Types	Frequency	Translanguaging Function
1.	Giving Direction	20	Managerial Function
2.	Q&A	16	Managerial Function
3.	Explaining	9	Interpretive Function
4.	Affirming	1	Interactive Function
5.	Making Observations	1	Interactive Function
	TOTAL	**47**	

Table 2   : Translanguaging use in pre-activity
            Observation [source]

As shown in the table, the most frequent type of translanguaging used by the lecturer during pre-activity was giving directions, occurring 20 times across 11 meetings. Giving directions was generally used to provide instructions, hints, or advice before moving to the main activity. An example of this expression can be seen in the transcript below.

1.	Lecturer	:	*Om swastiastu*, good morning, *selamat pagi*. We would like to continue our CV review. *Kita akan lanjut me-review CV dari teman-teman kalian.*

Extract 1 : The lecturer's utterance of translanguaging in pre-activity
            Observation [source]

In this expression, the context was that the lecturer opened the class by greeting students using three different languages: English ("Good morning"), Indonesian ("Selamat pagi"), and Balinese ("Om swastiastu"). Those greetings mean good morning and represent a Hindu prayer, which means "I wish good upon you." This use of translanguaging reflects a managerial function. Specifically, translanguaging supports classroom management in terms of making instructions clearer and minimising misunderstandings that could affect students' learning achievements in the English Critical Thinking class.

The use of translanguaging in the initial activity, such as pre-activity, helps accommodate students' diversity (Kim & Weng, 2022). This aligns with the linguistic backgrounds of students of the English for Critical Thinking class, which led the lecturer to implement translanguaging in supporting their learning. Observations showed that students seemed more cheerful and engaged when the lecturer used translanguaging in interactions. As Nagy (2018) noted, using translanguaging before the main activity allows students to draw on their full linguistic repertoires, fostering motivation, engagement, and reduced anxiety.

Translanguaging Use in the Main Activity

The main activity showed the highest frequency of translanguaging use, with all eight types of translanguaging observed: giving direction, explaining, asking and answering questions, affirming, making observations, making comparisons, agreeing, and agreeing. A total of 226 instances were recorded, with the lecturer flexibly using English, Indonesian, and Balinese. The description of the finding can be presented as follows.

No	Translanguaging Type	Frequency	Translanguaging Function
1	Explaining	122	Interpretive Function
2	Q&Q	55	Managerial Function
3	Giving Direction	17	Managerial Function
4	Affirming	17	Interactive Function / Interpretive Function
5	Making Observations	7	Interactive Function
6	Exclaiming	6	Managerial Function
7	Agreeing	1	Interactive Function
8	Making Comparison	1	Interpretive
	Total	**226**	

Table 3   : Translanguaging use in main activity
            Observation [source]

As shown in the table, the most frequent type of translanguaging used by the lecturer during the main activity was explaining, appearing 122 times across 11 meetings. In contrast, the least frequent types were agreeing and making comparisons. Explaining was generally used to clarify and emphasise the topic presented by the lecturer. An example of this can be found in the main activity in the transcript below.

1.	Lecturer	:	When you work, you have to be perfectly fit for the requirements of the job. *Jadi di job vacancy itu ada requirements, apa-apa saja yang harus dipenuhi*

Extract 2   : The lecturer's utterance of translanguaging in the main activity
            Observation [source]

That expression shows that the lecturer explains the content, including tips and tricks for answering job interview questions. Translanguaging in this type mainly uses English and Indonesian. Based on the function, 'explaining' refers to the interpretive function. This function is associated with the lecturer's intention to simplify his language to make students understand the content.

Explaining occurred as the most frequent type of translanguaging used by the lecturer in the English for Critical Thinking class. This is highly influenced by time efficiency, as translanguaging allows the lecturer to deliver content more effectively than using only a foreign language that students may not fully understand. Similarly, Yuvayapan (2019) found that teachers use translanguaging to reduce the time needed for clarifying meaning. During the main activity, translanguaging also facilitates students' comprehension and development of language skills (Huang & Chalmers, 2023). Moreover, it helped students comprehend complex subjects more easily (Lemmi & Pérez, 2024; Prilutskaya, 2021).

Translanguaging Use in Post-Activity
In post-activity, five of the eight types of translanguaging were found during observations, namely giving direction, explaining, affirming, asking and answering questions, and agreeing. The languages used in this phase are English, Indonesian, and Balinese, with 44 times the use of translanguaging. The following table shows the use of translanguaging in post-activity.

1.	Giving Direction	26	Managerial Function
2.	Affirming	8	Interactive Function
3.	Q&A	5	Managerial Function
4.	Explaining	4	Interpretive Function
5.	Agreeing	1	Interactive Function
	TOTAL	**44**	

Table 4   : Translanguaging use in post-activity
          Observation [source]

As shown in the table above, it can be seen that the most frequent type of translanguaging used by the lecturer is giving directions, which were spoken 26 times in 11 meetings. While the least appeared type of translanguaging in the post-activity is agreeing. Giving direction is generally used to give information or instructions regarding assignments, tasks, or the following class schedule. One example of translanguaging expression found in post-activity can be seen in the following transcript.

1.	Lecturer	:	For the next meeting, *selanjutnya kita akan belajar buat event.* Making proposal, events. *Sekarang namanya MICE.*

Extract 2   : The lecturer's utterance of translanguaging in post-activity
          Observation [source]

In this example, the lecturer announced the agenda for the next meeting, namely the topic of organising activities at the hotel. If seen from its purpose, giving direction in the post-activity context is closely related to the managerial function of managing and organising the class. Students will not be shocked when the lecturer gives directions regarding the next activity, and can better prepare themselves.

This finding is similar to statements from previous research. In post-activity, the lecturer may use translanguaging to make announcements related to the following schedule, to summarise the lesson, discuss the lesson together with students, and to promote an inclusive learning environment (Kim & Weng, 2022). Translanguaging in terms of classroom management can be beneficial to guide students in understanding the instructions of tasks (Rasmin & Nur, 2023).

The findings present that the lecturer realises the benefits of applying translanguaging throughout all phases of learning to support students' learning process. Rather than enforcing strict English instruction, the lecturer flexibly used translanguaging in the classroom to support students' understanding. This aligns with Abourehab & Azaz (2023), Caldas (2019), and Carroll et al. (2021), who state that acknowledging students' bilingual identities through translanguaging improves students' comprehension. At the tertiary level, translanguaging also reflects respect for students' multicultural backgrounds as found in the English for Critical Thinking class. Similarly, Liando et al. (2022),

Silalahi and Guan (2023), and Umam et al. (2023) present that translanguaging implementation at the tertiary level is beneficial as a pedagogical strategy for multilingual students. Additionally, Madkur et al. (2022) emphasise that translanguaging can reduce student anxiety and improve concentration during learning.

The use of translanguaging in English for the Critical Thinking class facilitates students' development. This finding aligns with previous studies on students' perceptions of translanguaging. Qashas et al. (2023) mentioned that students understand the material better, participate more actively, and feel more motivated when translanguaging is used. Alhaj and Mesfer (2022) stated that translanguaging improves students' four English skills, comprehension, and confidence in learning. Similarly, Raja et al. (2022) also reported translanguaging roles in supporting humanistic education by allowing students from various local backgrounds to access content through their first or local language. Furthermore, Silalahi et al. (2023) revealed that translanguaging can promote target language acquisition, reduce students' confusion, improve teacher-student interaction, and help students achieve academic goals.

Based on the findings, translanguaging practices in the English for Critical Thinking class were identified to support student understanding, classroom management, and interaction. While this study highlights translanguaging's positive role in student development, several studies report contrasting views. A study by Ticheloven et al. (2021) highlights that some parents disagreed with the use of additional language in a foreign language class. Translanguaging is also identified as causing confusion among students, which then poses challenges for teachers. As supported in Vaish (2019), who mentioned teachers' difficulties in meeting the needs of both English-dominant and mother-tongue-dominant students. Marsevani and Julia (2023) and Silalahi and Guan (2023) found that translanguaging is sometimes perceived as a "teacher incompetency" in utilising the target language, which limits its classroom use. Galante (2020) also discovered teachers' challenges related to logistics, strategies in prioritising the target language, and dealing with monolingual assessment. To sum up, translanguaging implementation may be seen as either beneficial or challenging, depending on the setting.

Based on the findings and discussion above, translanguaging can be perceived as a helpful tool for teachers in facilitating multilingual students' needs. The use of translanguaging is beneficial in facilitating students' readiness before the lesson, increasing students' comprehension of the lessons, reducing the stress and anxiety of learning, and facilitating students' questions and confusion. The teachers can also benefit in terms of the efficiency of time and classroom management. However, teachers need to consider the use of translanguaging by observing students' needs and adapting the school policy.

CONCLUSION

This study discovered how translanguaging is consistently used across 11 meetings of the English for Critical Thinking class. All eight types of translanguaging were observed, and each of the types agreed on specific functions, whether for interpretive, managerial, or interactive functions. Moreover, the lecturer practised three languages in the class, namely English, Indonesian, and Balinese. Translanguaging occurred throughout all phases of learning, such as pre-activity, main activity, and post-activity. This finding demonstrates the role of translanguaging in maximising students' learning and engagement. Theoretically, this study provides insights into the translanguaging study by highlighting its role in the learning process. Practically, it acts as a guide for teachers in a multilingual classroom to support students' language identities and enhance their language development. However, this study still has limitations due to its small number of participants and does not explore the effectiveness of translanguaging from students' perspectives. Then, future research may explore how translanguaging is used in the classroom as well as how students perceive the implementation of translanguaging.

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