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Abstract

Despite the prevalence of English-only instruction in foreign language classrooms, many affirm the use of diverse linguistic repertoires particularly in linguistically-diverse society contexts where multilingual learners tend to naturally function their linguistic repertoires at daily basis. This study aimed to explore teachers' attitude toward the translanguaging approach in English language teaching (ELT) practices in *pesantren* schools and how it is used in the learning process. Six-phase thematic analysis was used as its qualitative research method and data were generated via in-depth semi-structured interviews to English teachers in *pesantren* schools in Lampung province. The findings showed that teachers had positive attitude toward translanguaging, as it allows them to take benefits of students' languages other than English in English classroom. They found that translanguaging helpful to explain, elaborate, and reinforce the meaning of learning materials and motivate students and create an enjoyable learning atmosphere. In addition, the accommodation of knowledge or skills of other languages serves as a way to integrate the local and contextual values and culture of *pesantren* schools into English classroom. Some practical pedagogical implications for are discussed.

Keywords: translanguaging, multilingualism, ELT, *pesantren*

INTRODUCTION

Students in *pesantren*, a type of Islamic boarding school which provides full-time comprehensive education which enables students to live and immerses in everyday religious and social community of this institution (Ma'arif, 2018) -, just like most Indonesian, speak at least two languages namely their local language or mother tongue, dependent on the society and region where they are born and live (e.g.: Javanese, Sundanese, Lampungese, etc), and national language (*Bahasa Indonesia*). In addition, they are good at, or at least are familiar with, Arabic which is used in Islamic religious rituals such as in prayers and reading the Qur'an (Al Shlowiy, 2019), and its central role in Islamic education (Ekawati, 2019; Wekke, 2017). This multilingual condition of *pesantren* situates English teachers in a challenging and complex position where they have to deal with the situation in which languages other than English are more exposed and considered more important.

The situation above shows how the teaching of English in a linguistically and culturally diverse environment could be very demanding especially because foreign language learning has long been shaped in a "monolingual mindset" (Clyne, 2008, p. 347), which drives teachers to believe that English-only method is the best way to teach English. The monolingual ideology endorses a belief that native English should be regarded as the definitive goal of English language teaching, leading the monolingual principle to become must-do norm in foreign language classrooms (Wang, 2016). The monolingual mindset has long been a global standard in language teaching practices, under the influence of major national principles and language education policies across countries (McMillan & Rivers, 2011; Igboanusi, 2014; Makalela, 2015).

In recent years, however, there is a shift from monolingual to the multilingual turn in the field of foreign language teaching in which the concept of translanguaging gains a significant attention and becomes well-known in bilingual and multilingual language education policy and practices (Liu & Fang, 2020; Heltai, 2021). Translanguaging, according to Canagarajah (2011), is 'the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system' (p. 40).

Cenoz & Gorter (2020) maintain the notion of pedagogical translanguaging as instructional strategies that accommodate the integration of two or more languages to develop the multilingual repertoire and consider learners as multilinguals who can use English and other languages depending on the social context. The learners' linguistic resources are appreciated and they are not seen as poor users of English but as multilingual speakers.

The translanguaging is a process involving cognitive and social activity as it is informed by the unique sociocultural contexts within which learners are situated (Martin-Beltrán, 2014). More research should study the translanguaging practices from a different socio-cultural perspective, paying close attention to the sociocultural environments in which learning take places (Garza & Langman, 2014). It is therefore of great importance to understand translanguaging in the context of multilingual *pesantren*-based classrooms where most of students are active users of more than one language but have relatively low proficiency in English.

In spite of growing number of research (e.g.: Khairunnisa & Lukmana 2020; Nursanti, 2021; Afriadi, 2021; Rasman 2018) focusing on translanguaging in English language classrooms, this issue emerging in *pesantren* school setting in which students are multilingual and more exposed to other languages, particularly Arabic language due to its domination in socio-cultural and educational environment of *pesantren*, remains underexplored, making the present study relevant to fill in the gap. To this end, this study aimed to explore teachers' attitude toward translanguaging and how the translanguaging strategies are used in the context of English language learning in *pesantren* schools.

METHOD

As this study aimed to understand the case of EFL teachers' attitude about translanguaging and its use in their practices in a specific context, case study was employed as the research design to develop an in-depth analysis of a case or multi cases through detailed and in-depth data generation from various sources of information and report the case description (Creswell & Poth, 2018). Regarding the type of case study, this study used multiple case studies design because it involved multiple participants in different types and levels of *pesantren* schools in different regions. Since each *pesantren* school might have different characteristics of educational practices, the multiple case studies design is selected to give a wider opportunity to predict possible contrasts and similarities among the cases being studied (Yin, 2018).

To collect qualitative data from English teacher, in-depth interview method was adopted since interviews allow them to 'speak in their own voice and express their own thoughts and feelings' (Berg, 2007). Six English teachers agreed to participate in the interviews and open their classrooms for observation. The research participants are currently working as English teachers in different *pesantren* schools in the Lampung province with teaching experience ranging from five to over ten years. None of participants was identified; all teachers were referred using pseudonyms, such as Ningsih, Slamet, Mirna,

Triono, and so on, to ensure confidentiality. The pseudonyms are preceded by the polite form of address *Pak* (Mr) for male teachers or *Bu* (Ms) for female teachers. The 45-60 minute interviews were audio-recorded, transcribed and translated. To establish trustworthiness, the data were then analysed following six-phased thematic analysis approach (Braun & Clarke, 2006; Nowell et al., 2017): familiarization with the data, code generation, theme searching, theme reviewing, theme defining and naming, and report production. There were no ethical issues reported in this study. The participants were sent a consent form and had informed their consent to the researcher and they have the right to ask for more information and to withdraw their participation at any time.

FINDING AND DISCUSSION

English teachers' attitude toward the use of translanguaging in classroom

Teacher participants in this study believed that English-only approach does not fit the characteristics of students in pesantren schools due to other language exposure to them. In this regard, Pak Slamet, a teacher with 9 years of experience of teaching English in *pesantren*, pointed out,

... it is good for you [English teacher] if you can speak or read Arabic. To me, this competence is important because it can give positive influence on teaching activities in pesantren. In my opinion, if you are English teacher in pesantren and you can use few words in Arabic in your classroom to help you explain something or simply talk to your students, students will respect you more and you get positive perception from students.... (Pak Slamet)

Here, Pak Slamet pointed out how Arabic becomes the main language used in pedagogical practices in *pesantren*, making this language is very familiar and more preferable to learn among students in *pesantren*. The special and significant role of Arabic language in *pesantren* education system, for example, the majority of reference books – usually called *kitab kuning* – used in the teaching of all religious subjects are written in Arabic, gives birth to a collectively shared belief that Arabic is a must-know language for everyone in *pesantren* community. This belief about the power of Arabic in *pesantren* school makes this language gain high currency which in turn leads to positive attitude among all people in this community, including English teachers. Specifically, English language teacher in this school context could see the potential benefit of involving Arabic words or terms in English classroom. Although this finding is in contrast with another study which revealed the negative influence of Arabic language transfer in the teaching of English grammar, particularly passive voice (Lghzeel & Raha, 2020), it strengthens more studies that found Arabic language, when used proportionally, is useful to ease the learning atmosphere for students to comprehend the lessons better (Dmour, 2015), and to develop students communication skills in English (Elashhab, 2020).

In addition, as *pesantren* schools are located mostly in rural areas in which local language is the most dominant in daily use, students in this type of school often use their

mother tongue, Javanese¹, in their daily conversation. To illustrate this point, Bu Wati shared her experience which she considered as “funny” but “transformative”,

... one day in the beginning of my work as a teacher here, I opened class introducing myself in full-English but no one gave response until a male student shouted, “ngomong opo bu...bu” [what are you talking about, Miss?]. This made other students, and me as well, laugh. It was funny and but, if I may say, transformative, because it transformed my perception from speaking full English to taking benefit of other languages in English classroom”... (Bu Wati)

Other teacher, Bu Ningsih, affirmed that by making use of students’ local, national or even language foreign language in English classroom, she wanted to show to her students that “although you think your English is the least or the worst in our class, do not feel afraid or insecure to come in my class and participate using your own language”. This teacher’s voice depicts her view that the use of students’ already existing languages as fruitful resources to not only develop their competence but also maintain their confidence in participating English class (Conteh, 2018). Moreover, what Bu Ningsih expected from her translanguaging practices was that students can maintain motivation to speak and participate in classroom activities because motivation is of great significance for foreign language learners. This is in line with a finding of a study by Yuzlu & Dikilitas (2021) that being allowed to speak English along with other languages, rather than being pressured to speak English only made students’ motivation and genuine interest increase. Furthermore, when translanguaging is facilitated systematically, not overused, in classroom it could stimulate students to feel more motivated, secure, and open to learning, and in turn increased comprehension (Dikilitaş & Mumford, 2020).

Similarly, but in a slightly different vein, Pak Adi assured that translanguaging is good, “to help rid off, or at least minimize, students’ getting bored and uninterested in listening to me [teacher] due their difficulties to understand the materials if delivered in English”. With this, Pak Adi shows that translanguaging practices might contribute to reducing students’ boredom and making them in participating classroom activities. My analysis on this teacher’s voice also exposed the link of translanguaging with positive perceptions especially in relation with emotions, like feeling enjoyment of learning English, should not be ignored in language learning (Dewaele, 2015). In this regard, translanguaging played a crucial role in crafting a positive, comfortable, and welcoming teaching and learning atmosphere, offering the resources (students’ existing knowledge of other languages) to be used in learning English (Percy, 2016).

Another positive attitude toward the use of non-target languages in English classroom is shown in Pak Triono’s statement

“I am an English teachers but I cannot force myself to speak full English in the entire classroom activities. If I do it, I am afraid my students cannot catch the points I am delivering in my materials and I do not

¹Lampung is located in Sumatera Island, not in Java, but around 61% of its people are native Javanese due to government’s massive transmigrations program from Sumatera to Java in 1970’s, making this language the most widely spoken vernacular language in this province.

want my students go home from schools without bringing new knowledge. Therefore, I mix my English with local language or Indonesian when needed...”.

Here, the teacher gave an additional weight on the significance of making students understand what teachers teach to them, and he believed that and speaking full English to students who do not yet have adequate English proficiency is unlikely to help achieve this goal of teaching. This is in congruence with Puspitasari & Yumarnamto (2020) who found that the English-only ideology, may not serve all the students well in terms of participation and engagement and the projected improvement in English learning particularly when the class members are of different levels of English proficiency.

Hence, with this multilingual student in mind and mostly their beginner-level English proficiency, English teachers in *pesantren* decided to engage with the characteristics of students and to take benefit from students' linguistic repertoire by using three other different languages in addition to English, i.e. Indonesian, Javanese, and Arabic, in their pedagogical practices. This teaching strategy of using students' multiple linguistic forms in English classroom in *pesantren* can be seen as a form of multilingual pedagogy which encourages learners to be mindful of and use their pre-existing language learning knowledge and skills (Haukås, 2016; French, 2019). A multilingual teaching approach seems to fit the characteristics of students in *pesantren* schools who are mostly bilingual or multilingual (Tahir, 2017).

English teachers' improvisations in their practices in EFL classroom in *pesantren* school context which are open to the insertion of other languages i.e. Indonesian, Arabic, and local language (especially Javanese), can be categorized in translanguaging theory and pedagogy. Translanguaging pedagogy or pedagogical translanguaging is described by Cenoz & Gorter (2020) as “intentional instructional strategies that integrate two or more languages and aim at the development of the multilingual repertoire as well as metalinguistic and language awareness” (p. 1). Although no teacher participants mentioned about the term “translanguaging” or other related terms, the accommodation of their and students' own languages (Hall & Cook, 2012) in their ELT practices allows the idea of translanguaging emerge in educational context of *pesantren* schools.

How translanguaging strategies are used in EFL classrooms in pesantren

This section present extracts of several examples of translanguaging strategies six teacher participants used in their English classrooms in *pesantren*-based schools.

Example 1 by Pak Triono

Pak Triono : The narrative text we have just read uses simple past tense form of sentences. Do you know what simple past tense is? Article Error (ETS)

No student answered.

Pak Triono : It is simply telling you an action happened in the past time. Article Error (ETS)

Still no student responded.

Pak Triono : Alright, I think it is similar to fi'il madhi [Arabic term used to tell actions which happened in the past] Sp. (ETS) Article Error (ETS)

Some students : Ooo.. (indicating an understanding of teacher's explanation)

Student A : So, simple past tense itu kejadian yang sudah terjadi ya bu di masa lalu ya pak Sp. (ETS) Sp. (ETS) Sp. (ETS) Sp. (ETS) Sp. (ETS)

Teacher : That's true. Can anyone give me an example?

Student B : Me sir. I wake up late this morning...hehe

Pak Triono : Very good, but you use should use the verb "woke", not wake. After that, more students could give examples of sentences in simple past tense form.

In line with Pak Triono's positive attitude toward the taking benefit of other languages, the example above shows that translanguaging could help him create effective material delivery, resulting in deeper understanding of subject matter (Lewis et al., 2012). The Arabic term "fi'il madhi" as an equivalent term with simple past tense made the students catch what he mean by simple past tense. The use of Arabic language terms in the teaching of English to Indonesian EFL students has been positively perceived in other studies; for example Gusdian & Lestiono (2020), who found that the utilisation of Arabic letter hijaiyah sounds helpful to teach English pronunciations.

Pak Triono's translanguaging experience shed light on Cenoz & Gorter's (2017) view on translanguaging pedagogy which provides a space for the use of two or more languages in a language classroom to support learners to learn and understand through meaningful interactional communication with the teacher and their peers. His experience also confirms that translanguaging is not employed to separate between two or more languages or the shift of the languages; instead, it is used to mediate each other (García & Wei, 2014). Example 2 by Pak Slamet

Pak Slamet : Today's topic is pronoun. Is there anyone want to give an example of pronoun in English?

Student A : What is pronoun sir?...

Pak Slamet : It is a word that can replace a noun in a sentence. In bahasa we call it kata ganti, for example, dia, mereka...

Student B : I see sir, it is like isim dhomir in Arabic Sp. (ETS)

Pak Slamet : Yes, that's right. Can you give me an example now?

Student A : he and she sir...

Student C : we sir... Proofread (ETS)

Here, Pak Slamet had a similar experience as Pak Triono, clearly explaining the English term i.e. pronoun using its equivalence in other languages, "kata ganti" in bahasa Indonesia and accommodating a student's answer "isim dhomir" in Arabic. The translanguaging practices in this case enable students to make meaning and help them understand the topic being discussed. This confirms the theory of translanguaging which

3 suggests that “multilingual speakers draw on the features of their diverse language repertoires in a dynamic, flexible and functionally integrated way to convey and construct meaning, make sense of their experiences, and gain understanding” (Rajendram, 2021, p. 1).

It is also worth noting from these two examples that teacher’s knowledge of Arabic language becomes important and useful sources in English language teaching practices in *pesantren*-based schools, as Pak Slamet assured earlier, “*it is good for you [English teacher] if you can speak or read Arabic. To me, this competence is important because it can give positive influence on teaching activities in pesantren.*,” because this language has a strong place in *pesantren*’s Islamic education landscape (Wekke, 2018) and is more familiar among students due to wide exposure of Arabic language in this schooling context.

Example 3 by Bu Ningsih

Bu Ningsih	: Where did you go on vacation?
Student A	: What is vacation, Bu?
Bu Ningsih	: Vacation is holiday, do you know holiday?
Some students	: Ooo, liburan...
Bu Ningsih	: Yes that’s true, vacation is liburan.
Student B interrupted:	Yes bu, same as uthlatun [Arabic]...ETS
Bu Ningsih	: Oh ya... I just knew it, thank you... So guys, do you like going on vacation or uthlatun?
Student C	: I like bu, but jarang banget haha
Followed by students’ laugh	p. ETS Sp. ETS Sp. ETS

The illustration of example above, which has been previously presented in introduction section of this paper, indicates how the use of other languages naturally appears in student-teacher conversation in English classroom. Bu Ningsih’s statement “Yes that’s true, vacation is liburan”, which responded to a student’s utterance “Ooo, liburan...” shows how Indonesian word “liburan” help the teacher explain the meaning of the word “vacation”, which was the main topic of the conversation. In addition, her response “Oh ya... I just knew it, thank you... So guys, do you like going on vacation or uthlatun?” to other student’s answer “Yes bu, same as uthlatun [Arabic]...” reinforce the meaning of the main topic and made the explanation even more interesting and clearer. It, in addition, delineates the teacher’s accommodation of other foreign language, i.e. Arabic, in her English teaching practices. One other striking thing is that the dialogue shows how teacher’s acceptance of the using other languages stimulated her students to engage voluntarily without being asked. According to Yuzlu & Dikilitas (2021), the voluntary participation, with no pressure is important in improving intrinsic motivation to learn. In addition, the translanguaging encourages students to be more active in English classroom (Sahib, 2019).

Example 4 by Bu Wati

Bu Wati : Assalamualaikum, good morning everyone.
 Students : Wa'alaikum salam wrwb...
 Bu Wati : How are you today?
 Students : Alhamdulillah we are fine Miss... And you?
 Student A : Bilkhoir miss...
 Followed by some students saying *bilkhoir*...
 Bu Wati : Good, I am glad everyone is fine and *bilkhoir*.
 Students smiled and looked happy
 Bu Wati : Are you ready to study English today?
 Students : Yes Mis.....ready...

In example of teacher-student dialogue above, Bu Wati directly used Arabic language words to start her English class to give a sense that students in her *pesantren* schools who are accustomed to using Arabic language in daily learning activities are still allowed to use it in English classroom. Bu Wati thought this kind of strategies could attract students' attentions and minimise the gap between English teachers and students. This strengthened the benefit of *translanguaging* to create teacher-student effective communication in classroom (Rahmawansyah, 2019). In addition, *translanguaging* practices can make students feel more secure about expressing ideas, without being afraid of using the language/s they know. Using *translanguaging* pedagogy, thus, could encourage cognitive engagement in content-matter learning (Duarte, 2019). The teacher's utilising Arabic in class opening also show her awareness of the significance of using students' existing knowledge, i.e. knowledge of Arabic language, to support English language teaching practices (Dávila, 2015).

Example 5 by Bu Mirna

Bu Mirna : What do you guys always do in the morning?
 Student A : After I wake up, I perform *shalat* and learn Qur'an
 Bu Mirna : Great! *Shalat* and learning Qur'an. What a good *santri* [*pesantren student*] you are. Are there anything else guys? Do you usually queue to take a bath in your dormitories?
 Student B : What is queue *bu*?
 Bu Mirna : Hmmm queue is you wait in a line...
 No students responded
 Bu Mirna : Well, it is *ngantri*...
 Students : Ooooo *ngantri*... (laughing together)
 Student C : Yes *bu*, we always *ngantri* in the morning *hehe*
 Bu Mirna : Good. What about saying it in English?
 Some students : we always queue to take a bath
 Bu Mirna : Good job...

Bu Mirna's illustrated example elucidates two points. First, by keeping the word "shalat" and "santri" instead of translating it into a word like "prayer" and "student", she tried to instill an Islamic term, which is in Arabic language, into the teaching of English in an Islamic school context of *pesantren*. Meaning to say, *translanguaging* contributes to the integration of Islamic terms or names in ELT practices which has been encouraged to be done

by English teachers in *pesantren*-based school context (Fahrudin, 2012). Integration of Islamic values in *pesantren* ELT practices is a form of English teachers' competence to address sociocultural perspectives which emphasize that learning is situated in specific settings or contexts that shape how learning takes place (Richards, 2010).

Second, Bu Mirna's decision to finally explain the word "queue" using its Indonesian translation "*ngantri*" indicates the use of translinguaging in certain level of difficulty of certain material that would not be easily understood if the teacher only used target language. Moreover, translinguaging strategy is sometime used to ensure that students know the meanings of vocabularies in target language, making their vocabularies increased (Nursanti, 2021).

Example 6 by Pak Adi

Pak Adi	: According to the passage we read about food, what are popular western foods you know?
Student A	: Pizza, hot dog and hamburger, Sir.
Teacher	: Excellent. Do you like them?
Student A	: I don't know sir, never eat that sir
Student B	: Wah he is <i>ndesoo</i> sir...
Most students	Pak Adi laughed
Student B	: (Raising his hand), I like <i>pecel</i> and <i>jengko</i> sir...
The crowd	laughed again
Pak Adi	: me too <i>hehe</i> ...

The above illustration of Pak Adi's experience in letting other languages go in his English classroom shows how translinguaging strategy could contribute to creating fun and enjoyable learning. This is important to note, particularly amidst the fact that students often have bad perceptions about English classes as they are boring (Zawodniak & Kruk, 2019). What is experienced by Pak Adi was in resonance with García & Wei (2014, p. 75) providing an excellent example of translinguaging used as a pedagogical strategy in secondary classrooms where learners bring a range of home languages to school and use them in classroom activities. Such learning atmosphere pictured in Pak Adi's example also clears up how translinguaging can help create a non-threatening English learning environment and contribute to maintaining the learners' sense of pride of their own languages due to acknowledgment and acceptance of their home languages during lessons (Omidire & Ayob, 2020). In addition, Pak Adi's use of translinguaging pedagogy by which students' linguistic resources are valued and learners are not seen as deficient users of English but as multilingual speakers (Cenoz & Gorter, 2020).

CONCLUSION

The results imply that compared to than monolingual teaching approaches, **translanguaging** might be a more effective pedagogical approach for ELT practices in *pesantren*-based school context and other settings which have similar characteristics, i.e. students' **multilingualism** and relatively low proficiency in English, because it could be used **agentively** to support one another's language learning, resolve conflict, assert their cultural identity, and draw on knowledge across languages (Rajendram, 2021).

The findings are also in resonance with the positive impact of **translanguaging** on teachers' feeling "okay" to make use of languages other than English when teaching English and on students' learning processes (García & Wei, 2014). It also helps overcome the constraints of monolingual instruction and language separation (Bunch, 2013) in which students with lower proficiency are often afraid of making mistakes in participating English classroom activities. This, as García & Wei (2014) asserted, could lead to the chance for the development of student-teacher relationship, important immersion, and accordingly empowering learning. The use of **translanguaging** strategy in the classroom is also a form of bringing the cultural context of *pesantren*, i.e. individuals are accustomed to naturally mixing two languages in their daily lives outside of **classroom**, into classroom activities. This is in agreement with what (Canagarajah, 2011, p.8) asserts that "the research studies we do have on school contexts show translanguaging to be a naturally occurring phenomenon".

The present study gives birth to implications for ELT practices in **linguistically** diverse environment. Teachers can offer rigorous instruction and maximize interactions that improve students' language and meaning-making repertoire. Furthermore, this study offers some strategies that can be applied in the classroom to support **translanguaging** in teaching English such as translation, collaborative dialogue, collaborative grouping, reading multilingual texts, and so forth (García & Wei, 2014). The context-specific implication for all teachers in *pesantren*-based schools is that the natural shuttling between Indonesian, Arabic, local languages and English as instructional and interactional language should be encouraged as valuable in English classes rather than disadvantageous (Wach & Monroy, 2020).

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Missing "," You may need to place a comma after this word.



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PAGE 5



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



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Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Confused You have used **their** in this sentence. You may need to use **there** instead.



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S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



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Possessive This word may be a plural noun and may not need an apostrophe.



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Article Error You may need to use an article before this word. Consider using the article **the**.



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