



UTILIZING TRANSLANGUAGING IN TEACHING ESP TO CULINARY ART STUDENTS IN INDONESIA: CHALLENGES AND EFFORTS

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Abstract

Translanguaging is a pedagogical strategy that can be used to assist students in understanding the material in the classroom and this strategy plays an important role for teachers in conducting classes of English for specific purposes (ESP) in culinary art classrooms. The study was conducted to examine translanguaging utilization in teaching ESP for culinary art students and find out the challenges and effort that teachers have in the classroom. The research used a case study in a culinary art classroom of Almansyuriyah Vocational School at Tangerang and descriptive analysis was used to analyse data that has been collected through classroom observation and interview with a teacher and 20 students. The result explained that utilizing translanguaging in the classroom raises students' understanding of the material given because students can use the home language (L1) to understand the context and elaborate on the target language. Finally, Translanguaging as a pedagogical strategy can be utilized to assist students in understanding English for specific purposes in culinary art classrooms in Indonesia

Keywords: Translanguaging, pedagogical strategy, effectiveness, culinary art, ESP

INTRODUCTION

Translanguaging, a recent addition to the language education lexicon, represents an innovative pedagogical approach that educators can employ to facilitate language learning, particularly in the context of culinary arts with a focus on English for specific purposes. This method has gained prominence in the realm of bilingual and multilingual education, as elucidated by Garcia (2009). In the classroom, teachers adeptly navigate between foreign languages and the learners' native language, strategically employing translanguaging to explain complex concepts. As articulated by Canagarajah (2013), translanguaging is not merely a pedagogical tool but a dynamic ability possessed by multilingual speakers to seamlessly transition between languages. This fluidity is akin to treating their diverse linguistic repertoire as an interconnected system. Building on Garcia's (2009) perspective, translanguaging serves as a conduit for teachers to render intricate subject matter more accessible, fostering a deeper level of comprehension and thoughtful engagement among students. In essence, translanguaging emerges as a multifaceted strategy that enriches the

language learning experience by leveraging the inherent linguistic diversity within the classroom.

The effectiveness of the teaching and learning process hinges on the pedagogical strategies employed by teachers in delivering classroom material. In the contemporary educational landscape, translanguaging has transcended its role as a mere teaching strategy confined to the classroom; it has found application both within and outside educational settings, as noted by Sahib (2019). Recognized as a valuable pedagogical tool, translanguaging plays a pivotal role in enhancing students' comprehension, especially in the context of English for specific purposes. The domain of culinary arts education presents a unique challenge, with students often grappling to grasp English, the language through which specialized culinary content is delivered. Overcoming this challenge requires a thoughtful strategy tailored to simplify the understanding of English for culinary art students. Translanguaging emerges as a viable pedagogical approach, offering a means for bilingual students and teachers to actively participate in knowledge construction within a bilingual classroom environment.

In light of these considerations, the absence of English as a mandatory subject in Indonesia's primary education curriculum, as highlighted by Cahyani, de Courcy, and Banett (2018), underscores the need for innovative pedagogical strategies like translanguaging. By incorporating such approaches, educators can foster a more inclusive and accessible learning environment, ultimately contributing to the success of language education initiatives in diverse educational settings.

To enhance students' comprehension of classroom material, teachers must employ effective teaching strategies. One such pedagogical approach is Translanguaging, which encourages students to leverage their linguistic abilities to deepen their understanding and foster creativity in learning. While numerous studies have explored the implementation of Translanguaging in general English or language environments, there is a noticeable gap in research focusing on its utilization in English for Specific Purposes (ESP) classes. This gap prompts researchers to delve into how this pedagogical strategy can be effectively applied, especially in the context of culinary art education.

This study aims to address this void by examining the challenges and efforts involved in implementing translanguaging in ESP classes for culinary art students in Indonesia. By shedding light on the specific intricacies of applying Translanguaging in this specialized field, the research endeavors to provide valuable insights for educators. The ultimate goal is to equip teachers with a nuanced understanding of how to leverage Translanguaging as a strategic tool, encourage active student participation, and foster creativity in the learning process. Through this exploration, educators can glean new perspectives on optimizing translanguaging in ESP classes, particularly within the realm of culinary arts education.

Translanguaging

Translanguaging, as a teaching strategy, involves the incorporation of students' local language (L1) to facilitate their acquisition of the target language in the classroom, as highlighted by Sahib (2019). The effectiveness of Translanguaging becomes apparent when teachers judiciously apply this strategy, particularly in optimizing students' proficiency in the second language (L2).

In essence, Translanguaging serves as a versatile approach that can be successfully employed in classrooms, especially to enhance the English language abilities of primary

students. This method not only acknowledges the importance of leveraging students' native language but also emphasizes the significance of integrating it purposefully into the English learning process. By doing so, translanguaging becomes a valuable asset in encouraging and bolstering primary students' proficiency in English. This nuanced utilization of translanguaging reflects a holistic pedagogical strategy that recognizes the interplay between students' linguistic backgrounds and their acquisition of a second language in the primary education setting.

The surge in the global adoption of translanguaging in education since the 1990s, propelled by the evolving understanding of bilingualism and its advantages, is noteworthy, as outlined by Carsten (2016). Within the confines of a classroom, a rich tapestry of languages is evident, encompassing local, national, and foreign languages. In primary classrooms, students often engage in translanguaging unconsciously, particularly in their interactions with peers beyond the class setting. This underscores the students' lack of awareness regarding the functions and outcomes of the translanguaging process.

An intriguing observation is the automatic and unconscious nature with which students exhibit translanguaging behavior, as articulated by Rahmawansyah (2019). The students' propensity to express themselves in various languages within their environment seems to be ingrained and spontaneous. This automaticity suggests that the use of Translanguaging is an inherent aspect of their linguistic behavior, extending beyond the structured confines of the classroom. Consequently, an exploration into the unconscious nature of Translanguaging in primary education settings unveils its pervasive influence on students' language use, calling attention to the need for a deeper understanding of its dynamics and implications in educational contexts.

In the classroom practice, translanguaging can be adopted by one or two teachers who will utilize this strategy in teaching and learning practice, it is in line with the perspective delivered by Cummins (2005), Lin (2013) or Caruso (2018) about the tasks and importance of translanguaging in the classroom which cover 1) multilingual lexical contrasts, 2) integrating languages and skills (e.g. listening in one language + summarizing the contents in another), 3) translating texts, 4) emphasizing the specificity of communicative practices and strategies, 5) allowing code-switching in quotation or technical terms, 6) contrasting texts in different languages, and 7) teacher's discourse including repetition in different languages as well as explicit reflection about the benefits of integrating languages

Translanguaging presents a dynamic perspective on language, diverging from the conventional approach of utilizing the first language (L1) in second language (L2) classrooms. In the realm of English language teaching (ELT), the guiding principles and methodologies of any teaching pedagogy are shaped by the prevailing educational psychology, learning theories, and socio-political viewpoints of the time. Both the concepts of incorporating L1 in L2 classrooms and embracing translanguaging share a common objective: to create an inclusive space for all language learners. This is achieved by tapping into their existing knowledge base and engaging in learning through dynamic processes such as interaction, negotiation, and the reconciliation of identities.

The fundamental theoretical distinctions between the conventional notion of L1 use in L2 classrooms and the innovative approach of translanguaging are underscored in the context of English language teaching, as elucidated by Hasan, Islam, and Suchi (2020). By delving into these differences, educators gain insights into the evolving landscape of language pedagogy, wherein translanguaging emerges as a progressive and inclusive strategy, aligning with contemporary theories of learning and sociolinguistic perspectives. This shift

not only recognizes the diverse linguistic backgrounds of learners but also emphasizes the importance of creating a conducive environment that leverages their existing linguistic resources for effective language acquisition.

English for specific purposes (ESP)

English for Specific Purposes (ESP) entails instructing English with a concentrated emphasis on cultivating communication skills relevant to a particular field or occupation. ESP is a change to match language teaching to the specific learning goals and needs of special groups of students (Dominguez & Ro-kowski, 2002). ESP courses are meticulously crafted to address the distinct requirements of learners, taking into account the specialized vocabulary and register essential for their chosen field. This targeted approach enables teachers to guide students effectively toward achieving specific learning objectives tailored to their unique needs and professional goals.

In the realm of ESP, the instructional process goes beyond general language acquisition, focusing on the practical and domain-specific language skills necessary for success in a specific discipline. By tailoring the curriculum to the particular linguistic demands of a field, ESP facilitates a more purposeful and applicable learning experience. This approach ensures that students not only enhance their overall language proficiency but also acquire the specific language competencies essential for effective communication within their chosen professional context.

Effectively incorporating English for Specific Purposes (ESP) in the classroom requires adept methods and strategies for designing an environment that caters to students' specific needs. Hence, teachers must possess strong communication skills, creative material design capabilities, and the ability to execute classroom activities with effectiveness. ESP diverges from conventional language instruction by prioritizing language in context over the teaching of grammatical structures. It spans a wide range of subjects, encompassing fields such as accounting, culinary arts, fashion, and business management. Importantly, ESP is not treated as an isolated subject detached from students' real-world experiences. Instead, it is seamlessly integrated into subject matter areas that hold relevance and significance in students' practical lives. This approach ensures that ESP is not just about language acquisition but is deeply intertwined with the substantive content of various professional disciplines. By integrating language learning with practical knowledge and skills, ESP empowers students to navigate and communicate effectively within the specific contexts of their chosen fields. In essence, ESP fosters a holistic learning experience that prepares students for the language demands they will encounter in their real-world professional endeavors.

In ESP, the term "specific" pertains to the particular purpose for which English is being learned. Students engage with the study of English within a familiar and pertinent field. This implies that the knowledge acquired in the ESP classroom is immediately applicable to their work and studies. The ESP approach amplifies the significance of the students' learning, allowing them to employ their English language skills right away. Additionally, their interest in the specific field motivates them to actively engage with speakers and texts, facilitating ongoing language acquisition. ESP goes beyond traditional language instruction by carefully assessing the specific needs of learners and seamlessly integrating motivation, subject matter, and content. This comprehensive approach ensures the teaching of skills that are directly relevant to the students' professional or academic contexts, creating a dynamic and purposeful language learning experience (Fiorito, 2020).

Drawing on Stevns (1998), as cited by Agustina (2014), English for Specific Purposes (ESP) exhibits four distinct characteristics within its language teaching framework:

1. Tailored to fulfil the precise needs of the learners.
2. Connected to the content, encompassing themes and topics relevant to specific disciplines, occupations, and activities.
3. Focused on employing language suitable for designated activities, covering syntax, lexis, discourse, semantics, and discourse analysis.
4. Distinguished from General English.

The primary objective of ESP courses is to provide learners, particularly those not majoring in English at Indonesian universities, with the requisite level of English proficiency. The emphasis lies in preparing them for situations where language usage aligns with their individual needs. For non-English department students, effective communication in English and its application in subject-specific learning are paramount requirements. ESP uniquely integrates subject matter with language instruction, enabling students to promptly apply their English language skills to their studies in various fields such as economics, education, accounting, business management, sciences, Islamic studies, or tourism. This symbiotic relationship enhances both their English language proficiency and their competence in their respective academic disciplines (Agustina, 2014).

Culinary Art

Culinary art encompasses a comprehensive exploration that spans the entirety of food preparation, cooking techniques, artistic plating, and the intricate processes involved in presenting and serving food. This multifaceted discipline delves into the artistry and skills required to create delightful culinary experiences, highlighting not only the technical aspects of cooking but also the aesthetic elements crucial in the presentation of dishes. In essence, culinary art is a holistic study that goes beyond the kitchen, shaping the way food is not only crafted but also experienced and enjoyed.

These can typically include:

- chef
- food and beverage manager
- restaurant manager
- catering manager
- product development manager
- culinary consultant.

The culinary arts program imparts students with the expertise needed to prepare and serve a wide range of dishes to clients. Tailored for those aspiring to enter entry-level roles in hospitality management, this program is well-suited for individuals seeking opportunities in various departments within restaurants and hotels. The industry demand for managers extends across the entire spectrum, encompassing roles in both kitchen and dining room operations. This program equips students not only with culinary skills but also with the foundational knowledge essential for managerial positions within the dynamic field of hospitality.

Engaging in the culinary arts program, students are anticipated to possess the following capabilities:

- demonstrate expertise in preparing meals for breakfast, lunch and dinner which full of nutritious.
- knowing the baking principles with pastries and sweets.
- manage people in the kitchen.
- use and care of kitchen equipment.

METHOD

The study adopted a qualitative approach, focusing on the implementation of translanguaging as a pedagogical strategy in teaching English for Specific Purposes (ESP) to culinary art students. Conducted as a case study at Almansyuriyah Vocational School in Tangerang, which features a culinary art program, the research delves into the integration of theoretical and practical culinary training at the school. The English teacher tailors instruction to align with the student's specific needs in the culinary program. Utilizing a case study design, recognized as an effective method for understanding the dynamic interaction between second language (L2) learning and content acquisition (Johnson, 1992), the research involves classroom observations and interviews with both the English teacher and 20 students at the Tangerang school.

In this research, the researcher closely observed the students' dynamics within the classroom during the teaching and learning process. Additionally, interviews were conducted to explore the challenges faced by both teachers and students, along with the strategies employed in the classroom. The data collection methods involved naturalistic observation and interviews. During observation, notes were taken, and video recording was employed to document the teaching process, specifically focusing on how translanguaging was incorporated into English for Specific Purposes (ESP) instruction for culinary art students in an Indonesian vocational school. The semi-structured interviews were designed to inquire about the challenges encountered by teachers in teaching ESP and the efforts made to implement translanguaging in the ESP class. Students were also interviewed, with questions tailored to their experiences and activities in the English classroom while learning English for specific purposes.

Following the data collection phase, the researcher proceeded to analyze and interpret the gathered information, drawing from both observations and interviews. The initial step involved preparing the data through transcription. Subsequently, the researcher systematically read and coded the data, aligning them with the thematic framework established for the instruments relevant to the translanguaging process as a pedagogical strategy in teaching English for Specific Purposes (ESP) to culinary art students in Indonesia. Within the scope of data analysis, the researcher specifically identified classroom activities associated with translanguaging, focusing on productive such as speaking and writing.

RESULTS AND DISCUSSION

1. How to utilize translanguaging for teaching ESP to culinary art students?

Incorporating translanguaging into the English for Specific Purposes (ESP) classroom enhances students' comprehension of the material by allowing them to leverage their home language (L1) to grasp the context and elaborate on the target language. The utilization of translanguaging encourages teachers to permit students to employ their home language within the target language, even though it may conflict with the school's policies. This dynamic interaction occurs throughout various classroom activities in the culinary art classroom, encompassing greetings, material delivery, and instructional exchanges between the teacher and students.

Greeting:

Teacher: good morning students

Students: Good morning, Mrs.

Teacher: How's your life?

Students: Great (some students said) OK, Fine.

Khoir (Arabic), Baik (Indonesia) (a few students said with these words)

Teacher: Hmmmmmm. Ok.

A short greeting from classroom interaction finds how students use the language, and the teacher gives a fast response on this, and the teacher appreciates with students' response.

Next stage:

The teacher provided material to students about traditional food, and the teacher showed pictures and asked:

Teacher: What picture is it?

Students: Noodle, spaghetti, pasta, Laksa, Bihun.

Teacher: OK, this is a food, delicious food, This is a kind of noodle that is made from rice and we call it Laksa..

Students Gave applause for that.

Next stage

The teacher establishes a Translanguaging-friendly environment, encouraging students to explore the use of multiple languages within the classroom. During a paired classroom activity, the teacher presents a variety of pictures related to Indonesian culinary delights. Each pair is tasked with selecting one picture and identifying the corresponding dish. Subsequently, students engage in discussions within their pairs, using English to articulate their findings and interpretations. Notably, when the teacher initially provides the pictures, students have the flexibility to employ their native language (L1) to enhance their understanding of the material.

This activity serves as a linguistic and culinary exercise, challenging students to not only identify the depicted dishes but also discern the ingredients involved. Furthermore, students are prompted to explain their knowledge of preparing and serving these culinary delights. Through this multifaceted activity, students not only enhance their language proficiency but also deepen their understanding of culinary terminology and practices.

Below is a table illustrating the implementation of Translanguaging in the English for Specific Purposes (ESP) classroom for culinary art students by the teacher.

Table 1: Translanguaging activity

Teaching activity	Translanguaging activity for ESP	
	Speaking	Writing
Greeting	<ul style="list-style-type: none">• Teacher greet students with the English	
Delivering material	<ul style="list-style-type: none">• Student use the L1 to substitute the target language• Students try to understand material with their L1• Students share the information using English	<ul style="list-style-type: none">• Students write the definition of word in English after teacher provides the pictures.• Students understand the meaning with L1
Instruction	<ul style="list-style-type: none">• Share the experience in cooking and serving in English• Describe the new receipt and menu	<ul style="list-style-type: none">• Write the food that students cook and complete the receipt for that in target language.
Interaction	<ul style="list-style-type: none">• Use the L1 in understanding the interaction among students	
Conclusion	<ul style="list-style-type: none">• Students use L1 to ease them understand materials	<ul style="list-style-type: none">• Students understand the content using the L1 to understand materials

2. Challenges and effort of implementation translanguaging in ESP of culinary.

Facilitating culinary art programs requires a well-crafted strategy to impart materials to students in an engaging manner. Teachers are entrusted with the responsibility of delivering content that addresses the specific needs of students, with a particular emphasis on skill integration. Teaching English within the framework of English for Specific Purposes (ESP) programs necessitates an organized approach that aligns with effective learning methods. The ensuing challenges highlight the obstacles encountered by both lecturers and students in the execution of ESP for culinary art programs.

The integration of Translanguaging into the English for Specific Purposes (ESP) classroom has posed several challenges. Primarily, teachers are faced with the uncertainty of how students' linguistic creativity can manifest through this strategy. The subsequent discussion outlines both the challenges encountered and the concerted efforts made in incorporating Translanguaging within the ESP framework for culinary programs.

Table 2: challenge and strategy

Challenge	Efforts
<ul style="list-style-type: none"> • The students use more their first language. • The students like to translate the content. • The lecturer has to prepare a strategy in conveying the ESP for students. 	<ul style="list-style-type: none"> • The teacher provided pictures and allowed students to describe with their target language. • The teacher provides the table, and the students fill them with the language that they have. • the teacher provided the material and please them to understand the context through home language and present it through target language

Incorporating Translanguaging into the English for Specific Purposes (ESP) classroom introduces teachers to a novel strategy for language instruction. Though teaching English in a traditional way can be boring both for learners and teachers, many teachers are still teaching their students the same way they themselves were taught (Anglin & Anglin, 2008) Unlike traditional approaches where language is often perceived as a rigid pattern, Translanguaging empowers students to express their creativity in language use. This innovative approach enables students to craft language based on the functional aspects of communication, fostering a dynamic and expressive learning environment.

CONCLUSION

Translanguaging, employed as a pedagogical strategy, proves instrumental in enhancing students' comprehension of English in the specific context of culinary art classrooms in Indonesia. The joy of learning English for specific purposes is amplified when teachers employ effective strategies for delivering course materials. Translanguaging, as a teaching strategy, entails the simultaneous use of both languages (L1 & L2) by the teacher. In the case of culinary art students, their English learning experience is tailored not to general language skills but specifically to English for specific purposes, emphasizing vocabulary enrichment and communication skills.

Incorporating translanguaging into culinary art programs cultivates students' creativity in language use, encouraging them to transition from their native language to the target language. Implementing Translanguaging in English for Specific Purposes (ESP) classes has a significant impact on students' comprehension of the material, particularly for those with a keen interest in English for specialized purposes. This approach facilitates communication, allowing students to seamlessly switch between their native language (L1) and English during classroom interactions.

Translanguaging serves as a versatile tool applicable not only in general English instruction but also in the realm of English for specific purposes. This tool allows teachers to adapt and tailor their strategies to meet the specific needs of students in mastering the English language. The teachers need to take part and deploy when introducing new courses in the classroom especially for ESP class, because these will have a debilitating or facilitative impact (Barcelos & Kalaja, 2011) and be related to emotions (Aragao, 2011). Therefore, it enables

educators to strike a balance, ensuring that the learning experience is customized to address the unique requirements of students in both general and specialized English contexts. To improve strategy of teaching, the teacher is suggested to improve themselves with training which enrich teacher with teaching strategy. An implication for teacher trainers in the field of ESP is that the trainers can follow the principles of constructivist teacher education including feeding, showing, leading, throwing, and reflecting to raise teachers' skills in teaching (Farzad, Ali, & Reza, 2023).

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