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TRANSLANGUAGING IN TESOL: A SYSTEMATIC REVIEW

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Abstract

The concept of translanguaging has gained prominence in the field of education, particularly in bilingual education, as it encourages educators to utilize students' language skills and create engaging language learning settings. In this research, the author gathered data from various reputable sources such as Taylor and Francis, ELSEVIER, Springer, Research Gate, JLLS (Journal of Language and Linguistic Studies), and TESOL quarterly. A thorough review was conducted on a total of 20 journals and books. The data suggests that there was a significant increase in the number of journal publications in 2020 compared to previous years. The results of this study suggest that the identity of the participating teachers plays a significant role in their ability to adapt to new languages and employ translanguaging techniques effectively in their classrooms. By doing so, teachers can establish a welcoming and supportive learning environment for students learning English.

Keywords: Translanguaging, TESOL, Teacher Identity, Teacher Agency

INTRODUCTION

In recent times, translanguaging has taken hold in the field of education, especially bilingual education. The term translanguaging was first coined by Cen Williams in 1994 and used to relate to a tutoring practice in which Welsh- English bilingual scholars are asked to switch languages (García & Lin 2017). Translanguaging has been rehearsed by nearly every English schoolteacher whereas schoolteacher will switch first language to target language to explain or transfer the tutoring material. The conception has been extended beyond the 21st century Welsh environment, thanks to the benefactions of scholars from colorful disciplines (Canagarajah 2011; Creese & Blackledge 2010; García 2009; Hornberger & Link 2012). García (2009) defines Translanguaging as “multiple digressive practices in which bilinguals engage in order to make sense of their bilingual worlds”. In the other meaning, Translanguaging is a practice where English schoolteacher uses other media as a ground to transfer language material other than English language itself. English schoolteacher uses gesture, images and original language to deliver the material to the scholars.

Translanguaging in TESOL is an educational approach that values and acknowledges the different language capacities of learners. It involves using multiple languages on purpose to help scholars communicate and develop their language chops. This approach recognizes and appreciates the languages that both preceptors and scholars know, allowing them to use their multilingual chops for effective tutoring and literacy. Translanguaging helps produce

inclusive classrooms, supports language development, and felicitations scholars' artistic and language backgrounds. To make this approach work, preceptors should reflect on their beliefs, share in professional literacy, and unite with associates.

Literature Review

Translanguaging

Translanguaging is a pedagogical approach that has arisen in response to the rigid division of language policies in schools. It argues that an effective educational method should reflect the flexible language practices of bilingual individuals (Sánchez, García, & Solorza, 2018). Li Wei (2018) has emphasized multiple times that translanguaging should not be seen as something static that can be simply described and analyzed. Instead, it should be viewed as a dynamic perspective or lens that offers fresh perspectives on language and language education (Li Wei, 2019).

Translanguaging in TESOL

Translanguaging in TESOL refers to the practice of utilizing students' bilingualism or multilingualism in the language learning classroom. The concept of translanguaging has sparked numerous academic works that explore the theoretical and practical aspects of this inclusive approach to language education. It is considered a transformative method that fosters bilingualism and empowers individuals to freely apply their linguistic abilities, without being limited by societal or political language boundaries (Otheguy, et al. 2015). Translanguaging is an important concept in TESOL as it encourages educators to leverage students' linguistic assets and create meaningful and engaging language learning environments.

TESOL (Teaching English to Speakers of Other Language)

TESOL is an abbreviation for Teaching English to Speakers of Other Languages. It is a widely used term that refers to the field of education and instruction dedicated to teaching individuals whose native language is not English. TESOL covers a diverse range of teaching settings, including the instruction of English as a Second Language (ESL) and English as a Foreign Language (EFL). Traditionally, the TESOL field has focused on English-only approaches to assist students in learning English for social and academic reasons, often overlooking students' backgrounds and their language use (Taylor & Snoddon, 2013).

Teacher Identity in TESOL

Teacher identity refers to the beliefs, values, and commitments that a person holds in relation to their role as an educator. It encompasses both personal and professional aspects of their identity and influences their teaching practices, interactions with students, and overall approach to education. In TESOL, language teacher identity is seen as an ongoing journey. Teachers continually shape their identities through interactions with students, colleagues, and the educational environment. Many things, like personal experiences, cultural and educational background, and societal expectations, influence this process. (Yazan & Lindahl, 2020).

Teacher Agency in TESOL

Teacher linguistic agency refers to a teacher's ability to make decisions and take actions regarding language use and instruction in the classroom. It includes their proficiency in using language effectively, selecting appropriate teaching strategies, and creating a supportive learning environment for language development. According to Hamid, Zhu, and Baldauf

(2014), the concept of teacher agency in TESOL can be understood by examining language management theory (LMT). LMT focuses on how teachers navigate and negotiate language norms and varieties in their teaching practice, emphasizing their active role in making decisions regarding language use, curriculum design, and pedagogical approaches.

Systematic Review

Systematic reviews are characterized by a meticulous and comprehensive plan and search strategy developed in advance, aimed at minimizing bias by identifying, evaluating, and synthesizing all pertinent studies on a specific topic (Uman L. S., 2011).

METHOD

Research Methodology

The researcher using qualitative method to more focus on understanding the people, their background and experiences in using translanguaging (Cooley, 2013) as this method is the most suitable for this paper. The systematic review, despite not fully utilizing its potential in higher education, is a precise and well-defined method for conducting literature reviews. Systematic reviews are valuable because they offer a transparent, thorough, and structured approach to searching, selecting, and synthesizing literature. (Bearman M, Smith C, Carbone A et al., 2012).

Research Design

Often, Systematic Reviews incorporate a meta-analysis aspect that employs statistical methods to combine data from multiple studies into a single numerical estimate or summary effect size (Petticrew & Roberts, 2006). Thus, the researcher's uses Systematic Review as the methodology to syndicate the data from specific number of chosen journals by displaying the data systematically (Ortega, 2015).

Data Source

In this particular case, the researcher plans to utilize a selection of 20 journals and articles that have been gathered from reputable and appropriate publication websites using a browser, such as Taylor and Francis, ELSEVIER, Springer, Research Gate, JLLS (Journal of Language and Linguistic Studies) and TESOL quarterly. The researcher has carefully selected specific journals that match the keywords: teacher identity, teacher agency, and translanguaging. This ensures that they directly relate to the research topic. Additionally, the researcher will include information from previous research studies and relevant books to gather more data. By using different sources of information, the researcher hopes to gain a complete understanding of the subject and conduct a thorough analysis.

Technique of Analysing Data

Once all the journals and articles are gathered, the next step for the researcher is to carefully examine the participants mentioned in these sources. They review the content to make sure it matches the research focus. After identifying the relevant participants, the researcher organizes them in a table with additional details like the publication year and title. This organized approach helps with easy reference and categorization of the participants, which aids in further analysis and discussion of findings. By using this method, the researcher can effectively compile and present the important information in a structured way. This enables a comprehensive examination of the relationship between teacher identity, teacher agency, and the broader research goals.

FINDINGS

In this part, the researcher will display the graphic of 20 journals and book that will be taken as the data for this research in systematic form and create a discussion.

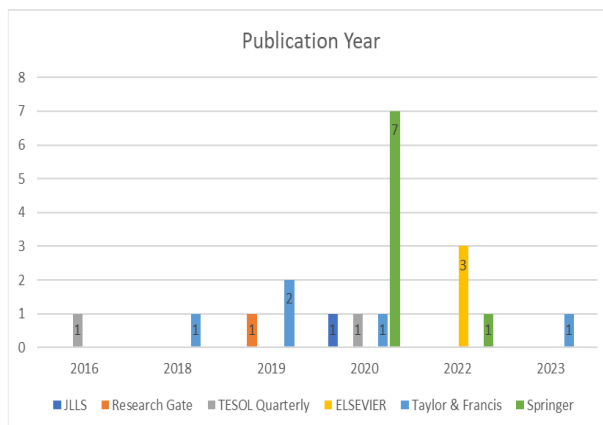


Table 1. Publication period

The table indicates that the majority of the journals are affiliated with Springer. It is evident from the table that the journals we selected were mostly published in the year 2020.

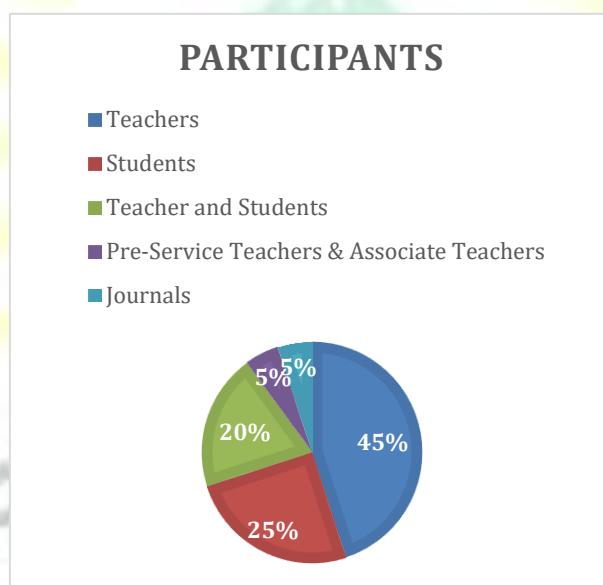


Table 2. Participants

The researcher will select 45% (9) of the participants as the main data for further examination. This decision is based on the fact that 9 of these participants have teachers listed in the journals that are being used as our data source. From the Table 2, we are able to conclude that most of the participants are teachers (45%). Alternatively, the remaining participants consist of students (25%), teachers and students (20%), pre-service teachers and associate teachers (5%), and journals (5%).

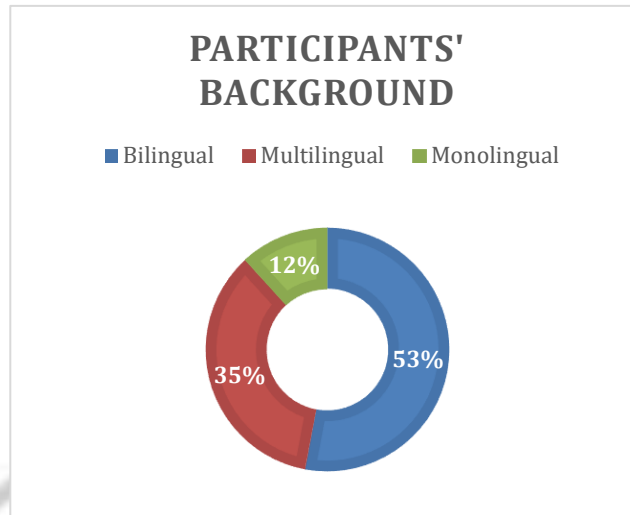


Table 3. Participants background

The table reveals that a majority of the participants in the selected journal are bilingual, accounting for 53% of the total. The second largest group consists of multilingual individuals who are proficient in English and several other languages, making up 35% of the participants. The remaining participants are monolingual English speakers which is 12%.

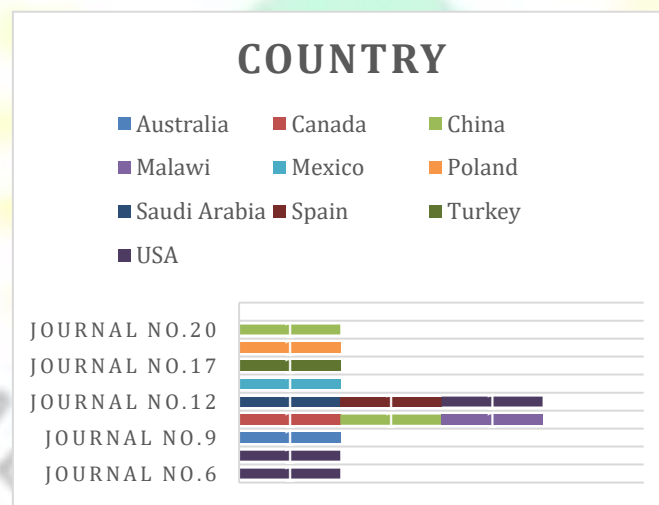


Table 4. Participants' country

These countries represent the origin or current location of the participants contributing to the journals. Each journal is associated with one country, except for journals number 10 and 12. From the data, it is evident that three journals are affiliated with the USA, two with China, and the remaining journals represent different countries individually.

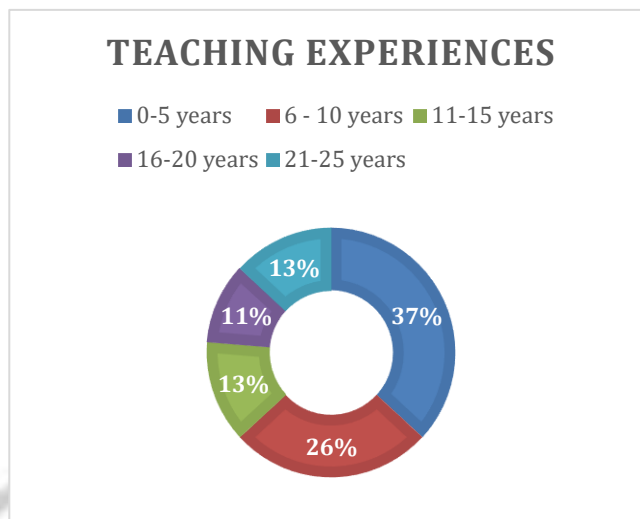


Table 5. Teacher Agency

In this particular graphic, the data is limited to 38 out of the total of 51 teachers mentioned in the 9 selected journals and books. Most of the teacher has been teaching from not longer than 5 years that make up 37% of the graphic. While the other 26% of the graphic shows teachers has been teaching for 6-10 years. Followed by 13% of 11-15 years, 11% of 16-20 years and 13% 21-25 years of teaching experience. The remaining teachers do not have their teaching experience described in the journal. The range of agency these teachers from are kindergarten to university.

DISCUSSION

In this study, the researcher collects data from a diverse range of reputable sources, including Taylor and Francis, ELSEVIER, Springer, Research Gate, JLLS (Journal of Language and Linguistic Studies) and TESOL quarterly. A systematic review was conducted on a total of 20 journals and books. The data implies that there was a significant growth in the quantity of journal publications in 2020 in comparison to other years (Table 1). Additionally, it is evident that Springer holds the top position in terms of publishing articles in this particular field. On the contrary, the evaluation overlooks the quality of the publications.

The majority of participants in the journals are educators, specifically teachers and lecturers, which is expected since this field focuses on teachers. The researcher selects journals involving teachers as participants, as they are most appropriate for the study. The findings show that all participating teachers demonstrate the ability to adapt to new languages and use translanguaging techniques in their classrooms. García et al. (2017) argue that the absence of a translanguaging pedagogy stance limits teachers from effectively utilizing learners' linguistic abilities. This approach shapes their identity as bi/multilingual educators throughout their careers. Out of the 20 journals and books used, 9 indicate that participating teachers have a bi/multilingual background. Most of these teachers are non-native English speakers, suggesting they are likely to use translanguaging techniques. Teachers can challenge beliefs that discourage dynamic bilingualism and promote inclusivity. Understanding identity formation and opportunities can have a significant impact on promoting bilingualism, biculturalism, and academic success in the classroom. In the current context of strict language policies and limited literacy practices, informed teacher agency is highly valuable (Palmer & Martinez, 2013).

CONCLUSION

Conclusion

To sum up, the findings of this study shed light on translanguaging and provide valuable insights into teacher identity and agency.

It is crucial for teachers to employ translanguaging within the translanguaging pedagogy framework. Failure to do so can hinder their ability to effectively utilize students' linguistic abilities. This means that teachers should actively encourage the use of multiple languages in the classroom to enhance learning outcomes. Furthermore, the significance of teacher identity construction in relation to second language adaptation and the incorporation of translanguaging practices. By adapting to the second language and embracing diversity through translanguaging, teachers can create an inclusive and supportive learning environment for English language learners.

When teachers adapt to the second language, they naturally foster a dynamic of bilingualism and biculturalism within the classroom. This dynamic not only promotes language proficiency but also helps students develop a deeper understanding and appreciation of different cultures. Ultimately, the impact of teachers' efforts in embracing translanguaging and promoting bilingualism and biculturalism extends beyond language acquisition. It contributes to the overall educational experience of students and prepares them to thrive in a multicultural society.

Suggestion

This study acknowledges its limitations in fully addressing the topics of translanguaging, teaching identity, and agency. As a result, the researcher encourages future studies to delve deeper into the subject of translanguaging, as there are numerous aspects that have yet to be thoroughly explored. Specifically, the researcher recommends investigating translanguaging in the context of writing, mainstream education, and comic books, as these areas have received limited attention in previous research. By exploring these topics, the researcher aims to provide readers with a deeper understanding of translanguaging.

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