

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Translanguaging Used in ELT Context**

Multilingual people employ their full linguistic repertoire—including their native language (L1) and second or foreign language (L2)—for communication, learning, and expressing ideas in a dynamic and adaptable language activity known as translanguaging. Translanguaging, according to García & Wei (2014), is the use of a single, integrated system of linguistic resources rather than merely switching between two different languages. The conventional monolingual belief that languages should be kept apart in educational settings has been challenged by this idea (Hoominfar, 2014; Ndhlovu, 2015). Translanguaging, on the other hand, enables students to switch between languages with ease in order to create meaning (Alam, 2020), build knowledge (Lin & He, 2017), and connect more deeply with culture and cognition. It recognises that language usage is influenced by context and purpose rather than rigid limits and recognises the identities of learners.

Translanguaging is a pedagogical strategy that may be used in English Language Teaching (ELT) to help students better grasp difficult content and communicate their views. To assist them in connecting their past knowledge with academic assignments, students could, for instance, brainstorm or outline ideas in L1 before writing essays in English (Hungwe, 2019). Bilingual conversation, flexible language usage in group projects, and feedback that emphasises content rather than grammar are more ways that teachers might

establish translanguaging environments. By acknowledging students' language and cultural backgrounds, this method encourages involvement, lowers fear, and promotes better thinking. In general, translanguaging improves students' writing skills, metacognition, and participation in ELT contexts.

Translanguaging depicts multilingual learners as active meaning-makers who strategically use their whole language repertoire to promote learning and communication. This paradigm challenges monolingual assumptions typical in ELT settings by considering language usage as flexible and context-shaped rather than as distinct systems. The use of L1 in academic writing, particularly essay writing, serves as a cognitive and organisational resource that promotes idea development with writing assignments.

Thus, translanguaging allows multilingual students to talk more confidently by using their entire language repertoire (Ha et al., 2022; Karlsson et al., 2019; Torpsten, 2018). Instead of depending only on English, students can utilise their first language (L1) to explain concepts, bridge lexical gaps, and plan or practice speeches, which improves fluency and decrease anxiety (Neokleous, 2017). Translanguaging increase the inclusiveness and cognitive engagement of speaking activities by stressing meaning above grammatical precision and encourages multilingual peer interaction.

When reading, translanguaging allows students to process information in both their first and second languages, which aids comprehension of difficult subjects. Students may read a paragraph in English and mentally translate it into their original language to improve comprehension, or they may annotate the

material in L1 to summarise or make sense of difficult words (Ocampo, 2023). This multilingual processing connects existing knowledge to new concepts and promotes greater comprehension and critical thinking. Teachers might foster this method by enabling students to use bilingual dictionaries, providing parallel materials, or encouraging them to discuss readings in many languages. Translanguaging therefore becomes an effective reading assistance tool, improving vocabulary learning and interpretive abilities.

Translanguaging in listening is analysing spoken material through a perspective of both the first and second languages in order to improve comprehension and recall. Translanguaging in listening, Wang (2021) and Siegel (2023) found that when students hear lectures, instructions, or media in their second language, they may mentally translate the content into their first language or employ L1 note-taking skills to create meaning. Teachers can promote this practice by giving transcripts in both languages, enabling students to discuss audio content in mixed languages, and pausing to clarify difficult sections in the students' home language. These techniques help students digest information more effectively and participate more confidently in listening tasks.

In writing, translanguaging is an effective strategy for developing ideas, organising thoughts, and transmitting information between languages. Baker (2011) believed that translanguaging can increase students' L1 and L2. For example, students may brainstorm or draft in L1, then translate or revise their work into L2, which allows them to prioritise content over grammar and vocabulary. This method decreases the cognitive strain of writing totally in a

second language, allowing for cleaner, more cohesive compositions. Teachers may promote translanguaging in writing by allowing mixed-language drafts, providing comments on concepts prior to language form, and encouraging students to reflect on how they employed both languages during the writing process (Englar, 2024). This not only improves writing quality but also promotes metacognitive awareness and freedom for learners.

Across the four language skills, translanguaging functions as a flexible cognitive and pedagogical resource that supports comprehension, meaning making, and learner engagement. Translanguaging decreases cognitive load by allowing students to use their first language in addition to the target language, develops linkages between existing knowledge and new input, and boosts confidence in reading, listening, speaking, and writing.

## **B. Types of Translanguaging Strategies**

Examining the many kinds of translanguaging strategies used by multilingual students is crucial to understanding how they handle the writing process. These strategies demonstrate how students build concepts, arrange information, and convey meaning more successfully while writing essays by utilising their whole language repertoire. For instance, Styati & Irawati (2023) found two types of translanguaging strategies, such as language choice and language brokering. Saputra (2015) found five types of translanguaging strategies, such as inter-sentential translanguaging, intra-sentential translanguaging, insertion translanguaging, congruent lexicalization translanguaging and entire translanguaging. Then, Zhang et al. (2022) found

three types of translanguaging strategies, such as embodiment, translanguaging resemblance, and hybrid. Thus, Krause & Prinsloo (2016) found two types of translanguaging strategies, such as reproductional translanguaging and complementary translanguaging.

### 1. Language Choice

Language choice refers to a multilingual speaker's conscious and unconscious decision about which language to utilise in a given setting (Styati & Irawati, 2023). While brainstorming or organising ideas in academic writing, students may use their first language (L1), and they may transition to their second language (L2) for final writing. By using their most comfortable at every step of the writing process, students are able to communicate ideas more confidently and clearly.

### 2. Language Brokering

Translating or interpreting material from one language to another in order to help others or oneself comprehend is known as language brokering (Styati & Irawati, 2023). When a learner reads a text in English and mentally interprets it in their first language (L1) to get its meaning, or the other way around, this might happen in writing. Before speaking in their target language, students can better assimilate academic material and fill in knowledge gaps.

### 3. Intra-Sentential Translanguaging

When components from two or more languages are utilised in the same phrase, this is known as intra-sentential translanguaging (Saputra,

2015). By incorporating words, phrases, or grammatical structures from their first language (L1) into sentences that are largely written in their second language (L2), or reversed versa, multilingual students can use this method to express themselves freely. To properly convey the meaning, a student can use this method to express themselves freely. By utilising the advantages of two languages at the same time, it also enhances meaning-making in academic writing and mirrors the natural communication style of multilingual people.

#### 4. Inter-Sentential Translanguaging

When a writer or speaker switches between languages at the sentence level, this is known as inter-sentential translanguaging (Saputra, 2015). A learner may, for instance, write one statement in L1 to establish a concept and then follow it up with another sentence in L2 to elaborate or prolong the thinking. This method enables students to continue thinking and writing fluently, particularly in situations where one language lacks the vocabulary or details necessary to fully convey a concept.

#### 5. Insertion Translanguaging

The process of embedding words or phrases from one language into a sentence that is largely in another language is known as insertion translanguaging (Saputra, 2015). To better convey meaning, a learner may, for instance, compose an English sentence while adding a particular term or culturally distinct phrase in their mother tongue. This depth of the student's

language and cultural background aids in the communication of specific or untranslatable thoughts.

#### 6. Congruent-Lexicalization Translanguaging

Congruent-lexicalization translanguaging is the use of common grammatical structures or syntactic frames between languages to introduce words or lexical items from one language into another (Saputra, 2015). According to Balam (2021), the process occurs naturally when two languages have comparable sentence patterns, allowing for more seamless integration of terminology from distinct linguistic systems. In this type of translanguaging, the sentence structure stays consistent (typically based on one dominating language), but the vocabulary may incorporate things from both the first language (L1) and the second language (L2).

#### 7. Entire Translanguaging

By writing a whole passage drafting a combination of L1 and L2, whole translanguaging enables students to concentrate more on the coherence of ideas than on linguistic accuracy (Saputra, 2015). Students frequently employ this technique in early drafts, freely switching between languages to produce content or construct arguments. The first translanguaging helps produce ideas without being constrained by language limits, even if the work is later edited into a single language.

#### 8. Embodiment

In translanguaging, embodiment is the use of language in relation to identity, emotion, and individual experience (Zhang et al., 2022). When

talking about sensitive or culturally relevant subjects that evoke strong emotion or connections, students may transition to their native tongue. By encouraging more in-depth introspection and genuine self-expression, this strategy assists students in producing writing that is meaningful to their experiences.

#### 9. Translanguaging Resemblance

The use of words or structures in one language that resemble or are affected by another, sometimes unintentionally, is known as translanguaging resemblance (Zhang et al., 2022). Students may exhibit this when they use vocabulary or grammatical structures that “resemble” their L1 yet are conveyed in L2. This demonstrates how multilingual knowledge systems interact and help one another while writing, even if it can occasionally result in mistakes.

#### 10. Hybrid

Hybrid translanguaging is the purposeful use of linguistic elements, genres, or cultural allusions from different languages in a single piece of literature (Zhang et al., 2022). This strategy enables students to create papers that represent their multilingual identities while navigating between academic and personal expression. A hybrid strategy might involve combining narrative and argumentative forms, employing idioms from both languages, or incorporating formal and informal registers to enhance the material.

### 11. Reproductional Translanguaging

Reproductional translanguaging occurs when students utilise several languages primarily to replicate content, such as copying, translating, or paraphrasing text from one language to another without considerable alteration or critical engagement (Krause & Prinsloo, 2016). It is commonly used in tasks such as summarising a paragraph from an L1 textbook into L2 or immediately translating thoughts from a talk into writing. While this can assist students in bridging linguistic barriers, reproductional translanguaging is frequently more mechanical, focusing on top-level language processing rather than deeper comprehension or creative expression. It can be beneficial for early language development, but it may provide fewer cognitive advantages than more dynamic supplementary use.

### 12. Complementary Translanguaging

Complementary translanguaging occurs when learners employ two or more languages to supplement each other during meaning-making tasks, particularly when one language alone is insufficient to support the learning purpose (Krause & Prinsloo, 2016). In this example, students strategically switch between L1 and L2, utilising one language to comprehend, brainstorm, or organise ideas and the other to convey the final product, such as writing an essay. This sort of translanguaging promotes cognitive flexibility by allowing students to explain complex topics in the first language before presenting them in the second. For example, a student may

do research or debate an issue in L1 before writing the essay in L2, enabling both languages to contribute to knowledge production.

Drawing on the theoretical perspective of translanguaging proposed by Garcia & Wei (2014), Krause & Prinslo (2016), Saputra (2015), and Zhang et al (2022), translanguaging strategies can be understood as purposeful dynamic and meaning-oriented practices rather than random language alternation. Multilingual students employ their whole language repertoire to help with cognitive processing, idea creation, and textual arrangement when writing essays. While reproductional translanguaging focusses on fundamental understanding and language transfer, complementary translanguaging shows deeper cognitive involvement in which both L1 and L2 contribute to knowledge development. Overall, translanguaging serves as a cognitive and pedagogical tool for learners to manage language obstacles and generate more cohesive academic writing.

### **C. Writing Essay with Translanguaging Strategy**

Translanguaging has been acknowledged as a useful strategy for helping students overcome the difficulties associated with academic writing, particularly when it comes to producing essays. Clear concept organisation, suitable vocabulary and syntax, and textual coherence are all necessary when writing an essay in a second language. During the planning and drafting phases, students may express themselves more clearly and produce ideas more freely when they use their first language (Cenoz & Santos, 2020; Turnbull, 2019). This method lowers fear and boosts confidence during the writing process by

enabling students to connect new ideas with what they already know. Thus, translanguaging can assist students in writing English essays that are more coherent and well-developed.

Translanguaging aids the editing and rewriting processes by prompting students to reiterate concepts across languages, improving accuracy and metacognitive (Almuafa, 2024). Students can increase clarity and content quality by focusing on meaning rather than form. Overall translanguaging encourage greater engagement with the writing process while also promoting language growth.

#### **D. Theoretical Framework**

This study is based on the knowledge that language is a flexible and cohesive tool that multilingual people utilise for learning, thinking, and communication rather than a collection of disparate systems. According to this perspective, learners naturally use their whole linguistic repertoire to convey ideas and generate meaning rather than regarding their primary and second languages as distinct. Purpose, identity, and context all influence language usage, enabling learners to switch between languages with ease based on the context of communication. This viewpoint opposes conventional educational methods that demand an unbending linguistic division, particularly in settings where English is being taught as a second language.

This viewpoint encourages more inclusive and adaptable teaching methods in English language teaching (ELT). Allowing students to use all of their linguistic resources is beneficial, particularly when they are working on

challenging academic assignments like writing essays. Before translating into English, they could brainstorm, organise their points, or consider difficult issues in their own tongue. Their writing becomes better as a result of this process, which also increases their confidence and level of involvement. Teachers provide learning environments that recognise students' cultural and linguistic origins and foster greater knowledge when they encourage this flexible use of language. In this sense, the method provides useful strategies as well as an educational perspective that honours multilingual learners' everyday language usage.

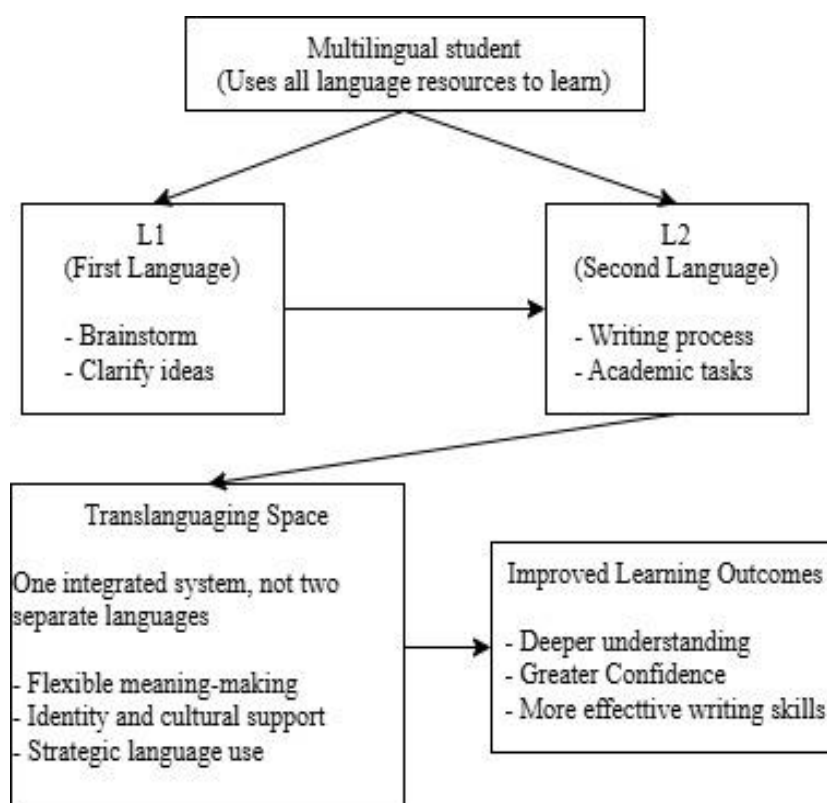


Figure 2. 1 The Process of Translanguaging