

Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesian University

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Abstract: The research entitled “Translanguaging in English as Foreign Language Assessment (EFL) Classroom: a Discourse Analysis in Indonesian University” intended to find out two grand questions in the field of university classroom, which are (1) How is translanguaging engaged in the formative assessment by the lecturers? (2) Why do the lecturers engage translanguaging in the formative assessment? The research design administered here was the descriptive qualitative. There were two English lecturers of Muhammadiyah University of Makassar joined the observation and interview as the subjects for this research. Both of them applied the use of First Language (L1) and Second Language (L2) in the classroom, but in their daily life they use Bahasa Indonesia (BI) to communicate. Based on findings of the research, it found that there were three types out of five of translanguagings implemented as the way of the lecturers giving interaction in the formative assesment in teaching and learning process in the classroom. Those kind of translanguagings were Inter-Sentential translanguaging, insertion translanguaging, and entire translanguaging. Furthermore, The implication of translanguaging in one University of South Sulawesi in Indonesia on TEFL especially when used in the formative assessment was very useful because it could be used as a method or strategy to make sure the students understand the questions, motivate the students to speak, especially for low level students, and to encourage them to give the answer immediately when the teacher try to give the formative assessment through the questions in the classroom.

Key Words: Translanguaging, Formative Assessment, English as Foreign Language (EFL), Discourse Analysis

Indonesia as one of the development country in Asia has been struggling today to step forward to the next level of their position in the world. However, in order to make it come true, the internationalization in every aspect of the country is unavoidable. The most common factors accounting for this surge in international use include globalization, economic development, internationalization, technology development and the expansion of education (Coleman, 2011; Doiz, Lasagabaster, & Sierra, 2012; Hamid, Nguyen & Baldauf Jr, 2013). It is the clear evidence about how important English for every country nowadays is.

As the country has been aware of the importance of English for many years, Indonesia has obligated English to be studied in every level of the education, especially in the university. The university even need to be more intensive in helping the students to be good at English because the sounding of internationalizing the university in all over the country has been shouted by the government. Hence, in order to strengthen the students' ability in

English in the university, there have been rigorous methods in teaching applied. Recently the use of translanguaging has become popular, as it administers the use of students mother tongue. Canagarajah (2006, p.593) reveals that In such a pedagogy, the home/first language may not be a hindrance (or “interference,” as labeled in traditional TESOL discourse), but a resource. The First language of the students must have any functions and advantages in acquiring the second language. Always there is the influence of the L1 to the L2. As Dornyei and Murphey (2003, p.40). Translanguaging is the use of L1 or mother tongue of the students to ease the study process or maybe the assessment process (Saputra, 2015). Besides based on Halliday et al. (1964, p.293):

English is no longer the possession of the British, or even the British and the Americans, but an international language which increasing numbers of people adopt for at least some of their purposes. [...] In West Africa, in the West Indies, and in Pakistan

and India [...] it is no longer accepted by the majority that the English of England, with RP as its accent, are the only possible models of English to be set before the young [...] this onelanguage, English, exists in an increasingly large number of different varieties.

Hence the used of translanguaging is no longer strange to apply in the classroom in order to engage the students to join in every activity or assessment initiated by the lecturers.

Translanguaging is rooted in the principle that bilingual speakers select language features from a repertoire and “soft assemble” their language practices in ways that fit their communicative situations (García, 2009a, 2013, forthcoming); that is, bilinguals call upon different social *features* in a seamless and complex network of multiple semiotic signs, as they adapt their language practices to suit the immediate task. Garcia (2009, p.140) states that translanguaging is the act performed by bilinguals of accessing different linguistic features or various models of what are described as autonomous languages, in order to maximize communicative potential.

The researches of translanguaging has been run by some of the researchers all over the world. Some of the researches run in Europe, as Jonsson (2012) conducted the research entitled “the translanguaging as pedagogy for language learning in a bilingual school”. Then, Hornberger and Link (2012) also did the investigation in Translanguaging area under the title “Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens”. Another one of them also run in Asia, such as, Adamson and Fujimoto (2012) ran the research under the title “Translanguaging in Self-Access Language Advising: Informing Language Policy”.

In Indonesia itself, the only one translanguaging research has ever been investigated through the research run by Saputra (2015) entitled “translanguaging in indonesian university classroom context: a discourse analysis at one university in South Sulawesi, Indonesia”. In that research he concluded that there are five types of translanguaging as the way of the L1 and the L2 interacted each other in the classroom that used by the lecturers in teaching and learning process. Those were Inter-Sentential translanguaging, Intra-Sentential translanguaging, insertion translanguaging, congruent-lexicalization translanguaging and entire translanguaging.

The lecturers usually engage sort of assessments. Three main assessment concepts have been widely discussed, but also in the fields of EFL (English as Foreign Language). They are: (1) assessment *of* learning; (2) assessment *for* learning; and (3) assessment *as* learning (Alvarez L. et al, 2014). In this case, assessment *of* learning means summative assessment, assessment *for* learning means formative assessment, and assessment *as* learning means alternative assessment. Regarding to the three kinds of assessment mentioned, each of them has the variations of test. Such as in summative assessment contains of multiple choice test, essay test, or matching sentence, formative test contains of paper, discussion, interview, or project based task, and the alternative one contains of the method of the students learning.

Furthermore, in everyday process of teaching and learning the lecturers usually administer the formative assessment in order to measure or to check the students understanding and proficiency improvement. The lecturers do such a thing because the lecturers would like to get the spontaneous respond and answer from the students in the classroom, so the students will show their real ability in

English. However, because of the limited number of the students' vocabulary in their repertoire, the use of translanguaging is sometimes unavoidable, or because of the lecturers' awareness of the students' vocabulary limitation, so they engage translanguaging to help the students not only to understand the sentence or test given but also to be active in joining in the test. Furthermore, through the activeness of the students in joining, the lecturers would be able to observe the real ability of the students in the classroom.

Integrating, instruction, and assessment, formative assessment is a continuous cycle that entails gathering evidence of and judging student learning; providing feedback to students about learning; and using assessment data to adjust subsequent instruction as needed (Heritage, Walqui, and Linquanti, 2013).Based on (Alvarez L. et all, 2014, p.2) there are six guiding principles for effective formative assessment:

1. **Promotes student learning.** Formative assessment is best characterized by its purpose; to support student learning.
2. **Elicits Evidence of learning through a variety of tasks.** Formative assessment tasks can take many forms: planned and opportunistic; individual and group; brief and extended; as well as informal and formal. In this case (Shavelson et al., 2008;Shavelson, 2006) define three anchor points on a continuum of informal to formal formative assessment tasks:
 - on-the-fly: formative assessment occurs in response to an unexpected "teachable moment".
 - Planned-for-interaction: is purposeful; a teacher designs ways to identify the gap between what students actually know and what they should know.

- Curriculum-embedded: formative assessments are inserted at specific points in a unit.
3. **Changes the roles of teachers and students.** Formative assessment places students at the center of teaching and learning.
 4. **Uses learning progressions to anchor learning goals and monitor learning.** Formative assessment begins with learning goals that clearly articulate what teachers expect students will learn through the instructional activity.
 5. **Result in meaningful feedback and adjustments to improve instruction for students.** Perhaps what most distinguishes formative assessment from other instructional or assessment methods is that it culminates in immediate action to improve instruction.
 6. **Enables students to become self-regulated and autonomous learners.** The ultimate goal of formative assessment is for students to attain self-efficacy as learners by developing their agency and exercising power over their own learning.

However not much work has been done yet to identify promising formative assessment practices to improve learning specifically for English Language Learning (ELL) students (Alvarez L. et all, 2014:2).Hence, because of the limited reference got for translanguaging especially related to the formative assessment, the researchers would like to fill the gap by adding the number of the research in this field. To be clear formative assessment can provide information that serves as feedback used to modify the teaching and learning activities in which teacher and students are engaged. In classroom practices, assessment *for* learning can include formative assessment tools, such as portfolios, experiment logs,

and learning journals, all of which allow students to display their progress (Tsao & Kao, 2017, p.184).

To summarize, the engaging of translanguaging in the formative assessment in the classroom is actually one of the lecturers way to find out the students ability in the material or topic given. Thus, the study here is going to discover the implementation of translanguaging in the EFL classroom formative assessment. Related to the explanation before, the researchers would like to address the research questions as followed:

1. How is translanguaging engaged in the formative assessment by the lecturers?
2. Why do the lecturers engage translanguaging in the formative assessment?
3. What kind of formative assessment is used with the translanguaging in TEFL classroom by the lecturers?

METHOD

This research utilized the descriptive qualitative research tradition. This kind of research ran in order to observe the language phenomenon, especially in the use of translanguaging. Hence, in this research, the researcher followed the procedure of descriptive qualitative methods which refers to the natural inquiry and where the activities are data collection and analysis (Gay, Mills, and Airasian, 2006). Indeed, this research enclosed analysis of the lecturers' and students' translanguaging in the classroom context in Muhammadiyah University of Makassar, South Sulawesi, Indonesia. In particular to the qualitative research, the role of the researcher as the primary data collection instrument necessities the identifications of personal values, assumptions, and biases at the outset of the study (Creswell, 1998).

As the researcher is a second language learner who have learned English for a couple of years, the researcher have had amount of experience in acquiring the L2. The researcher has learned English as the L2 since Elementary School until today. Afterwards, as the researcher preparing for the thesis and reading a number of articles and journals, the researcher reflected on his role as the L2 learner. Therefore, the researcher realized that as long as the researcher learned English, the L1 of the researcher was never absent in the teaching and learning process in classroom. However, the researcher still could acquire the L2 well. Hence, the researcher realized the importance of conducting the research about translanguaging in the classroom context. Yet, the reason for doing this research in this area are both personal and professional. As a well-experienced learner of L2 in Indonesia, the researcher believed that the researcher could share his personal experience playing this role and understand more holistically how this phenomenon is manifested in Indonesia L2 learner.

As the researcher role for this research the researcher asked the letter of permission from the research Institute of Muhammadiyah University of Makassar. After the researcher got the letter of permission to do the observation in Muhammadiyah University of Makassar then the researcher met the chief of English Department program in order to continue the letter of permission. Furthermore, the chief of English Department met the researcher with the lecturers whom was the participants or samplings of this research. Since the lecturers agreed, the researcher scheduled a visit with the lecturers' class where the researcher explained to them the purpose of the research and what participating in research entails. Henceforth, for this research, the data was collected through

the kinds of observation, interview, video recording and note taking.

Non-participation Observation

The purpose of this observation was to collect the information about the process of translanguaging in the classroom context by the lecturers. Since Nunan (2009) states that some of the earliest classroom research in general education involved training observers to use category system to document students' and teachers' behaviors and speech during lessons so that the observation conducted by a non-participation observer (researcher) and took place after the agreement of the lecturers. It was conducted in Muhammadiyah University in Teacher Education and Training Faculty, majoring of English Education Department classroom. Then the observation was video recorded.

Semi-Structured Interview

The researcher used the semi-structured interview in this chance. As Nunan (2009) states that in semi-structured interview the researcher had a general idea of how he or she wants the interview unfold and may even have a set of prepared questions. The lecturers interviewed comprehensively. The interview with the lecturers was last half to one hour and conducted in the classroom after finishing the observation. The interview ran in the language that they feel more comfortable with. The interview was audio-recorded. Furthermore, the interview protocol was developed for this research. The lecturer interview protocol asked lecturer about their experience using the L1 in their classroom and how the L1 and the L2 interact each other in the classroom. The protocol consisted of fifteen questions.

Before the data was analyzed by using the discourse analysis of Pennington (1999). The researcher transcribed all observations, interview, and field notes.

The process of transcribing allowed the researcher to become acquainted with the data (Reissman, 1993). Furthermore, the research applied the discourse analysis since Nunan (2007a, p.2008) confirms that discourse analysis is a very broad term that covers a range of methods, techniques, and approaches. In a recent book on a language, it is defined as "the systematic study of language in context". Then Nunan (2009) states that classroom discourse is the distinctive type of interaction that occurs between teachers and students, and also among students during lesson. Indeed, this research enclosed analysis of the lecturers' translanguaging in the classroom context. There are some theories in analyzing and coding the data such as Atmowardoyo (2008) mentioned open coding, axial coding, and selective coding. Meanwhile Braun and Clarke (2006) step-by-step guidelines. The guidelines are (1) familiarizing yourself with the data, (2) generating initial codes, (3) the researcher read throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

So that, in applying the step guidelines above the researcher firstly, familiarized himself with the data through listen to the data many times. Then secondly, for generating initial codes, the researcher transcribed the data got from the observation and interview. After that, thirdly, the researcher read the data transcribed in order to be immersed to the data. Furthermore, the researcher reviewed the themes by separating to the discourse needed from the transcript. After that, in the next, the researcher then defined and named themes or discourse needed into types and functions of translanguaging. Then in the long run, the researcher produced the report of the discourse analysis data.

In order to get the data to be analyzed, the researcher did the observation and interview 2 lecturers, so the credibility for this study was achieved

using the validation strategies of triangulation.

In ensuring validity, the researcher did the triangulation of data-Data collected through multiple sources to include interviews, observation, and field notes. As the area of qualitative research increases, social and behavioral scientists critique on the validity of studies that used such methodology. Thus, qualitative researchers utilized various validation strategies to make their studies credible and rigorous (Creswell & Miller, 2000). Hence, credibility for this study was achieved using the validation strategies of triangulation.

FINDINGS AND DISCUSSIONS

Based on the data in the observation and the interview found in the field, there were three of translanguaging used by the lecturers in teaching and learning process administered in the formative assessment. As you will see, three extracts from two different lecturers, however what was taken only the conversations which contain of the communication of the lecturers and the students in the classroom, where the lecturers engage the translanguaging in the process of formative assessment. Those types are presented as follows:

Lecturers' Translanguaging in Formative Assessment

a. Inter-Sentential Translanguaging

The first type is called inter-sentential translanguaging. The data was collected through observation and video recording in English classroom. This theory is the theory found by (Saputra, 2015) that is adapted from the code-switching. This kind of translanguaging which involves a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language.

Extract 1:

Lecturer : Anas.. *Siapa lagi yang mau ngomong?..* Actually I'm easier to remember your

“Who wants to talk again?”
name when you always take in my class. *Kenapa nda' bisa, padahal kan orang ngertiji toh. Kenapa nda' bisa secara*
“Why can not, otherwise the people understand, right. Why can not in the grammatical *kita bilang begitu?*
Grammatical way we say like that”

Student : Karna mungkin mam toh.

“Because maybe mam”

Lecturer : Mugkin?

“Maybe?”

In extract 1 shows the inter-sentential type of translanguaging that used by first lecturer. It was because the lecturer switched her presentation by using Indonesia then later she altered to English by saying “*Siapa lagi yang mau ngomong?*” Actually I'm easier to remember your name when you always take in my class. And the students gave response in Indonesian “karna mungkin mam toh”. Then the lecturer continued her question in Bahasa to check the students' answer.

From the extract showed above, it obviously seen that the use of inter-sentential translanguaging could attract the students in trying to answering the question made by the lecturer spontaneously in the classroom conversation. The lecturers used this kind of translanguaging in order to invite the students to answer the questions. Therefore, the application of inter-sentential translanguaging could be admitted to use in the formative assesment.

b. Insertion Translanguaging

The second type is called insertion translanguaging. This kind of translanguaging occurs when lexical items from one language are incorporated into another. All of the lecturers insertion translanguaging in their utterance in the same form.

Extract 2:

Lecturer : Yah, excellent! I shouldn't cry and out from but now I have forgotten what she

say to me. *Ada kata she lagi*, berarti kalo sekarang kita menyebut she,

“There is the word “she” again, it means if now we mention she,”

berarti merujuk ke siapa? Kata she ke mother or sister, kalo yang lain ada?

“It means it refers to whom? The word she to mother or sister, if others, any?”

Kayaknya dosennya di’. Ok. The he says like this, I realize I would go, but are

“maybe the lecturer right.”

you? Apa yang kamu lakukan?

“what do you do?”

Extract 2 shows the use of the insertion translanguaging by the first lecturer. In the extract showed that the lecturer discuss the students task in the classroom. Hence, in that extract the lecturer applied insertion translanguaging by saying “*Ada kata she lagi*”. In that sentence the lecturer used the insertion translanguaging because she put the word “*she*” between the L1. In this case the lecturer would like to check the students understanding of the use of correct pronouns in a sentence.

c. Entire Translanguaging

The third type of translanguaging used here is called entire translanguaging. It is shown in the extract 3. It is used by the first lecturer. She used the L1 entirely in one utterance fully when she ran the classroom teaching and learning process in the classroom especially in asking the questions for the media of multilingual classroom context. As Garcia (2014) states that the translanguaging is not utilized to differentiate between two languages or the shift of the languages but it is used to mediate each other. As still there is no theory talk about this yet this matter found originally by (Saputra, 2015), the researcher carries this theory to appear to enrich the theory of the type of translanguaging.

Extract 3

Lecturer : *Kunjungan presiden? Atau kita bisa mengatakan kunjungan dimulai kedepan.*

“Presiden visiting?” or we can say the visiting begin later.”

Student : XXXX

Lecturer : Berarti, the conclusion for now that we can make , not always must be begun

“means”

by the subject, predicate, and object. With the form that we understand such as, the teacher is teaching the classroom. Kalo kita mengikuti rule. Misalnya lagi contoh yang

“if we

follow the rule. For instance “

berikutnya adalah “melakukan”, Apakah kalian, pasti tidak tau siapa yang melakukan toh.

“the next is “doing”, do you, you must not know who did it, didn’t you.”

Student : No mam.

Lecturer :Perbedaan antara aktif dan pasif sudah tau toh?

In this extract, the lecturer used the entire translanguaging since the lecturer in some utterances used the L1 of her and the students to communicate with the students. The entire translanguaging that the lecturer used was “*Kunjungan presiden? Atau kita bisa mengatakan kunjungan dimulai kedepan.*” The lecturer used that translanguaging in order to invite the students in answering her question about the sentence that the lecturer read. Then the students answer the lecturer question.

CONCLUSIONS

The work this research done has administered the discourse analysis in order to withdraw the conclusion which found. The conclusion found through the data observed from two lecturer classrooms. Furthermore the data showed that the lecturers sometimes apply the formative assessment in the middle of the classroom activity spontaneously. The formative assessment used in order to ensure themselves that the students had understood what they had explained. Besides, in order to help them to give the formative assessment in spontaneity, the lecturers used the translanguaging. However, not all of the varieties of translanguaging used, but only three kinds of translanguaging used based on the observation in the classroom meetings.

Those three kinds of translanguaging were Intersentential translanguaging in extract 1 which functioned to involve a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language. The second translanguaging type used was Insertion translanguaging which functioned to translanguaging the occur when lexical items from one language are incorporated into another, and the third was entire translanguaging which functioned to use the L1 entirely in one utterance fully when the lecturers ran the classroom teaching and learning process in the classroom especially in asking the questions for the media of multilingual classroom context.

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