

The use of *translanguaging* to facilitate students' English learning in an Indonesian *pesantren*

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Abstract

This self-observation report aimed to investigate translanguaging practices of teacher-students' interactions in multilingual classrooms in an International Islamic Boarding School (henceforth: *Pesantren*). Since *Pesantren* is a multilingual and multicultural melting pot for Islam-based character building, it is necessary for English teachers in *Pesantren* to consider relevant teaching approaches that merit to the needs of multilingual classrooms. Through extensive navigation, we found that *translanguaging* is one of referred teaching approach that can accommodate the needs of learning English in multilingual context. However, little empirical findings that used *translanguaging* approach in *Pesantren*. Thus, this study focused on the use of *translanguaging* to facilitate English vocabulary learning in a multilingual context. This self-observational report describes the first author's teaching description about her teaching practices in a *Pesantren* classroom. She recorded her face-to-face interaction when she explained the meaning and the functions of English vocabularies. She also documented the lesson plans, the learning materials, and the students' work to complete the self-observational report. The data were then coded and analyzed with theory-driven thematic analysis. This report found that *translanguaging* practices that she did were *code-switching* and *code-mixing*. When the teacher practiced *translanguaging*, the students tend to be able to use their L1 (Bahasa Indonesia) and L2 (Arabic) as linguistic resources to learn L3 (English).

Keywords: *Translanguaging*, *Pesantren*, English teaching; Multilingual Classroom.

1. Introduction

English is one of the compulsory subjects in Indonesia (Idris, et.al, 2020). Thus, from secondary level, Indonesian students are required to learn English at schools. Regardless of the mandated curriculum, it was found to be uneasy to learn English as a foreign language because Indonesian students tend to live and grow up with different mother tongues. An Indonesian student may have three major languages as part of everyday life; the national language, Bahasa Indonesia, a regional language such as Javanese or Sundanese, and a foreign language such as English or Arabic (Sneddon, 2003; Montolalu & Suryadinata, 2007). In the classroom, for example, Javanese students may have Javanese as their L1, Bahasa Indonesia as their L2, and English as their foreign language. For students from other areas, their first language is most likely their regional language.

Aside from English, Arabic is the second foreign language that is compulsory in Indonesian schools, especially Islam based education institutions. There is a belief that Arabic is used in Islamic boarding schools because the students are expected to be able to mean the verses in Quran and Hadiths. Thus, students in *Pesantren* have to learn not only Bahasa Indonesia, but also English and Arabic.

In Indonesia, the development of building and operating *Pesantren* is getting higher along with interest of Indonesian parents to put their children in *Pesantren*. Moreover, the emerging branding of internationalization of *Pesantren* makes the interest of learning in *Pesantren* is getting higher. In terms of the curriculum, *Pesantren* is divided into two types, the traditional one and the modern one. *The traditional Pesantren* tends to be

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closed from the idea of internationalization in order to avoid undesirable influences that might be brought by colonizers (Habibi, 2019). Thus, *the traditional Pesantren* solely teach Islamic science and Arabic as primary activity under *Kiyai* guidance. Neither does this type of *Pesantren* teach English or mass media since it upholds the value of purity.

However, along with the development of technology, more *ulama* agree to internationalize *Pesantren* with an aim to disseminate the value of Islam (*dakwah*) to broader society. To this extent, they endorse a strong comprehension of Islamic science with an excellent public speaking skill to become international citizens in a modern *pesantren*. Modern *Pesantren* applies a curriculum that includes content knowledge, morals values and morals that are based on Al Quran and Al Hadiths. In modern *Pesantren*, English and Arabic are compulsory (Handoyo, 2008). Thus, both the *ustadz and ustazah* (teachers) used English as well as Arabic in their daily activities. To this extent, teaching English in this study was contextualized in a modern *Pesantren*. *Modern Pesantren* existed with multilingualism, especially both languages English and Arabic.

A modern multilingual boarding school is where teachers and students speak in Arabic, English, and sometimes Bahasa Indonesia (if English and Arabic are no longer understood). Thus, the English teacher should consider this multilingual environment in determining L2 teaching approaches as the instructional designs. To respond to this issue, it was found that there was a scholar who persistently researched English teaching in *Pesantren* by considering it as a multicultural and multilingual environment (Bin-Tahir, et.al, 2018, Bin-Tahir, et.al, 2019). Bin-Tahir, et.al. (2018) promoted translanguaging as one of the recommended methods to teach English in modern *Pesantren*. The quantitative study found that *translanguaging* was effective to improve reading comprehension for modern *Pesantren* students. However, according to Bin-Tahir, et.al. (2019) found that the needs of students in modern *Pesantren* were mainly about speaking. The students asked for the opportunities to communicate with international speakers, non-formal language for daily communication in English through enhancing vocabularies and spelling. Instead, studies related to vocabulary learning in *Pesantren* remained limited. Therefore, this study aims to fill the gap on how to use *translanguaging* practices as teacher-students' interactions in multilingual classrooms at Islamic Boarding School. Thus, this teaching practice was conducted to answer a question about how to use of *translanguaging* practices as teacher-students' interactions in multilingual classrooms at Islamic Boarding School. It is expected to give empirical contributions for teacher-students' interactions in multilingual classrooms in Indonesia at Islamic Boarding School context. Moreover, this teaching practice is also expected to have practical contributions that translanguaging practice is an effective way for teacher-students' interaction in a multilingual classroom.

1. What are the types of *translanguaging* that were used by the English teacher in *Pesantren*?
2. How did the English teacher practice *translanguaging* with three languages during English class?

1.1. Concepts of *Translanguaging* as a Teaching Approach

Translanguaging is one way that bilingual speakers select language features from repertoire and soft assemble as practices in their communicative situations (Garcia, 2009). *Translanguaging* used as an action by bilinguals of accessing different linguistic features or various models from what were described as autonomous language to develop communicative potential (Garcia, 2009). The conceptualizations of *translanguaging* were begun in 1999 (Cook, 1999). She described that every person is multilingual. Thus, we should appreciate the English ability and proficiency of every person. After about ten years, *translanguaging* was re-examined by Garcia (2009), who explained that *translanguaging* is one of acts that are described as autonomous languages which are conducted by bilinguals to accessing different features of linguistic or various models. This practice can be integrated to pedagogical context so that it can maximize potential communicative competence of students who are not English users. Autonomous language is language that was created independently or spontaneously because it came from different cultures. Thus, *translanguaging* is nature transformative that provides a social space for the multilingual users to bring their personal history, their cognitive and capacity (Wei, 2010). As we know, we came from different nations which have different cultures too. Thus, *translanguaging* occurred and used spontaneously in the present time.

Translanguaging is an original pedagogy practice that became primary medium instruction (Garcia & Wei, 2014). *Translanguaging* was adopted and extended by many bilingual scholars (e.g., Creese & Blackledge, 2010; Garcia, 2009). Usually, teachers teach the students some strategies to develop their skill, both statements indicated that teachers used *translanguaging* as something needed even important for pedagogy practice when teaching EFL in a multilingual classroom. Canagarajah (2014) explained that *translanguaging* practice used for meaningful communication processes through strategic communicative practices. That shows *translanguaging* become a teaching approach to teach students practice and steer students' individual input (e.g. Beres, 2015). Thus, Translating is an alternative way of communicating as well as understanding the information conveyed.

Garcia (2009) proposed that there are three multilingual perspectives on *translanguaging*, they are: code-switching, language crossing, and language borrowing.

1. Code-switching uses two languages as an alternative: the speaker can switch to another language for a word, phrase, or sentence and then back to the primary language (Grosjean, 2010); it is used as an

illustration of language switching when in conversation.

2. Language crossing involves code alternation used by people who are not native speakers of the language, and foreign languages are just variations of the language (Rampton, 1995)

3. Language borrowing, borrowing from communication theory, Bakhtin's (1981) identified that the practice of language that used sound to distinguish different positions in relation to other people as well as to the broader ideology around it, Dufva (2013) suggested that heteroglossic language practices are created by the learners in environment relation. Therefore, *translanguaging* cannot be separated from EFL classroom learning.

From what discussed above, we can see that any conceptualizations were revealed by any researchers. This concept is done for the first time (Cook, 1999), after ten years, then continued by Garcia (2009), Wei (2010) and continued by other researchers almost every year. If we pay attention to these conceptualizations, Garcia (2009) has always been involved in *translanguaging* research almost every year, which means he is always watching development progress. Therefore, Garcia (2009) concepts were justifiable to be the framework of this study.

In the multilingual classroom, people with different cultures made various diaries daily, and different languages made various languages that will occur between student-student or teacher-students' interactions. In 2019 researched by Ticheloven, et. al., they explained that *translanguaging* is challenging for teachers. The challenges faced by teachers are different when they are in a multilingual classroom where when students speak a language that the teacher does not have more knowledge of it will raise questions and dilemmas around language policy in the room. Teachers are role models for students, understanding the teachers must be involved in themselves.

1.2. *Translanguaging Approach on Teaching English Vocabulary in Modern Pesantren*

There has been limited studies on teaching English in modern *Pesantren*, especially those that deal with vocabulary learning. Current studies about English teaching in *Pesantren* revolve around reading strategies (Sindiyasti, 2019), listening strategies (Putri, 2020) without contextualizing *Pesantren* as a multilingual environment. Thus, this study is aimed at elaborating more English teaching approaches in *Pesantren* as a multilingual environment.

In Indonesia, teachers play an important role to assist in the multilingual EFL classroom. *Translanguaging* was popular as an effective method to facilitate learning as a means by using students' mother tongue to envisage the expressions in English (Berlianti & Pradita, 2021, Rasman, 2018, and Saputra, & Akib, 2018). In Modern *Pesantren*, English and Arabic are used compulsory for daily communication (Bin-Tahir, et.al., 2019). By using *translanguaging*, it was found that the English teachers need to apply some teaching strategies that can support

the students to use their L1, or L2, as their linguistic resources to understand English (Galloway, 2013). That implementation showed four main specific teaching strategies: teacher-student communication, student-student relationships, daily routines, and language-group time activities (Bin Tahir, 2017).

Garcia (2009) proposed the multilingual instructional strategies or *translanguaging* with some major points. The summary is displayed in the table below:

Table 1. *Translanguaging* strategies in the classroom by Garcia (2009)

No	Strategies
1	Activation and building prior knowledge require the linking of English concepts and knowledge with the learner's L1 cognitive schemata
2	Translation can provide an easier way to improve linguistics awareness
3	Letting the students to know that there are some or many cognate connections among or between their L1 and the other languages that they learn
4	Encouraging students to write in their L1, working with peers, communities, or instructional resource people to translate L1 writing into English.
5	Scaffolds students' output in English and enables them to use critical thinking skills.

Methodology

This research applied a self-observational study.

A. *Setting and Participants*

This study was conducted in a *Modern Pesantren* in Sukabumi West Java Indonesia. 29 students of junior high school and one pre-service teacher took part in this study. The role of the pre-service teacher in this study was to teach students English lessons and also improve student's language in English or Arabic.

B. *Data Collection*

The data were collected through classroom video recording. The classroom video recording shows 60-70 minutes in one meeting, including opening until closing.

C. *Self-Observational Report Procedures*

Self-observational report functions as self-appraisal for one's own teaching and reflective teaching (Widodo, 2009). Grounded with the needs to report the best teaching practice in using *translanguaging* for multilingual environment, this article refers to Kweldju (2000) and Widodo (2009) to describe the teaching stages. Widodo (2009) and Kweldju (2000) described their self-observation report by describing the teaching stages and self-reflection upon the teaching practices. Through self-observation report, a pre-service teacher must keep assessing the students' performance on using English and Arabic at the same time. The pre-service teacher in this study did switch the language from English to Arabic. However, the first author switched the language if the students did not understand the English that she spoke, especially when

she delivered teaching materials. The students were expected to use the L1 and L2, in this case were Bahasa Indonesia and Arabic, to understand English as their L3.

2. Results and Discussion

2.1. Multilingualism as a resource in Language Classroom

Due to the high compulsory use of using either English or Arabic for their daily interactions, English teachers in *Pesantren* undeniably used *translanguaging*. This was considered as helpful as also happened in previous studies (Saputra & Akib, 2018; Bin-Tahir, et.al., 2019). In teachers' point of view, the most challenging stage was to deal with the first-year students. This was because not every student was well-equipped with basic skills of both English and Arabic. Based on the first author's observation, there would be some moments when the students need to mix or switch their codes. To this extent, it might raise a question. Will *translanguaging* in *Pesantren* be helpful or, instead, be challenging for the students? To answer this notion, Garcia (2009) ever discussed the complexity of multilingualism in a classroom. She raised an issue that multilingual students will not always be able to make the connection between their L1 language learning and their current language learning (either L2 or L3). Some students may be discouraged to learn further. For example, some students spoke in English first, and suddenly switched to Bahasa Indonesia when they did not know the English vocabularies. There is a common condition in a modern *Pesantren* as it might be seen to be special in non *Pesantren* context. It is when the students find difficulty in English, they tend to switch the language into Arabic. using English irregular verbs. They tended to have less difficulties in using Arabic past verbs because they perceived the patterns to be easier to remember than English past verbs. Therefore, the teachers required to be more well-prepared to manage students in the classroom because the teachers should deal with the students whose L1 was Bahasa Indonesia, the L2 was Arabic, and English became their foreign language.

Meanwhile, multilingualism has been found to be beneficial in shaping language awareness (Pradita, 2018) and metalinguistic awareness (Svalberg, 2007). They refer to knowing about and being able to talk about how language is structured and how it functions. Thus, English teachers in multilingual classroom should set the learning goal into reflect and draw on their rich store of language information and skills in order to facilitate the learning of English (Milambiling, 2011). In the case of *Pesantren*, metalinguistic awareness is necessary to achieve by the students because they are expected to disseminate the values of Islam around the world (Putri, 2020). Thus, we consider that *translanguaging* was challenging. Yet, the encouragement by the teacher and the effective strategies were able to meet the needs of *Pesantren*.

2.2. The Types of *Translanguaging* in *Pesantren*

From the data collection, it was found that the types of translanguaging as performed by the English teacher were displayed in the table 1:

Table 2. Types of *Translanguaging* in *Pesantren*.

Teaching	Translanguaging Practices	Codes	Function
Meeting 1 (70')	Code – Switch Code - Mixing	English to Arabic English to Arabic to Bahasa	To give the similar meaning of English vocabularies and the Arabic version (In Bahasa if the students really do not understand)
Meeting 2 (78')	Code – Switch Code - Mixing	English to Arabic	The teacher Arabic as language variation and also understanding the meaning.
Meeting 3 (80')	Code – Switch Code - Mixing	English to Arabic	To give understanding of the word

As for the practice of *translanguaging* in the English classroom, it was found that the English teacher attempted to use English more frequently. This was because the students were poor on vocabulary knowledge thus affecting communication and understanding of the material. However, when the students did not understand the vocabularies, the teacher switched the code into either Arabic or Bahasa. This activity was in line to Rasman (2018) and Berlianti & Pradita (2021) who found that *translanguaging* could help the students used their L1 as linguistics resources to learn their L2 or L3. The use of L1 as linguistic resources was observed through the way the teacher let the students whose L2 were Arabic to find the similar vocabulary used of Arabic and English. Majority of the students have learned and mastered Arabic since elementary school. For those who have not mastered Arabic in early year were given a year matriculation to learn Arabic. This way is similar to Garcia's (2009) *translanguaging* strategy. The students can translate the new English vocabularies that they had to either Arabic or Bahasa Indonesia.

2.3. Meeting 1: Code-Switching and Code-Mixing Practice

At this stage, the teacher led the guessing game to review the last material about describing things. First, the teacher recalled their memory about the similar sounds between Arabic and English. The sample

material was displayed in figure 1. After that, the teacher explained the English nouns and adjectives that can be functioned to describe things. The teacher focused on teaching nouns about shape and tools. She also taught about colours to describe the adjectives. While explaining this, the teacher observed her students to see their reaction or their understanding from what the teacher had explained. If the teacher saw the student among them still doubt in understanding, then the teacher used Arabic. When the teacher explained in Arabic, the teacher saw that some of them are still confused about the delivery of the game rules. Finally, I switched the language to Bahasa. In this pre-teaching, the teacher code-switched in languages because the teacher used more than two languages and used BL. This way, the teacher followed the first and third strategy by Garcia (2009) who suggested that the students should activate their prior knowledge of L1 in order to understand the function of L2 and L3. In addition, the teacher also let the students to find cognate connections among English, Arabic and Bahasa Indonesia.

ا	ب	ت	ث	ج	ح	خ	د	ذ
a	b	t	t	g	h	x	d	z
س	ش	ص	ض	ظ	ظ	ع	غ	ف
s	s	c	d	t	z	o	g	f
م	ن	ه	و	ي	ة	ي	أ	أ
m	n	h	u	i	p	e	y	a
آ	إ	ؤ	أ	أ				shu fati tah
i	a	u	e	y				

Figure 1. Poster to show similarities of Arabic and English letters and sounds

One of the tape that shows this *translanguaging* teaching strategies was shown in vignette 1 below:

Vignette 1. Switching language English to Arabic when explaining the rules of the guessing game.

Context: The teacher was explaining the rules to play the game.

Teacher : Chances is فرصة.... *kesempatan*. ... *yah.. jadi antunna harus menebak bentuk, warna, atau benda yang ada di dalam kotak ini*. This is something that we used every day to write something in a book. You should mention what it is, its shapes, and its color. (*while showing a red pencil in front of the class*) [1] تذكر إحدى من وجب عليكن أن [1] أشكال, أو ألوان, أو أدوات فهتمن ؟. If the 3 opportunities have run out, please state the name/brand of the object. Who can guess the thing, you will have it.

Students: فهم

Teacher:

Students:[2] مستطيل ، أحمر , pencil , persegi panjang, red

Teacher:[3] جدا ذكي very smart. *Persegi panjang* is rectangle in English.

[1] *wajib elykn 'an tadhkar 'iidaa man 'ashkulu, 'aw 'alwana, 'aw 'aladawat (You should mention the shapes, colors, or tools)*

[2] *qalam raras , mustatil , 'ahmar*

[3] *dhaki jidana*

This game enabled the teacher to encourage the students to share their thought by answering the types of colors, shapes or types of the object in English. The students were given three chances to mention the category, after the three chances are up students have to guess what the name of the object is. If the name of the object mentioned was correct, the student deserves to get it. While the game was running, the students were so excited. The teacher saw from their expressions that they were very happy and involved in this game, they were enthusiastic to mention more clues from each tools. In this stage, the teacher also performed code-mixing of English, Arabic, and Bahasa Indonesia. The teacher provided the transcriptions of my code-mixing practice as follow:



Figure 2. It looks the teacher is explaining the rules of the game

The use of *translanguaging* in the classroom has worked well as proven by the students' understanding on both the rules of the games and the use of new English vocabularies. As for the depiction of the classroom situation, we found that the teacher kept guiding the students if only they faced difficulties. The teacher did not ask the students to switch seats since the teaching duration was limited to only 60'-70'. Thus changing the seats would only make the class run ineffectively.

Meeting 2: Code Switching

In this meeting, the teacher gave more listening exercises. Through exercise, the students understood the material. The material is about agreement and disagreement. This material is commonly found and even carried out on a daily activity. In this *Pesantren*, there was a book that has been mandated to be used for teaching English and each student already had it. Thus, the teacher taught the material with this book. The exercises listed were not only in the form of pictures or writing, but also have listening skills to do although using limited tools for class. When the students did exercises through listening, the teacher tried to explain the material in English. After explaining, the teacher asked them to mention the expressions about this material from a listening exercise before. The teacher was happy of course, because what the teacher explained can be understood by students to be able to mention some expressions about agreement and disagreement. After that, the teacher instructed them to exchange their book with their chair mate and then sign their chair mate’s book. This was included as peer activity as suggested by Garcia (2009). During peer assessment, the teacher explained the answers. She kept observing the students’ expressions. If they looked like they did not understand, the teacher immediately changed her language to Arabic. However, in most of the time, the teacher automatically did code-switching until the students looked like they understood the subject.

Vignette 2. Giving instructions to check the answers of their friends’ exercise.

Context: The students were correcting friends’ answers guided by the teacher.

Teacher : Ok. Please change your book with your chair mate. [1] *بدّلن كتبكن بشريككن.*

Students: (did the instruction)

Teacher : and then give your signature. [2] *أعطن الأمضى.*
Like this...(give an example)

[1] *baddalna kutbukn bisharykatikinna.*
[2] *'aetin al'amdaa*

The teacher switched her language to Arabic when they did not understand the instruction for a better use of language than English at this *Modern Pesantren* although it is still foreign language. While the teacher instructed them, she gave a format and position like date and signature.

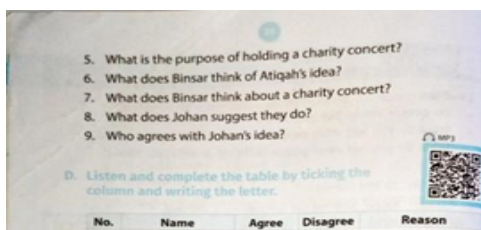


Figure 3. Listening exercise

Meeting 3: Code switching and code mixing

In the teaching of English writing, Garcia (2009) suggested that the students could be suggested to write in L1 and then they could translate into L2 or L3 with peers, communities, or resource people. In this stage, the teacher also did code switching and code mixing when she explained the learning materials. In meeting 3, the topic was about simple past tense. The teachers already knew that writing was the most difficult language skill because it required the learner to acquire sufficient to extensive number of vocabularies and to make use of them into a piece of writing (Canagarajah, 2014). Thus, she also applied Garcia’s teaching strategies (2008) by showing the students about cognate similarities of language functions of English and Arabic. Below is the table that the teacher used to explain past tense system in English and Arabic



Figure 3. The past tense system of English and Arabic

The vignete below taped the teaching instruction that the teacher shared with her students.

Vignette 3. Explaining past tense system of English in compared to Arabic and Bahasa Indonesia

Teacher: Bahasa Indonesia does not have the 'V2' for the past tense. On the other words the verb is never change because the adverb of time. In Arabic and English, the use of past tense *ditandai dengan perubahan akhiran.* Di Bahasa Inggris, kata kerja past tense *ditambahkan akhiran -ed atau -d.* In Arabic, past

tense will always be Mabneyy; that is the last letter of the verb excluding the attached pronouns, huruf akhir dari kata kerja past tense punya penanda yang khusus. Kalau enggak fatHa, sukoun, ya damma. Contohnya, for example: ذَهَبَا = ذَهَبَ + لَ, "they (both) went": it is mabneyy with fatHa. Nah kalau "did" in Arabic is the same, sama dengan " 'amalun".

Conclusion

In this *Pesantren*, the teacher used three languages: English, Arabic and Bahasa to deliver English materials, to give instructions, and to respond students' questions. These are called as *translanguaging*. The types of *translanguaging* that were often used included code-switching, and code-mixing. To execute these types of *translanguaging*, the teacher applied Garcia's teaching strategies to use *translanguaging* in multilingual classroom. In teaching English skills, the teacher in *Pesantren* should provide the students with learning materials that show the similarities of English and their L1 & L2. In this best practice, the teacher provided posters about sounds production system and past tense system in English, Arabic, and Bahasa Indonesia. Thus, the students knew how to use their L1 or L2 as learning resources. Those are by finding similar cognate of English to their L1 & L2 languages, by comparing language functions and grammatical system of English to their L1 and L2.

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