A MULTIMODAL ANALYSIS OF TRANSLANGUAGING IN EFL CLASSES: TOWARDS A CLASSROOM LANGUAGE POLICY FRAMEWORK

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ABSTRACT

Background: Many bilingual language methods of instruction, including translanguaging, have their roots in the theory that people's local language practices enhance their ability in a foreign language. This expression refers to more than just switching between two languages; rather, it describes the deliberate use of two languages in a particular language-learning activity.

Methods: The study was carried out using qualitative research design with the participation of selected students and teachers from the six classes in EFL classrooms at Kai-Feng University. Specifically, six teachers and 30 students (five students per class) participated in this study.

Result: Four prevailing translanguaging practices among teachers and students in EFL classrooms were identified. These include switching between language, brainstorming in native language, clarifying complex concepts, and comprehension.

Conclusion: The combination of translanguaging and multimodal approaches, especially the visual, gestural, and linguistic modalities provide a flexible framework for addressing diverse classroom needs, contributing to a more dynamic and effective teaching process and enhances meaning-making across languages.

Keywords: Translanguaging, EFL, Multimodal Approach.

1. INTRODUCTION

There are currently debates on how different languages ought to be taught in language learning classes, especially in EFL settings where students have little exposure to or opportunity to speak the target language beyond the educational setting. In order to provide students with linguistic input and a language environment in which they can learn their target language, the monolingual method argues for an English-only class.

Nevertheless, recent advancements have sparked concerns regarding bilingual class-rooms because using students' native tongues may help them learn while in an English-only setting, which may seem unfeasible to some children in particular. Translanguaging, or the use of non-target languages in language learning contexts where teachers and students converse using their entire linguistic repertoire, is advised by Afriadi & Hamzah (2021) for language learning classes.

In line with the growing interest in learning English as a Foreign Language (EFL), there has been a rapid increase body of literature dedicated to EFL pedagogies (Fang & Liu, 2019). However, a noticeable gap exists in English-language literature regarding the Medium of Instruction (MoI) in

EFL class-rooms. This scarcity of under-reporting highlights an area ripe for exploration and research (Fang & Liu, 2019).

It may be possible to get a theoretical understanding and suggestive pedagogical strategies for a multilingual situation where EFLs are challenged by the diversity of learners by looking into the translanguaging behaviors of Chinese students. A multitude of justifications were provided for the rise in the number of EFL students.

This study aimed to describe the translanguaging practices of EFL teachers and students, through multimodal analysis, and explore the challenges of adopting translanguaging in EFL classrooms. Based on the research findings, the output of the study was to determine how translanguaging could be integrated into the policies of EFL classrooms.

2. METHODS
2.1 Research Design
The study used qualitative descriptive research design to investigate the use of translanguaging practices within EFL classrooms, focusing on both teachers and learners. The decision to employ qualitative methodology is driven by the aim to offer a comprehensive and nuanced understanding of the research problem through the exploration of interview questions. This approach aligns with an embedded model, wherein one set of data complements the interpretation of another.

2.2 Respondents of the Study
The study was carried out with the participation of selected students and teachers from the six classes in EFL classrooms at Kaifeng University. Specifically, six teachers and 30 students (five students per class) participated in this study.

Purposive Sampling Design was used to select the required number of participants. Purposive Sampling Design is a type of Non-Probability Sampling. It makes sense to include every student and teacher since there seem to be a very small number of samples available. Only a small number of samples is required for this type of sampling so the researcher may be able to recognize the samples conveniently.

2.3 Instruments of the Study
The study used thematic analysis (Braun & Clarke, 2006) in order to examine the data. This required locating, evaluating, and reporting on patterns or themes that can be found throughout the data in a methodical manner. In validating the gathered data, the researcher hired two (2) intercoders to review the information gathered from the participants. Both intercoder have a doctorate degree in English and are both teaching in universities.

3. RESULTS
Theme 1: Switching Between Languages
Translanguaging is a common occurrence in multilingual educational settings, according to the results of the majority of research that look into language switching in English-language classes (Ningrum et al. 2023; Sutrisno, 2023). Students also switch across languages for multiple purposes. The appropriate use of one's native tongue is not disruptive with the learning processes; rather, it

creates an inviting setting for both teachers' methods of instruction and students' understanding of the language.

Therefore, translanguaging is an inherent method for learning another language and a crucial component of this method when educators attempt to teach language, according to advocates of multilingualism in language instruction (Putrawan, 2022).

Theme 2: Brainstorming in Native Language

The rationale for translanguaging is to motivate students to participate more fully in class brainstorming exercises. Students may become less confident when collaborating with groups whenever a teacher does not translanguaging. Furthermore, Zhang and Jocuns (2023) provide additional support for this, stating that translanguaging really helps learners who struggle with English. He continued by saying that students will remain silent during group conversations if they do not comprehend the teacher's explanations since they will have no idea what they want to say. Simultaneously, Wang (2020) asserted that whenever teachers employ translanguaging, they can encourage students to participate more actively in class brainstorming sessions since there is no excuse not to. Students would not comprehend what has been explained if teachers did not practice translanguaging, and they would lack the confidence to speak up during group brainstorming sessions.

Theme 3: Clarifying Complex Concepts

Yana and Nugraha (2019) carried out a study that examined the use of translanguaging in English learning. The study highlighted the significance of translanguaging in helping students acquire vocabulary, focusing on the subject, confidently remembering the material, and accelerating their language learning. In light of its benefits in the educational setting, additional research (Wu et al., 2020) has demonstrated that translanguaging is an instrument that promotes learning instead of hinders it and is essential as an interface across the language being studied and the native tongue. The majority of EFL teachers in China may find that translanguaging in their courses is beneficial for various reasons, which could account for the observed results. The outcomes align with Hu's (2021) research, which discovered that translanguaging helped both educators and learners in language classrooms achieve certain goals. According to Huang & Chalmers' (2023) findings, translanguaging is a crucial component of teaching procedures for educators, since it aids in the clarification of lessons and guidelines for students. According to this study, teachers changed their codes for a variety of reasons, most of which were deliberate but occasionally incidental (Jiang, et al., 2022).

These results concur with those of Kwihangana (2021), who demonstrated that the primary objective of translanguaging is to transition from L2 to L1 in terms of teaching vocabulary, grammar, and simply describing the topic for greater comprehension and explanation.

Theme 4: Comprehension

As Lei (2022) explains, the main reason for teachers or students' translanguaging to L1 is to make the audience understand their utterances. Moreover, Liando et al.'s (2023) findings were consistent with another recent study that found translanguaging was utilized to run a class. research. According to them, translanguaging guarantees that students comprehend the directions. The result

is most likely typical in the field of EFL translanguaging. teachers could have to talk very carefully without translanguaging, which would waste a lot of instructional time.

However, the findings are in conflict with those of a study by Nguyen (2022), which found that teachers typically employ translanguaging while giving guidelines or in other comparable circumstances where they wish to make sure students comprehend the material. But this kind of translanguaging needs to be precisely adjusted.

Practices Uncovered
Based on the data gathered, four prevailing translanguaging practices among teachers and students in EFL classrooms were identified. These include switching between language, brainstorming in native language, clarifying complex concepts and comprehension. Moreover, the most common translanguaging practices modalities are linguistic, visual and gestural modalities which create a dynamic, multimodal communication system that enhances meaning-making across languages.

In terms of the translanguaging affordances initiated by teachers in EFL classrooms, six (6) translanguaging affordances initiated by teachers in EFL classrooms were identified. These include affective-social affordances in encouraging flexibility, cognitive-conceptual affordances in explaining in both languages, linguistic-discursive affordances in supporting vocabulary retention, cognitive-conceptual affordances in helping students with difficult topics, and cognitive-conceptual affordances in translanguaging to promote understanding.

In terms of the sociocultural translanguaging practices of teacher and student in EFL classrooms, three sociocultural practices of teacher and student in translanguaging in EFL classrooms were identified. These include cultural concepts and traditions, honorifics and politeness forms in translanguaging and community and cooperation in language use.

4. CONCLUSION
The combination of translanguaging and multimodal approaches, especially visual, gestural, and linguistic modalities, provides a flexible framework for addressing diverse classroom needs, contributing to a more dynamic and effective teaching process and enhances meaning-making across languages.

Translanguaging in EFL classes makes good use of affective-social and cognitive-conceptual affordances to improve language acquisition. Deeper comprehension and learning of new skills are made possible by cognitive-conceptual affordances, which allow students to draw on their prior language knowledge and conceptual under-standing.

Affective-social affordances simultaneously establish a welcoming and inclusive atmosphere that promotes healthy emotional bonds, lowers stress, and promotes peer cooperation. In addition to fostering the growth of linguistic competency, this blending of intellectual and emotional aspects improves classroom dynamics and pro-duces more interesting and productive learning opportunities.

CONFLICTS OF INTEREST

The authors declare no conflict of interest in any way. There are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of this investigation.

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