Indonesian university students' practices and perspectives on translanguaging

Santi Agustin[1]*, Ribut Wahyudi[1]

[1]Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang, Indonesia
*Email: santiagstn1@gmail.com (corresponding author)

Abstract

Despite the growing research on translanguaging, additional research is still needed, especially in the students' actual practice of translanguaging in Indonesian university classrooms and its inherent emotional state. Addressing this gap, our study aims to explore university students' practices and perspectives towards translanguaging in classroom presentations with students' state of emotion during presentations. This qualitative case study was chosen to have an in-depth analysis of an issue under investigation. Data were collected via Zoom video recording and semi-structured interviews. Garcia and Li Wei's (2014) theory of translanguaging is used as an umbrella to analyze data, followed by our use of Li Wei's (2011) moment analysis and Baker's (2011) pedagogical function of translanguaging to strengthen the analysis. This study revealed that translanguaging is mostly appreciated by respondents as it can diminish language anxiety with one student's criticism on the potential overuse of translanguaging. Translanguaging, as reported, also helped respondents with better comprehension, growing confidence, and enhanced equity. The pedagogical implication of this study is that Indonesian university EFL teachers could develop a more flexible syllabus, enabling university students to use English with the possibility of translanguage when needed. However, translanguaging should be used with caution.

Keywords: EFL students; language anxiety; moment analysis; online classroom; pedagogical function; presentation; translanguaging

Introduction

Due to the learning process, a few teachers still insist on using English only in class. This situation is known as *the monolingual paradigm*, meaning rather than accommodating students' multilingual repertoires, they impose English over other languages (Wilson & Davies, 2017). Seeing from an opposite angle, we see students (in our case are multilingual) should be positioned in the classroom through more *ecological approach* by allowing all students' linguistic repertoires to be used (Wahyudi, 2021). This is made possible as translanguaging positions national and local languages as valuable resources (Turner, 2019; Wahyudi, 2021, 2023).

Translanguaging is more suitable in Indonesian contexts as students are exposed to their mother languages, the Indonesian language, and the local languages, Javanese Madurese, Sundanese, and other local languages (Wahyudi, 2023). The previous studies on translanguaging are conducted from different educational levels and from different perspectives. Rasman (2018) found that year 9 junior high school students in Yogyakarta could develop their multilingual competencies, including English, but with the inhibition of full repertoires due to the different social and political status of Indonesian, Javanese, and English. Emilia and Hamied (2022) revealed that translanguaging occurred in all online courses in a state university in Bandung with three different functions: interpretive, managerial and interactive functions. Furthermore, these two scholars argue that translanguaging has benefited students cognitively, socially, and psychologically. Wahyudi (2023), in his *Introduction to (Critical) Applied Linguistics classroom*, argues that translanguaging has something to do with emotion, identity, agency, and social justice when seen from a post-structural and post-colonial lens. Students' testimonies from Wahyudi's (2023) study also confirm that translanguaging helped students to answer better.

Extending the above studies, our research on translanguaging practice for EFL students' presentation is still limited. There have been studies on

translanguaging in the Indonesian context, but not all of them are seriously conducted research, so we chose to select the above three. Unexplored aspects of emotion in translanguaging research in students' EFL presentation is the gap we aim to address. Hence, this article aims to answer the following questions:

(1) How does translanguaging impact multilingual students' emotions in EFL presentation?
(2) How do students view translanguaging?

Literature review

Presentation and language anxiety in an EFL classroom

Presentation is one example of a compulsory activity the university regulates in the curriculum and syllabus. Student presentation in the classroom is essential in delivering positive learning experiences because it offers oral, written, and listening skills (Alshare & Hindi, 2004). However, this presentation requirement is not always conducted successfully by students.

In the Indonesian context, some Indonesian students experienced language anxiety during presentation (see Horwitz et al., 1986; Horwitz, 1995; Liu, 2006). Woodrow (2006) observed English learners experienced language anxiety as English is not student's first language. She found that most Asian students from China, Korea, and Japan who study in Australia at the post-graduate level still experienced anxiety, stress, and worry when they did an oral presentation. This situation is partly related to Indonesian university students' cases in our study where English is as a foreign language. That said, the different contexts, English proficiency, and educational levels might display different levels of anxiety and stress during presentations. Having said that, our study, which investigates the intersection between students' anxiety and translanguaging, remains necessary.

The exploration of translanguaging

Translanguaging is a pedagogical practice that encourages the use of a student's entire linguistic repertoire in and outside the classroom (Garcia & Lin, 2017). Translanguaging has pedagogical functions of using what is more familiar to the students to help them learn what is less familiar (Lin, 2020). It means that students use their most familiar language, which in this case, the Indonesian language and or a local language, to help them learn and understand what is less familiar (English). Baker (2011) mentioned four points of the pedagogical function of translanguaging in the education context: a) promoting a deeper

comprehension of the subject matter, b) helping the improvement of the weaker language, c) facilitating home-school links and cooperation, and d) helping the integration of fluent speakers and early learners. Garcia and Li Wei (2014) explain that translanguaging is an approach to capture the fluidity of language which has a few advantages. Those are: a) students' translanguaging builds deeper thinking, b) provides students with more rigorous content, c) builds multiple subjectivities, d) develops language and literacy practice, and e) supports and enhances learner understanding. Another translanguaging function from Garcia's work is known as the six-meta functions. Those functions include: a) to mediate understanding among each other, (b) to construct meaning of what the other is saying, (c) to construct meaning within themselves, (d) to include others, (e) to exclude others, and (f) to demonstrate knowledge. Baker's (2011) pedagogical function of translanguaging and Garcia and Li Wei's (2014) advantages and six-meta function of translanguaging are relevant to this study to see what the pedagogical functions that the research participants might perform when they translanguage during presentation.

Moment analysis

Li Wei (2011) suggests moment analysis to analyze the creativity and criticality of multilingual practices in social interaction. For instance, students present at the moment would reposition themselves and adapt their behavior to their circumstances. Other specific examples, a moment in the presentation would be different from the moment of the student outside of the classroom. A moment takes on the role of a frame or point of reference (Li Wei, 2011). For example, students in attendance at that very moment would adjust their posture and demeanor to fit the circumstances. A moment takes on the role of a frame or point of reference (Li Wei, 2011). Moment analysis focuses on spontaneous behaviors, what motivated them, and the consequences of such actions, including other people's reactions.

Li Wei (2018) defined a moment with two key characteristics. First, it is mundane but noticeable both for the participants and the analyst. It occurs inherently in conversational interaction. The second characteristic of a moment is its procedural consequentiality, where the analyst is interested in how creative the use of language is noticed, gathered up, and remarked on by other participants to create a specific action at a specific moment in time. A previous study, such as Setiawan (2022), shows that moment analysis suggests multilingual students' creativity and criticality for junior high school students. Setiawan (2022) found that a moment of teachers' and students' translanguage in an English as a foreign language (EFL) classroom was naturally creative by using

all of their linguistic repertoires to critically gain the content of the material. In our study, we use moment analysis to observe at what moment the research participants translanguage during the presentation and what motivates them to do that action.

Method

Design

This research used a qualitative method with the advantage of the primary strength of focusing more on the context (Sallee & Flood, 2012). The qualitative method was suitable for this research because we used a case study (Yin, 2018) to analyze and explore students' perspectives regarding translanguaging and their practice in the presentation. A case study is a thorough investigation of a specific system (e.g., activity, event, process, or individuals) using comprehensive data collection (Creswell, 2007).

The "case" may represent a single individual, group, program, event, activity, or process consisting of a series of steps (Creswell, 2012). Meanwhile, the "case" in this study was an instrumental case that illuminated a specific case in multilingual EFL students. Our research aimed to investigate an in-depth issue (Crowe et al., 2011) of students' practices and understanding of translanguaging. It was a single case (Flyvbjerg, 2006). In this study, we questioned the students about how they practice translanguaging, how translanguaging impacts them emotionally, and their perspectives on using translanguaging in the presentation.

Participants

The participants were three students majoring in English Literature at an Islamic University in Malang, East Java, Indonesia. They were classmates in the ELT (English Language Teaching) profession class. They got to be in the same group for conducting a presentation in the English Language Learning Assessment class. For precise and complete demographic information, Table 1 illustrates participants' backgrounds and ethnicities.

The participants were considered relevant for this study as they did translanguage during the presentation. They were English literature students with multilingual backgrounds and different ethnicities. The participants were students in their junior year at the time of presentation and had just entered their senior year at the college. Furthermore, the participants were chosen for convenience as they voluntarily consented to participate in the study and

provided explicit agreement on the consent form. All of the participants' names were pseudonyms.

Table 1

Background of the participants

No.	Name of participants	Age	Ethnicity	Languages that they speak
1.	Zidan	22	Madurese	Madurese, Indonesian, Javanese, English
2.	Anisa	21	Bugisnese	Makassar, Manado, Indonesian, English
3.	Maya	21	Javanese	Javanese, Indonesian, English, Korean (basic)

Table 1 shows that all three participants came from three different ethnicities. However, the two participants have similarities in mastering one local language, the Javanese language. Those are Zidan and Maya. Both of them are from Java. Meanwhile, different from both of them, Anisa is the one who came from outside of Java. She was born and originally from Makassar and grew up in Manado, Sulawesi. Thus, her ethnicity was Bugisnese, and she mastered two local languages: Makassar and Manado. To sum up, all of the three participants possess a variety of linguistic backgrounds. From a translanguaging perspective, their personal history, environment and experience, beliefs, ideology, and attitudes are combined into one coordinated and meaningful performance, creating a social space for multilingual users (Kramsch, 2006; Wei, 2011).

Data collection

We collected the data from Zoom recording videos of online class presentations, examples and implementations of virtual classroom meetings, computer-based learning, and web-based learning (Coole & Watts, 2009). The online presentation was held on April 11, 2023. The data collected from the Zoom recording were scripted in the excerpt. The semi-structured interview technique was chosen to gain additional information from the speaker in the presentation to enrich the data. The semi-structured interview was conducted in Indonesian language to help respondents express their ideas freely as suggested by Wahyudi and Chusna (2018).

Moreover, the semi-interview technique has an advantage that allows the participants to express their views privately, without a framework imposed by the researcher (Bolderston, 2012). Also, the participants can elaborate on what they want to convey on specific topics to pursue responses in greater detail (Alamri, 2019). However, the interview was conducted separately after the

participants had done their presentation. The interview was conducted alternately between these three participants with a flexible time. Based on the interview recording, the total range of time from the interviews was about 13-24 minutes. The question lists were shared with the participants during the interview (see Appendix). In creating interview questions, we initially considered the research questions as a guide to make a question list. The interview questions were developed based on Rubin and Rubin's (2012) guide. We identified the initial question as a tour question because the interviewee had the potential to answer the questions with a tour of the topic as Rubin and Rubin (2012) suggest that in designing questions, we can start with broad and then more focused questions to develop and get detailed information about the topic based on participants' responses to the tour questions.

In our study, the presentation was attended only by students without a lecturer. In this situation, the lecturer's absence in the class might condition the students to feel more relaxed to act or to express their thoughts. The students might also be tempted to use more national/local language due to the lecturer's absence.

Data analysis

The data in this article was analyzed by using Garcia and Li Wei's (2014) concept of translanguaging, Li Wei's (2011) moment analysis, and Baker's (2011) pedagogical function of translanguaging. Prior to data analysis, the Zoom recording was first played several times and transcribed carefully by adding a symbol as a sign of high or low tone, prolongation, misspelled, and mispronounced words.

Furthermore, we analyzed the data by following Richard's (2003) guide, which involved a) collecting data, b) thinking about how the data relate to the research purpose, c) categorizing the data, d) reflecting on the process analysis, e) organizing the data to look for patterns and themes, f) connecting emergent themes to larger concepts and theories, and g) collecting more data. In analyzing the transcribed data, we discussed the emergent themes with the following systematic concepts and theories: (1) Moment Analysis (Li Wei, 2011), (2) the concept and advantage of translanguaging by Garcia and Li Wei (2014), and (3) Pedagogical function of translanguaging (Baker, 2011). However, not all of these steps were applied sequentially in data presentation and analysis. That is because data collection and analysis are interactive and occur in overlapping cycles (McMillan & Schumacher, 2014).

Trustworthiness

We involved participants in data checking to ensure the trustworthiness of this study (Merriam, 1998). We played the data from the Zoom recording video multiple times and transcribed it carefully. Before interviewing the participants, the first author asked a second author as an advisor about the list of questions. This step ensures that the question lists have been completed and gained deeper information related to this study. After conducting the interview, the first author transcribed the manuscript of the result and asked the participants to check for validity. The validation process was also conducted via email and offline meetings with the second author as the advisor. In via email, the first author emailed the advisor to send the draft of the manuscript and seek feedback. Each feedback was collected and integrated by the first author in the different device folders. Meanwhile, in the offline meeting, the advisor gave feedback for the manuscript revision verbally. Then, all of the feedback was noted/written by the first author. After that, the first author immediately took action to revise the manuscript based on the feedback. The first author also searched and gathered more literature work for more references if needed. Finally, this study has been verified by the advisor, the published author on translanguaging.

Concerning researchers' reflexivity, we believe that researchers are human, with our own perceptions, understandings, and 'biases' which make objectivity seem impossible (see Adler, 2022**).** Barker (2004) explains that reflexivity involves a continuous process of self-monitoring, which covers personal and social life, including the contingency of our values and culture(s). The first author wrote an article on translanguaging inspired by the knowledge gained in the second author's class. The second author is an internationally published writer with post-structural and post-colonial background. Since the first author continuously attended his class, she became interested in the translanguaging topic and was inspired to do deeper research about it. These, to some extent, impact the writing process of this article.

Findings

In the findings, we presented the data based on the research questions (RQ1 & RQ2) to promote clarity and further understanding.

Translanguaging practice in an online classroom presentation and its impacts on students' emotion

Zidan (Zi), Anisa (An), and Maya (Ma) presented their topics alternately during presentation. Zi is a moderator and second speaker in the presentation. Meanwhile, An is the first speaker, and Ma is the last speaker. The Zoom recording video shows that Zi and An regularly did translanguaging when they wanted to explain further and promote a deeper understanding of the subject matter to the audience. Meanwhile, Ma only used translanguaging during ice-breaking moments as a refreshment in the middle of a presentation. Here is Excerpt 1 from Zi's translanguaging moment in the online classroom presentation. Previously, Zi opened the presentation by saying greetings and introducing all of his team group, including An and Ma.

Excerpt 1

01 Zi: ↑Okey, for the next (umm) material is there are:: >there is< types of test.
02 Zi: ↓(Ummm)
03 Zi: (0.7)
04 Zi: and the category of test there are [t::] four categories.
05 Zi: ↑*Nah*, the among of them is:: that is:: ↑placement test.
06 Zi: ↑Placement test when students <sign> up for a language course>
07 Zi: (explain placement test in English by reading the slide of the presentation)
08 Zi: Placement test to <determine> which class they should go to.
09 Zi: *Disini* placement test *menjelaskan bahwasanya*↓
10 Zi: (ummm) (1.0)
11 Zi: *ini digunakan untuk mendaftar kursus Bahasa misalnya dalam menetukan kelasnya.*
12 Zi: (um) (0.5)
13 Zi: *untuk mengukur kemampuannya*
14 Zi: (um) placement test *mengukur kemampuannya untuk* (um) *menganalisis kelas mana yang cocok untuk siswa tersebut*=
15 Zi: ↓*Seperti itu.* ↑Okey."

Previously, An delivered her material before Zi. That is why Zi took his turn by saying, "↑Okay, for the next (um) material" at the beginning. When he tried to mention the material, he seemed to be quiet doubt by uttering (umm) and prolonging the words "there are::". The symbol ":" means prolongation of the prompt prior sounds. Furthermore, he sounded not quite sure about what he wanted to say between "there are::" and ">there is<". Hence, he corrected his word immediately with ">there is<". The symbol "> <" means the correct word that he is supposed to say. Another example of his hesitation is when he said, "and the category of the test there are," followed by the "[t::]" symbol. This symbol indicates that he wanted to mention the word "two", but Zi was not quite sure;

thus, he tried to prolong that word until he found out the right number that he was supposed to say is "four" in "four categories".

Other things during his presentation were that Zidan often misspelt or mispronounced words in English. For instance, when he spelt "<sign up>", which is supposed to be spelt/ˈsīnˌəp/, he spelt it /sIn, əp'/. The symbol "< >" means that the speaker misspelt or mispronounced the word. Other than that, when he tried to say "<determine>", which is supposed to be pronounced /dəˈtərmən/, he mispronounced it with /dəˈtərmAin/. Furthermore, during the presentation, he kept saying 'umm' often and looked down to check his notes regularly.

As lined with Zi, An was practicing translanguaging to explain further or emphasize the meaning of her material. This example strengthens (Garcia & Wei's, 2014) argument that translanguaging helps multilingual students use their linguistic repertoires in meaning-making contexts. Below is Excerpt 2 of Anisa's translanguaging during the presentation. As the first speaker, she opened the first topic of the material. Initially, she consistently used the English language to deliver her subject matter. Nevertheless, in the middle of the presentation, she started to shift to the Indonesian language to explain the material further.

Excerpt 2

> 01 An: "↑So, the next is the qualities o:::f a good test=
> 02 An: *Jadi*↑, *tes yang baik itu tes yang seperti apa sih*?↑=
> 03 An: *Yang pertama itu harus ada* transparency.
> 04 An: (0,6)
> 05 An: ↑*Nah*, transparency means that [explaining in the English language by reading the slide presentation].
> 06 An: ↑Jadi, ↓(umm) *kenapa harus ada transparansi di* the qualities of a good test?↑
> 07 An: ↓(umm) [with her eyes looking upwards]
> 08 An: (1.0)
> 09 An: ↓The goals of transparency is to
> 10 An: (ummm)↓ [explaining in English language while she looks down at her notes].

She started her explanation by addressing a new topic to present. Hence, she emphasized with a high pitch tone, saying, "↑So, the next is". The symbol "↑" indicates the speaker saying in a high pitch. She also prolonged the word "o:::f" before addressing the following word of "a good test". She might still try to think for a second to mention what she wanted to say. She also tried to engage the audience's attention by asking, "*Jadi*↑, *tes yang baik itu tes yang seperti apa sih*?↑=". This translanguaging is regarded as instruction reinforcement (Fang & Liu, 2020),

which presents the speaker's instruction to give a question to the audience. However, the symbol "=" means there is no break between lines. So, instead of waiting for the audience's answer, she continues her sentence by answering her own question, "*Yang pertama itu harus ada* transparency". She paused for 0.6 seconds and continued her sentence with a high pitch: "↑*Nah*, transparency means that". She explained the material in English by reading the presentation slides on the screen. After she explained the material in English, she shifted to the Indonesian language to emphasize the meaning of the context to the audience. This demonstrated that she used all of their linguistic repertoires to help the audience deepen their understanding of the subject matter and the content.

The students' behavior can be an indicator of language anxiety, which has been stated by Woodrow (2006). The way they kept uttering um, prolonging the words, mispronouncing or misspelling words, looking down at their notebook regularly, and looking upstairs could indicate a feeling of nervousness, tension, worry. The following semi-structured interview transcript confirmed the reason of the pause.

Question: Do you think that translanguaging impacts you emotionally while conducting a presentation?

Zidan said:

Yes, I assume that my English *language ability* influences my *nervousness.* When I cannot talk in the English language, I overthink, and from that, I feel nervous. To make the audience understand what I was saying, I shifted from English to the Indonesian language. By that, with translanguaging, I can decrease the feeling of nervousness. (emphasis added)

Anisa stated:

Yes, it does. Translanguaging impacts me personally; I feel more comfortable when I use translanguaging in my presentation. But, *language ability* also causes *nervous feelings.* When I talk in English, I always ask myself like, 'Does everyone understand what I'm saying?' I could say that translanguaging helps me decrease those negative emotions that I feel and build my confidence when I speak in our target language (English). (emphasis added)

Since Zidan and Anisa mention that language ability is one of the factors that impact their experience of language anxiety during presentations, it is vital to see their English proficiency skill. However, because they claimed that they still had never taken official English tests such as TOEFL/IELTS, we encouraged them to

show us the scores of their speaking subject in college. Moreover, Table 2 shows the final scores of different speaking subjects.

Table 2

Participants' score in speaking subjects

No	Names	Subject		
		Speaking for daily conversation	Speaking for academic and professional communication	Public speaking
1.	Zidan	B+	B	B+
2.	Anisa	B+	C+	A
3.	Maya	B+	B	A

Based on the final scores they get from all three speaking subjects (Table 2), this could be an indicator to get to know their speaking ability using the English language in different contexts. Those are speaking ability for daily conversation, academic and professional communication, and public speaking. The scores suggest their tendency to use translanguaging during the presentation due to insufficient proficiency. As Nan et al. (2023) stated, translanguaging is frequently used when dealing with students with limited language skills. Thus, English proficiency skills may impact how often they practice translanguaging during the presentations. Maya's experience can prove it. If we look up their speaking score (Table 2), we may conclude that Maya got an average score higher than the other two participants, Zidan and Anisa. Maya only used translanguaging during ice-breaking moments in the middle of a presentation. Meanwhile, Zidan and Anisa often used translanguaging to explain the material further to the audience. Below is Excerpt 3 of Maya's translanguaging during the presentation.

Excerpt 3

01 Ma: *Ada yang tau ini gambar apa*?↑
02 (The picture displayed on the screen)
03 (0.5) (audience try to guess)
04 Ma: "*hehe*"
05 Ma: ↑*Yaa, benar*! "*hehe*"
06 (The picture displayed)
07 Ma: *Selanjutnya*, guys↑
08 (1.0) (audience try to guess)
09 Audience: (guessing the picture)
10 Ma: ↑Yes! ↑Horey, *benar*! Okey, ↑next, ↑next.
11 (The picture displayed)

12 (1.3) (audience try to guess)
13 Ma: ↑*Ayo tebak*, guys!

In Excerpt 3 above, Ma asked the audience a question regarding the picture displayed on the screen "*Ada yang tau ini gambar apa*?↑". There is a gap of (0.5) seconds when the audience tried to guess the picture. The symbol "*hehe*" means Ma was laughing. After the audience successfully guessed the picture, the second picture was displayed. Ma utters "*Selanjutnya*, guys↑". Here, Ma instructed the audience to guess the next picture. As well as in the next turn, when the audience successfully again guessed the picture, she engaged the audience's attention by saying in a high pitch, "↑Yes! ↑Horey, *benar*! Okey, ↑next, ↑next". And for the last picture that supposed to guess the audience, she kept strengthening her instruction to the audience to guess what is the picture being displayed: "↑*Ayo tebak*, guys!". This translanguaging resonates with Fang and Liu's (2020) study, explaining that translanguaging can function as a reinforcement of instruction.

Besides her lack of translanguaging use in the presentation, the following is the transcript of a semi-structured interview with the same question that the first author asked her about the impacts of translanguaging on students' emotions during the presentation. Unlike Zi and An, Ma is the only participant who did not experience nervousness during the presentation because of her English language ability. This might be because of her average score in English speaking skills was higher than that of the other two participants. It is also possible that Ma is well-prepared for the presentation. The following answer clarifies her being relaxed.

Ma stated:

I think I didn't feel nervous because I overthink the language. I felt nervous because I was the one who would present in front of the audience. I've never thought about my language ability because I just say what I want to say without thinking about the grammar or thinking, 'Am I saying the right word or sentence?'. But, if we talked about translanguaging impacts on my emotion, I agree that translanguaging often help me when I didn't know how to pronounce one word in English, I shifted to the Indonesian language, which made me more confident.

Regardless of the differences that the participants experienced, we concluded that conducting a presentation in an EFL classroom for some Indonesian university students still generates language anxiety that resonates with negative emotions such as nervousness, fear, worry, and tension due to students' limitations in English language proficiency. However, not all multilingual

students agree that they experienced language anxiety during presentations. The students with good English proficiency claimed that language ability is not the factor that comes out of nervousness. Instead, the obligation to perform in front of the audience is the big factor that creates negative emotions for them. The online Zoom presentation and the lecturer's absence might lessen students' language anxiety. Nevertheless, it still remains important to mention that translanguaging is one of the factors that decrease language anxiety or negative emotions and eases multilingual students to perform better during presentations.

From the limited data above, we still cannot find how students' multilingual backgrounds emerged. Only the Indonesian language use emerged in addition to English. The student's use of local language was absent. However, the first author's experience when attending an offline presentation (outside this research context), she found a case where a student partly used a local language during his/her presentation. This suggests that more data is needed to examine the emergence of the local language in a translanguaging presentation. The absence of the local language might also be triggered by the fact that the situation is formal, so the students tend to use a more formal language, e.g., Indonesian. The case might be different when students interact with each other in a non-formal context outside the university. They might translanguage using a local language as long as the participants share the same local language. This suggests that different moments might result in different translanguaging spaces and practices (Wei, 2011).

Students' perspectives on translanguaging

The text below is about students' perspectives towards translanguaging in the presentation.

Question: What is your perspective on translanguaging usage during presentations for multilingual students?

Zidan claimed:

I think translanguaging has a positive impact on me for delivering material. Because *not all of the things that we deliver in English can be understood by the audience.* So, to make the audience understand what I'm saying, I shifted my language to the Indonesian language. I think it's *more effective* when I use translanguaging in my presentation because *we are in the same case as the audience; we are all still learning English*, and *not all of us are perfect.* So, for further explanation to make the audience understand, we can shift to the Indonesian language as our mother language that everyone must understand because we are Indonesian students. (emphasis added)

The above answer suggests that the student's use of translanguaging is triggered by many considerations; the possibility of not being understood by his classmates if English is used, or it is because of more effective presentation. Zidan positioned himself and other students as not perfect students (usually related to limited language skills).

Anisa said:

Why do I use translanguaging in the classroom presentation? For example, when I explain something, *there's a few of my friends don't get what I explain*. So, I used translanguaging as an *effective way* to help those who didn't understand and *had a low ability to catch up* with the material. By that, it prevents them from being left behind with other students. Also, it's *an effective tool* to explain *a difficult idea* to the audience. However, since we were English Literature students, I think it's better *to not often use* translanguaging because it can make us depend on it and not improve our English skill ability. (emphasis added)

In the above answer, Anisa expands Zidan's answer (about the possibility of not being understood by other students, the state of being more effective way to convey message for less able students) by explaining that translanguaging helps explain the difficult notion. One critical appraisal from Anisa is her argument to not often use translanguaging as for her it would not improve student's English and also the student's dependence on it.

The following is Ma's opinion about translanguaging. Earlier we note that she is the one who did not use translanguaging significantly in the presentation.

Ma stated:

For me, translanguaging is an effective approach and tool for multilingual speakers like us because there are a lot of benefits to it. For example, because English is not my first language, *pronunciation* is *my problem*. So, when I didn't know how to pronounce one word in English, I shifted to the Indonesian language, which made me more confident. It also *impacts the audience's understanding*; they can be more comprehended by what I explained. (emphasis added).

Despite the fact that Ma translanguaged minimally in the classroom, she still found translanguanging helpful especially when she encountered a pronunciation problem. In that case, she positioned translanguaging as a solution.

Nearly all of the respondents agree that translanguaging is an effective approach or tool for conducting presentations for multilingual students. They

perceived that translanguaging gives benefits in a lot of aspects such as limited linguistic skills, audience's comprehension of the material, pronunciation problem, and difficult idea to present. However, one of the participants (Anisa) provides a critical response. She argues that it is crucial to maintain the usage of English more through presentation as translanguaging would not improve student's English.

Discussion

Our findings, as Zi and An, partly resonate with Woodrow's (2006) study, where they experienced language anxiety during presentation. Our study shares similarities with Woodrow's (2006) study in that language anxiety is regarded as a significant predictor of oral performance. However, the significant difference is the students' English proficiency level. The participants in Woodrow's (2006) study were advanced English students and international students in English-speaking country. Meanwhile, in our study, the participants were EFL students whose English level was still below the advanced level. Moreover, the fact that students experienced negative emotions, such as anxiety, fear, and nervousness, can be associated with their English language performance, as can be seen in previous studies such as (King, 2022; Kurakan, 2021). In our study, students agree that translanguaging can impact their emotions, especially in diminishing the negative feelings of language anxiety, such as nervousness, worry, stress, and fear.

Our study partly shares similar findings with Mukti and Wahyudi's (2015) study, especially where students struggle or have a problem with the presentation. The similarity is attributed to the same context: EFL students doing classroom presentations. However, the major difference is the fact that their study did not use translanguaging as a focus of investigation.

Our key finding was lined with Garcia and Wei's (2014) and Baker's (2011) studies that mentioned whether translanguaging has a pedagogical function to promote a deeper and enhanced understanding of the subject matter. On the other hand, the above scholars found that translanguaging is effective in the learning process in the teacher-student contexts. In contrast, in our study, the pedagogical function of translanguaging emerged in the learners-learners context during the presentation.

Our finding resonates with Wahyudi's (2023) statement that translanguaging is beneficial in enhancing students' comprehension of the subject content. Students' perspectives on translanguaging in this study partly share similarities

with students' testimonies in Wahyudi (2023), with one student's criticism on translanguaging, which was absent in Wahyudi's (2023) respondents. Besides that, our findings also parallel with Emilia and Hamied's (2022) findings, saying that most students in the study did translanguaging, while few students have the tendency to use English only in the classroom. Those few students and one critical student in our study who argued that translanguaging would not improve students' English appear to have a desirable attitude toward *English-only policy*, similar positions of the respondents in Azhar and Gopal's (2021) study. This suggests that the monolingual paradigm (also known as the *English-only policy*), even though resisted by more inclusive scholars promoting translanguaging (Baker, 2011; Li Wei & Garcia, 2014), still has a particular impact.

Finally, our study is also quite similar to Rasman's (2018) research, arguing that translanguaging could help learners develop their multilingual competencies, including the English language. However, our study still did not show all of the linguistic repertoires of the multilingual students, especially their local language, because of the limited data.

 Our study also parallels Tsokalidou and Skortou's (2020) research, saying that translanguaging increases confidence and self-esteem. The similarity is related to the students with bi/multilingual backgrounds using translanguaging to express freedom and strength of thought. This situation enables the students to gain more confidence and self-esteem. Nevertheless, we did not investigate the educators' perspectives and opinions in our study, making their critical insights unexplored. However, the position of our second author as lecturer and as an internationally published author has added more critical insights to this article.

Our findings partly suggest that translanguaging helps students develop a weaker language (Baker, 2011; Garcia & Li Wei, 2014) in our context, English. The difference is that bilingual context is discussed more in the mentioned studies rather than multilingual context. Our study also confirms Baker's (2011) study on the pedagogical function of translanguaging that assists teachers in integrating proficient speakers and early learners.

To sum up, most of our EFL (multilingual) students perceived translanguaging as an effective approach and tool for them in EFL presentations due to some reasons, e.g., insufficient language skills and pronunciation problems. However, one student's critical appraisal that overuse of translanguaging would not improve student's English in the EFL presentation moment is absent in the former studies.

Conclusion

This study efficiently addressed two main research questions: the possible impacts of translanguaging on students' emotions in the EFL presentation and students' perspectives on practicing translanguaging. The findings revealed that translanguaging is mostly favored by EFL (multilingual) students as it could diminish language anxiety, such as nervousness, fear, worry, and tension. The 'good' English proficiency and the lecturer's absence during this recorded online interaction may also contribute to diminishing this anxiety (negative emotion).

With regard to students' perspectives on translanguaging, most students argue that translanguaging is an effective approach and tool in conducting presentations due to its easier understanding of the subject matter and also as a confidence booster. However, to much reliance on translanguaging, one student argued, would not facilitate students' English proficiency development. This is a contribution of our research. In that regard, the use of translanguaging should be used with caution.

The above key findings suggest that ELT/EFL teachers in Indonesian universities could start to firmly create a more flexible syllabus that allows multilingual students to use all their repertoires during presentations. However, the use of English should be given a much larger portion, for example, 75%, and the Indonesian or local languages, 25%, as suggested by Wahyudi (2023).

However, this study has some limitations. First, an absent lecturer in the presentation is something which must be considered. This situation may result in a different outcome if the lecturer presents during the presentation. An absent lecturer might impact on students to feel more relaxed to acting or expressing their thoughts, with translanguaging emerged more frequently as the students tempted to use more national/local language. Secondly, as the presentation was conducted in an online classroom setting, we cannot entirely observe students' body language or facial expressions (which might be helpful for more detailed analysis). Finally, using one Zoom video recording only makes it impossible to draw a stronger conclusion.

Thus, we recommend that the use of translanguaging in the EFL classroom need to consider: the students' English proficiency level, the level of difficulty of the topics assigned to students, students' multilingual background, the type of course the students are enrolled in, and the appropriate proportion on English, Indonesian and or local languages use. We also suggest further study to explore translanguaging practice in an online classroom presentation mode with the lecturer's attendance and more video recordings analyzed. We also suggest that the audience (the students' listeners' perspectives are critical) investigate whether translanguaging is helpful or not for them during the presentation.

Acknowledgments

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Santi Agustin http://orcid.org/0009-0008-5399-6290
Ribut Wahyudi http://orcid.org/0000-0001-7124-1678

References

Adler, R. H. (2022). Trustworthiness in qualitative research. *Journal of Human Lactation, 38*(4), 598-602. https://doi.org/10.1177/08903344221116620

Alamri, W. A. (2019). Effectiveness of qualitative research methods: Interviews and diaries. *International Journal of English and Cultural Studies, 2*(1), 65-70. https://doi.org/10.11114/ijecs.v2i1.4302

Alshare, K., & Hindi, N. M. (2004). The importance of presentation skills in the classroom: Students and instructors' perspectives. *Journal of Computing Sciences in Colleges, 19*(4), 6-15. https://dl.acm.org/doi/10.5555/1050231.1050233

Azhar, I, P., & Gopal, R. (2021). Effects of 'English only policy' on students' fluency and motivation level in speaking English. *The English Teacher, 50*(3), 157-172. https://doi.org/10.52696/EGJQ3860

Baker, C. (2011). *Foundations of bilingual education and bilingualism.* Multilingual Matters.

Barker, C. (2004). *The SAGE dictionary of cultural studies.* SAGE.

Bolderston, A. (2012). Conducting a research interview. *Journal of Medical Imaging and Radiation Sciences*, *43*(1), 66-76. https://doi.org/10.1016/j.jmir.2011.12.002

Coole, H., & Watts, M. (2009). Communal e-learning styles in the online classroom. *Research in Education*, *82*(1), 13-27. https://doi.org/10.7227/RIE.82.2

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). SAGE

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, *11*, 100. https://doi.org/10.1186/1471-2288-11-100

Emilia, E., & Hamied, F. A. (2022). Translanguaging practices in a tertiary EFL context in Indonesia. *TEFLIN Journal*, *33*(1), 47-74. https://doi.org/10.15639/teflinjournal.v33i1/47-74

Fang, F., & Liu, Y. (2020). 'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university. *Lingua*, *247*, 102959. https://doi.org/10.1016/j.lingua.2020.102959

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, *12*(2), 219-245. https://doi.org/10.1177/1077800405284363

García, O., & Lin, A. M. Y. (2017). Translanguaging in bilingual education. In García, O., Lin, A., May, S. (Eds.), Bilingual and multilingual education (pp. 117-130), *Encyclopedia of Language and Education.* Springer. https://doi.org/10.1007/978-3-319-02258-1_9

García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education.* Palgrave Macmillan.

Horwitz, E. K. (1995). Student affective reactions and the teaching and learning of foreign languages. *Journal of Educational Research*, *23*(7), 569-652. https://doi.org/10.1016/0883-0355(96)80437-X

Horwitz, E. K., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, I*, 125-132. https://doi.org/10.2307/327317

King, J. (2002). Preparing EFL learners for oral presentations preparing EFL learners for oral presentations. *Dong Hwa Journal of Humanistic Studies, 4*, 401-418. http://ir.ndhu.edu.tw/bitstream/987654321/4403/1/4-401-418.PDF

Kramsch, C. (2006). The multilingual subject. *International Journal of Applied Linguistics, 16*(1), 97-110. https://doi.org/10.1111/j.1473-4192.2006.00109.x

Kurakan, P. (2021). Anxiety in English oral presentations of Thai EFL engineering students. *THAITESOL Journal*, *34*(2), 67-92. https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/256486

Lin, A. M. Y. (2020). Introduction: Translanguaging and translanguaging pedagogies. In Vaish, V. (Ed.), *Translanguaging in multilingual English classrooms: An Asian perspective and contexts* (pp. 1–9). Springer. https://doi.org/10.1007/978-981-15-1088-5_1

Liu, M. (2006). Anxiety in EFL classrooms: Causes and consequences. *TESL reporter, 1*(39), 13-32. https://lir.byuh.edu/index.php/Issue1/article/view/1189

McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry* (7th ed). Pearson.

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* Jossey-Bass.

Mukti, N. I., & Wahyudi, R. (2015). EFL students' uses of um as fillers in classroom presentations. *Journal of Language and Communication*, *2*(1), 63-76.

Nan, G., Angelina, L., Silalahi, R. M. P., & Santoso, W. (2023). Recontextualization of translanguaging in the context of mandarin language teaching in Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(2), 400-414. https://ejournal.umm.ac.id/index.php/kembara/article/view/24843

Rasman, R. (2018). To translanguage or not to translanguage? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687-694. https://doi.org/10.17509/ijal.v7i3.9819

Richards, K. (2003). *Qualitative inquiry in TESOL* (1st ed.). Palgrave Macmillan.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). SAGE.

Sallee, M. W., & Flood, J. T. (2012). Using qualitative research to bridge research, policy, and practice. *Theory Into Practice*, *51*(2), 137-144. https://doi.org/10.1080/00405841.2012.662873

Setiawan, A. (2022). *Exploring translanguaging practice in junior high school EFL classroom* [Unpublished bachelor's thesis]. UIN Maulana Malik Ibrahim Malang.

Tsokalidou, R., & Skourtou, E. (2020). Translanguaging as a culturally sustaining pedagogical approach: Bi/multilingual educators' perspectives. In Panagiotopoulou J., Rosen L., & Strzykala J. (Eds.), *Inclusion, Education and Translanguaging* (pp. 219-235). Springer.

Turner, M. (2019). *Multilingualism as a resource and as a goal: Using and learning languages in the mainstream schools.* Palgrave Macmillan. https://doi.org/10.1007/978-3-030-21591-0

Wahyudi, R. & Chusna, S. (2018). Learning from teacher's classroom discourses to re-modify ELF framework in the ASEAN context: A possible way forward? In S. Zein (Ed.). *Teacher Education for English as a Lingua Franca Perspectives from Indonesia.* (pp. 156-172). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9780203730522-9

Wahyudi, R. (2021). The discursive constructions of TEFL key themes in the national policies and curriculum documents of two Indonesian universities and their possible ecological reconstructions. In. K. Raza, C. Coombe & D. Reynolds (Eds.), *Policy Development in TESOL and Multilingualism: Past, Present and the Way Forward* (pp. 53-64). Springer. https://link.springer.com/chapter/10.1007/978-981-16-3603-5_5

Wahyudi, R. (2023). Translanguaging practices to express emotion, identity, agency, and social justice. In Raza, K., Reynolds, D., & Coombe, C. (Eds.), *Handbook of Multilingual TESOL in Practice* (pp. 507-517). Springer. https://doi.org/10.1007/978-981-19-9350-3_33

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. https://doi.org/10.1016/j.pragma.2010.07.035

Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9-30. https://doi.org/10.1093/applin/amx039

Wilson, J., & Davies, M. G. (2017). Tackling the plurilingual student/monolingual classroom phenomenon. *TESOL Quarterly, 51*(1), 207-219. https://doi.org/10.1002/tesq.336

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal, 37*(3), 308-328. https://doi.org/10.1177/0033688206071315

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publication Ltd.

Appendix. Question list of interview

1. What is your tribe?
2. How many languages do you speak?
3. What do you know about Translanguaging?
4. How often do you use Translanguaging in presentations?
5. In what moment do you usually use translanguaging during presentation?
6. What kind of emotion do you feel in EFL presentation?
7. Why do you practice translanguaging during your presentation?
8. How effective or not effective translanguaging help you during presentation?

9. How effective or not effective translanguaging helps you emotionally in the presentation?
10. How effective or not effective translanguaging to improve your audience understanding during presentations?

Notes:

We make the interview questions based on the references that we have read from Multilingual subject (Kramsch, 2006); language anxiety (Woodrow, 2006); and Translanguaging theory (Li Wei, 2018). We also consider the research questions as a guide to make the interview question lists to represent the RQs. The interview questions were delivered using both English and Indonesian language. The use of Indonesian language emerged when the participant requested the interviewer to explain the questions in Indonesian language.