

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

Siti Nihayati Aribah, Intan Pradita*

Department of English Language Education, Universitas Islam Indonesia, Yogyakarta 55584, Indonesia

Article history:

Received: 13 May 2022 / Received in revised form: 25 July 2022 / Accepted: 27 July 2022

Abstract

This self-observation report aims to investigate the 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 some relevant teaching approaches that merit to the needs of multilingual classrooms. Through extensive navigation, we found that *translanguaging* is one of referred teaching approaches that can accommodate the needs of learning English in multilingual context. However, empirical findings using *translanguaging* approach in *Pesantren* is found rare so far. Thus, this study is 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 explaining the meaning and the functions of English vocabularies. She also documented the lesson plans, learning materials, and 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 tended 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) in which the students from secondary level are required to learn English at school. Regardless of the mandated curriculum, it is 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. It is believed that the use of Arabic language in Islamic boarding school is related to the expectation that the students are able to mean the verses in Quran and Hadiths. Thus, students in *Pesantren* have to learn not only Indonesian language, 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* has made the interest of learning in *Pesantren* getting higher. *Pesantren* is divided into two types in terms of the curriculum, those are the traditional one and the modern one. *The traditional Pesantren* tends to be closed from the idea of internationalization to avoid any undesirable influences that might be brought by colonizers (Habibi, 2019). Thus, *the traditional Pesantren* solely teaches Islamic science and Arabic as primary activity under *Kiai* 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 based on Al Quran and Al Hadiths. In modern *Pesantren*, English and Arabic are compulsory (Handoyo, 2008). Thus, both the *ustadz* and *ustadzah* (teachers) use English and Arabic language in their daily activities. To this extent, teaching English in this study is contextualized in a modern *Pesantren*. *Modern Pesantren*

* Corresponding author. Tel.: +62 812-2635-7851

Email: intan.pradita@uii.ac.id

<https://doi.org/10.21924/chss.2.1.2022.27>



exists with multilingualism, especially both English and Arabic languages.

In a modern multilingual boarding school, teachers and students speak Arabic and English language, and sometimes Indonesian language (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 this issue, a scholar 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, 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 by enhancing vocabularies and spelling. Instead, studies related to vocabulary learning in *Pesantren* so far 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' interaction in multilingual classrooms at Islamic Boarding School. It is expected to give some 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 some practical contributions that translanguaging practice is an effective way for teacher-students' interaction in a multilingual classroom.

1. What are the types of *translanguaging* used by the English teachers in *Pesantren*?
2. How do the English teachers 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* is used as an action by bilinguals of accessing different linguistic features or various models from what have been described as autonomous language to develop communicative potential (Garcia, 2009). The conceptualizations of *translanguaging* started in 1999 (Cook, 1999). She described that every person is multilingual. Thus, it is deemed important to 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 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 is created independently or spontaneously because it comes

from different cultures. Thus, *translanguaging* is nature transformative that provides a social space for the multilingual users to bring their personal history, cognitive and capacity (Wei, 2010). People come from different nations with different cultures; thus, *translanguaging* occurs and is used spontaneously in the present time.

Translanguaging is an original pedagogy practice that becomes primary medium instruction (Garcia & Wei, 2014). It has been adopted and extended by many bilingual scholars (e.g., Creese & Blackledge, 2010; García, 2009). Typically, teachers teach the students some strategies to develop their skill, both statements indicating that teachers use *translanguaging* as something needed even important for pedagogy practice when teaching EFL in a multilingual classroom. Canagarajah (2014) explained that *translanguaging* practice is used for meaningful communication processes through strategic communicative practices. That shows *translanguaging* as 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 three multilingual perspectives on *translanguaging*, including 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 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 the practice of language that uses sound to distinguish different positions in relation to other people as well as to the broader ideology around it, and Dufva (2013) suggested that heteroglossic language practices are created by the learners in an environment relation. Therefore, *translanguaging* cannot be separated from EFL classroom learning.

From what has been discussed above, it can be stated that any conceptualizations are 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 paying attention to these conceptualizations, Garcia (2009) has always been involved in *translanguaging* research almost every year, showing that he always watched the development progress. Therefore, Garcia (2009) concepts are justifiable to be the framework of this study.

In the multilingual classroom, people with different cultures make various diaries daily, and different languages make various languages occurred between student-student and teacher-students' interactions. In 2019 Ticheloven et al. 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 and it will raise questions and dilemmas around language policy in the

room. Teachers are the role models for students as 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 dealing 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 aims to elaborate 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* is 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 shows 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 Table 1 below:

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

Strategies
Activation and building prior knowledge require the linking of English concepts and knowledge with the learner's L1 cognitive schemata
Translation can provide an easier way to improve linguistics awareness
Letting the students to know that there are some or many cognate connections among or between their L1 and the other languages they are learning
Encouraging students to write in their L1, working with peers, communities, or instructional resource people to translate L1 writing into English.
Scaffolds students' output in English and enables them to use critical thinking skills.

2. Methodology

This research applied a self-observational study.

2.1. 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 improve student's language in English or Arabic Language.

2.2. Data collection

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

2.3. 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 on assessing the students' performance on using English and Arabic language at the same time. The pre-service teacher in this study switched the language from English to Arabic language. However, the first author switched the language if the students did not understand the English she spoke, especially when she delivered teaching materials. The students were expected to use the L1 and L2, in this case Indonesian and Arabic language, to understand English as their L3.

3. Results and Discussion

3.1. Multilingualism as a resource in language classroom

Due to the high compulsory use of using either English or Arabic language for their daily interactions, English teachers in *Pesantren* undeniably use *translanguaging*. This is considered as helpful as occurred in previous studies (Saputra & Akib, 2018; Bin-Tahir, et al. 2019). In teachers' point of view, the most challenging stage is to deal with the first-year students. This is because not every student is well-equipped with basic skills of both English and Arabic language. 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, that is 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 by raising 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 Indonesian language 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 language. They tend to have less difficulties in using the past verbs in Arabic language because they perceive the patterns to be easier to remember than English past verbs. Therefore, the teachers are required to be well-prepared to manage students in the classroom because the teachers should deal with the students in which L1 is Bahasa Indonesia, the L2 is Arabic language, and English becomes their foreign language (L3).

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 a learning goal to reflect and draw on their rich store of language information and skills to facilitate the learning of English (Milambiling, 2011). In the case of *Pesantren*, metalinguistic awareness is necessary to be

achieved by the students because they are expected to disseminate the values of Islam around the world (Putri, 2020). Thus, we consider that *translanguaging* is challenging. However, the encouragement by the teacher and the effective strategies are able to meet the needs of *Pesantren*.

3.2. The types of translanguaging in pesantren

From the data collection, the types of translanguaging as performed by the English teacher are displayed in Table 2:

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 Indonesian Language	To give the similar meaning of English vocabularies and the Arabic version (In Indonesian language if the students really do not understand)
Meeting 2 (78')	Code – Switch Code - Mixing	English to Arabic	The teacher Arabic as language variation and understanding the meaning.
Meeting 3 (80')	Code – Switch Code - Mixing	English to Arabic	To give an understanding of the word

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 Indonesia Language. This activity was in line to Rasman (2018) and Berlianti & Pradita (2021) finding that *translanguaging* could help the students to use 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 was Arabic language to find the similar vocabulary used of Arabic and English. Most of the students have learned and mastered Arabic since elementary school. Those who have not mastered Arabic language in early year will be given the one-year matriculation to learn Arabic language. This way is similar to Garcia's (2009) *translanguaging* strategy. The students can translate the new English vocabularies into Arabic or Indonesian language.

3.3. 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.



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

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

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

Context: The teacher is 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 use every day to write something in a book. You should mention what it is, its shapes, and its colour. (while showing a red pencil in front of the class) [1] تذكر إحدى من وجب عليكن أن أشكل, أو ألوان, أو أدوات. If the 3 opportunities have run out, please state the name/brand of the object. Who can guess the thing, you will have it. فهمتن؟

Students: فهم

Teacher:

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

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

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

[2] qalam rajas , mustatil , 'ahmar

[3] dhaki jidana

This game has enabled the teacher to encourage the students to share their thoughts by answering the types of colours, shapes or types of the object in English. The students were given three chances to mention the category, after the three chances were up students have to guess what the name of the object was. If the name of the object mentioned was correct, the student deserved 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, and enthusiastic to mention more clues from each tools. In this stage, the teacher also performed the code-mixing of English, Arabic, and Indonesian language. The teacher provided the following transcriptions of my code-mixing practice:



Fig. 2. 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 on 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.

3.4. 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 is a book that has been mandated to be used for teaching English and each student already have 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 in the 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 certainly was happy because what the teacher explained could be understood by students to mention some expressions about agreement and disagreement. After that, the teacher instructed them to exchange their book with their chair mate and then signed 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 on observing the students' expressions. If they looked like not understand, the teacher immediately changed her language to Arabic language. However, in most of the time, the teacher

automatically did code-switching until the students seemed to understand 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. يتلن كتبك بشاريكتك [1]

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 language when the students did not understand about 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 such as date and signature.

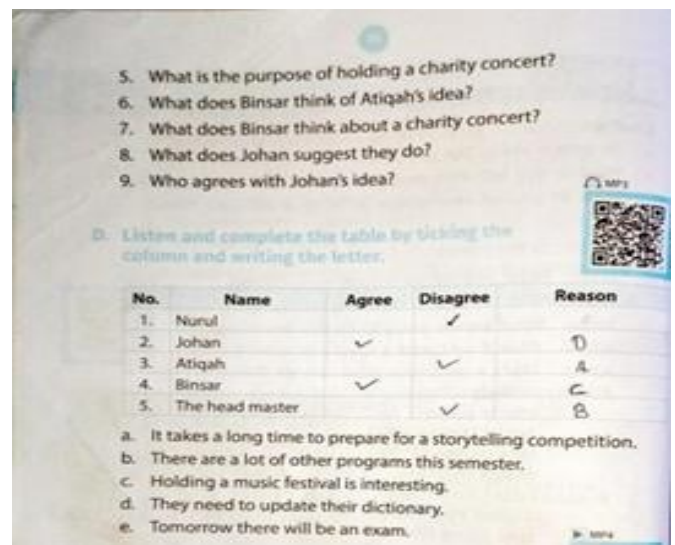


Fig. 3. Listening exercise

3.5. 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 explaining 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 language. Below is the table the teacher

used to explain past tense system in English and Arabic language.



Figure 3. The past tense system of English and Arabic

The vignette below tapes the teaching instruction that the teacher shared with her students.

Vignette 3. Explaining past tense system of English compared to Arabic and Indonesian language

Teacher: Bahasa Indonesia does not have the 'V2' for the past tense. On the other words the verb is never change because of 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 + هَا*, "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 Indonesian language to deliver English materials, to give instructions, and to respond students' questions. These are called as *translanguaging*. The types of *translanguaging* 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 showing 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 Indonesian language. Thus, the students know how to use their L1 or L2 as learning resources by finding the similar cognate of English to their L1 & L2 languages, and by comparing language functions and grammatical system of English to their L1 and L2.

Acknowledgements

The authors would like to send their gratitude to Assalam Islamic Boarding School (*Modern Pesantren*) that has facilitated them to collect the data.

References

- Bakhtin, M.M. (1981). The dialogic imagination: Four essays. In C. Emerson & M. Holquist. *Discourse in the novel* (pp. 257–422). Austin, TX: University of Texas Press.
- Beres, A. M. (2015). An overview of translanguaging: 20 years of 'giving voice to those who do not speak'. *Translation and Translanguaging in Multilingual Contexts*, 1, 103–118. DOI: <https://doi.org/10.1075/ttmc.1.1.05ber>
- Berlianti, D. G. A., & Pradita, I. (2021). Translanguaging in an EFL classroom discourse: To what extent it is helpful for the students?. *Communications in Humanities and Social Sciences*, 1(1), 42-46.
- Bin Tahir, S. Z. (2017). Multilingual teaching and learning at Pesantren Schools in Indonesia. *Asian EFL Journal*, 89(1), 74-94.
- Bin-Tahir, S. Z., Saidah, U., Mufidah, N., & Bugis, R. (2018). The impact of translanguaging approach on teaching Arabic reading in a multilingual classroom. *Ijaz Arabi Journal of Arabic Learning*, 1(1), 22-29.
- Bin-Tahir,S.Z., Suriaman,A., & Rinantanti, Y. (2019). Designing English Syllabus for Multilingual Students at Pesantren Schools. *Asian EFL Journal. Research Articles*, 23(3), 5-16.
- Canagarajah, S. (2014). Theorizing a competence for translanguing practice at the contact zone. In S. May, *The multilingual turn: Implications for SLA, TESOL and bilingual education* (pp. 78-102). New York, NY: Routledge.
- Cook, V. 1999. Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209. <https://doi.org/10.2307/3587717>
- Creese, A., & Blackledge, A. (2010a). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*. 94(1). 103–115. <https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Galloway, N. (2013). Global English and English Language Teaching (ELT)– Bridging the gap between theory and practice in a Japanese context. *System*, 41(3), 786-803.
- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford: Wiley-Blackwell.
- García, O., & Wei, L. (2014). Language, bilingualism and education. In *Translanguaging: Language, bilingualism and education* (pp. 46-62). Palgrave Pivot, London.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Cambridge, MA: Harvard University Press.
- Habibi, B. Y. (2019). Integrasi Kurikulum Bahasa Arab Pesantren Tradisional Dan Modern Di Madrasah Aliyah Program Keagamaan. *Arabi: Journal of Arabic Studies*, 4(2), 151-167.
- Idris, A. M. S., Adliah, A., & Alfina, S. (2020). Multilingual Interaction in Classroom Context. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(2), 381-393.
- Kweldju, S. (2015). Assisting reluctant teacher's college students to autonomously appreciate a novel to read. *Teflin Journal*, 11(1), 22-34.
- Milambiling, J. (2011). Bringing One Language to Another: Multilingualism as a Resource in the Language Classroom. In *English teaching forum* (Vol. 49, No. 1, p. 18). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Putri, N. S. (2020). The teaching of listening in a pesantren-based university during covid-19 pandemic. *IJELAL (International Journal of English Learning and Applied Linguistics)*, 1(1), 56-77.
- Pradita, I. (2018). Critical Language Awareness As Text-Mediated Language Analysis: Learners as Critical Readers. *The Asian EFL Journal*. 20(2). 97-109.
- Rampton, B. (1995). Language crossing and the problematisation of ethnicity and socialisation. *Pragmatics*, 5(4), 485–513. doi:10.1075/prag.5.4.04ram
- Rasman. (2018). To Translanguaging or Not to Translanguaging? The Multilingual Practice in an Indonesia EFL Classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687-694.
- Saputra, W. A., & Akib, E. (2018). *Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesian University*. The 65th TEFLIN International Conference.

- Sindiyasti, A. (2019). Reading Strategies in Islamic Boarding School: A Small Scale Survey. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 4(2), 102-113.
- Sneddon, J.N. 2003. *The Indonesian language: Its history and role in modern society*. Sydney NSW: University of New South Wales Ltd.
- Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2021). Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives. *International Journal of Multilingualism*, 18(3), 491-514.
- Widodo, H. P. (2009). Key Issues in Teaching EFL/ESL Intensive Reading: A Videotaped Self-Observation Report. *Journal of Effective Teaching*, 9(3), 38-58.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of pragmatics*, 43(5), 1222-1235.