A Study of Graduate Students' Perceptions Towards Pedagogical Translanguaging at an International University in Bangkok

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Abstract

This research was conducted at an international university in Bangkok, Thailand, and aimed to investigate the graduate students' perceptions upon pedagogical translanguaging. A mixed research design was used to process the data collection and data analysis. There were two instruments applied in this study. The 5 Likert scale questionnaire within 26 items was administered to 147 participants. Additionally, the interview was performed by six students with a bilingual education background. The results of the quantitative data and qualitative data were addressed the two objectives of this study, the first objective is to investigate how the different factors influence graduate students to use translanguaging; the second objective is to investigate how graduate students perceive translanguaging as the main approach in the bilingual classroom.

Overall speaking, the findings of the quantitative data showed that these six identified factors highly influence the students to use translanguaging (M = 4.14, SD = 0.778), "social and parental support (M=4.21, SD = 0.761)", "the proficiency of target language (M=4.17, SD = 0.741)", "the difficulty of contents (M = 4.09, SD = 0.845)", "The willingness to use L1 (M = 4.10, SD = 0.774)", "The encouragement of teacher (M = 4.13, SD = 0.775)", " The metalinguistic awareness (M = 4.14, SD = 0.784)". For the findings of qualitative data, it indicated that translanguaging used to exert leverage on the emergent bilingual students in the second language learning should be moderate, and pedagogical translanguaging should be adapted among students with different language proficiency.

Keywords: Bilingual Education, English As a Foreign Language, Graduate Students' Perception, Multilingualism, Pedagogical Translanguaging.

1. Introduction

Translanguaging in instruction has been shown to have significant effects in the field of education (García, 2009). It deems that the teacher should be urged to make and plan a welcoming space strategically and purposefully for bilingual (or multilingual) students to fully deploy and apply their linguistic repertoire (García & Li, 2014). As noted by Cenoz and Gorter

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(2015), multilingual education refers to one educational system that is instructed by dual or multi-languages, translanguaging can be applied as an approach to consolidate and improve the weaker language skills of emergent bilinguals. However, in regions such as China, Thailand, Myanmar, where English is categorized as a foreign language regarding the perspective of world English. A big proportion of English language learners are in the expanding circle of world English and lacking the language environment to practice English. Hence, international educational institutions play a vital role in providing the English platform for these students who are learning English as a second/foreign language, and translanguaging assists the connection between languages while expanding the dual-language resources.

As a pedagogical language teaching approach, translanguaging has been applied in many countries recently (García, 2017), some linguistic researchers (García, 2017; Lewis et al., 2012; Wei, 2017; Cenoz & Gorter, 2020), therefore, have witnessed the demands of translanguaging as a significant pedagogy for linguistic research (García, 2017). Furthermore, pedagogical translanguaging gives a place to English language teaching through expanding learners' linguistic repertoires continually when students are in a multilingual setting and learning dual languages concurrently.

The language practice through translanguaging is focusing on language as a social practice by fully using one's language repertoire to alternate between languages for receptive or productive use (García & Wei, 2017). What is interesting, Li (2011) addressed that translanguaging roles as a dynamic process does not mean to cut off the connection between two languages nor a component of multiple language practices or a mixed language identity. This study is conducted to investigate how international program postgraduate students view the factors that may impact the implementation of pedagogical translanguaging. The chosen participants are studying at an international university located in Bangkok, Thailand, as the university committee regulates the medium of instruction is English. The students there have wide-ranging backgrounds in language skills and bilingual learning experiences and so their perceptions towards pedagogical translanguaging are significantly essential and valuable for conducting this study.

Pedagogically, translanguaging efforts to consolidate the learning of languages have been used in the field of education for many years (Canagarajah, 2011). However, translanguaging still has its limitations as a new theory. The mechanism of the theory is discussed far more than relevant empirical research. Most of the existing research is on the macro-level for the description and microanalysis of complex discourse communication. At present, what constitutes the learner's repertoire, and how cognitive and social factors interact on multiple levels, have been discussed more than its practical implementation. Even though there are still some existing limitations on the exploitation of translanguaging if still simply focusing on the micro-level research of language skills.

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Furthermore, the research paradigm and methodology are relatively lacking for creativity and innovation. The existing research adopts the research paradigm of explanation or "explanation-criticism", employing sociolinguistic ethnography, conversational analysis, or discourse analysis, to discuss the complexity of multilingual situations or classroom situations. In so many words, Lewis et al (2012A) stated the research problem of the three major branches of the study of translanguaging (classroom, social, and neuroscience metalinguistic skills) is complex and needs further research.

Last but not least, although teaching is a prominent feature of the theory of translanguaging, the existing studies are concerned with students' bilingual development and the relationship between language development and literacy development, the relationship between language and subject content, input, and output variants, and so on. Nonetheless, none of these studies have come up with any concrete and feasible framework or guidelines for teaching language by translanguaging (Canagarajah, 2011b). The study of translanguaging needs to be further clarified in its relationship with the terminology in the traditional classroom teaching, research, such as code-switching, code-mixing, and translation, which necessarily demarcates the boundary of its research field. Concerning this study, the different factors are identified, which tends to indicate the different dimensions which influencing translanguaging as a pedagogy implements to the graduate students in the bilingual setting. Meanwhile, the background of English, bilingualism, and English in bilingualism, the unitary linguistic repertoire using of translanguaging, all of these, are guiding the goal of this study, to conduct the perception study as regard to the factors influencing the practical application of translanguaging.

This study focuses on the perception of postgraduate students upon the way of translanguaging utilized in the target language classroom, the following questions will be investigated:

1. How do students view the different factors that may influence the implementation of translanguaging pedagogy?
2. How do students perceive translanguaging as a pedagogical practice?

The research objectives are shown below:

1. To investigate how the different factors influence graduate students to use translanguaging.
2. To investigate how graduate students perceive translanguaging to be implemented as the main approach in the bilingual classroom.

As far as this research is concerned, the viewpoints on translanguaging as a pedagogical technique are primarily divided into six dimensions. The findings in the different respects will raise the awareness of the bilingual students to reconstruct and perceive their linguistic

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repertoire systematically. What is more, the findings certainly dominate the development of bilingualism in the educational and social domain.

Pedagogically, the findings emphasize the role of translanguaging as a pedagogy to promotes students to use bilingual language resources to make meaning in the bilingual classroom. The findings will demonstrate the influences of external factors, such as the encouragement of teachers, the content difficulties, the schooling condition, as well as social and parental support. Furthermore, the internal factors in the findings illustrate how is the translanguaging pedagogy influenced by the individuality differences, for instance, students' willingness to use L1, the metalinguistic awareness.

Cognitively, the findings will provide guidance for the bilingual students to view the concept of languaging, as well as rationalizes the process of language acquisition through using the existing language knowledge to learn a language.

Practically, the findings regarding the implementation of translanguaging rationalize the practical teaching and learning approach in the bilingual classroom. As well as promote the further development of bilingualism in society.

2. Literature Review

Adelia Carstens (2016) utilized translanguaging as a strategy to support bi-/multilingual students in acquiring academic literacy in English while promoting the terminologisation of African languages through exploratory scientific talk. They selected several students to form as a group. Each group was given a partially completed concept map on which the most important concepts and sub-concepts were labeled utilizing English terms, to allow controlled discussion across groups. Meanwhile, the students in the classroom are given a welcoming space to use their home language or both English and L1, each group had to supply translation equivalents in the L1 for the given English terms, and also translate the definitions into English. Through the study, they found that translanguaging assists students in making sense of the English concept, cognitive gains featured as the most prominent benefit to students, which also resonates with three of the potential educational advantages of translanguaging mentioned by Lewis (2012), a deeper and fuller understanding of the subject matter and the possible development of the weaker language (concurrent development of L2 ability and subject content), and co-operation.

Choi (2019) conducted a study concerning a child's trilingual language practices in Korean, Farsi, and English from a sustainable translanguaging perspective. That ethnographic study argued that the increased international marriages and transnational mobility prompts children to learn over two languages simultaneously. The findings show that the trilingual child engaged over time in complex, nuanced, and sophisticated language practices, namely translation, and codeswitching, that are unique to trilingual practices. The scholar also illustrated the unlimited possibilities of translanguaging and proposed that it is important for

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immigrant students to develop their home language, as well as the teachers who work with multilingual learners at school. What's more, with the teacher's encouragement and establishment of protected time and space for the individual language practice, then both teachers and students will be able to balance their language repertoire. Language development is highly dependent on the specific context regardless of what language it is. Previously, monolingual education did not mean that it has little effect on second language acquisition, but it can also consolidate target language learning as learners are immersed in that specific monolingual context. However, compared to monolinguals, the multilingual have various language resources, translanguaging scaffolds between languages, which is not a simple process to identify its dual nature but the concept of the 'whole' language resource. Metalinguistic awareness potentially helps the language learner explain and perceive the target language knowledge and the supplement of translanguaging constructs the meaning-making system, both the previous language knowledge and target language should coordinate with a proper language strategy, translanguaging bridges the gap and fulfills the development of the dual language.

Despite a large number of scholars have discussed translanguaging from different angles, there is a study concerning the role of translanguaging on the socioemotional experiences that indicated how translanguaging strategies can act as scaffolds for the emergent multilingual learners (EMLLs)' emotional well-being (Michele et al., 2020). Michele et al. (2020) have argued that the EMLLs in English-only classrooms are likely to experience a variety of emotions, especially negative emotions during the overwhelming process of simultaneously developing academic English proficiency and grade-level content, as their English proficiency cannot help them to construct their knowledge about other languages. As the concept of translanguaging and multilingual ecology has been mentioned by many scholars to empower EMLLs to use their home language as a resource in the classroom, García et al. (2017) stated that translanguaging can help the EMLLs to learn in deeply creative ways and better understand complex class content by using their multilingual resources to scaffold between languages. This practice makes the EMLLs learning the target language more confidently and effectively and the student's linguistic diversity could be also consolidated and improved intentionally.

From the perspective of Michele et al. (2020), translanguaging pedagogy can not only make the EMLLs learn and better understanding English but can contribute to alleviating the emotional difficulties associated the learning in an English-only environment. They also believed that EMLLs learning can be more beneficial by expressing their understanding and doubts in their home language or dominant language so that it is easier to understand. The question in their study was focusing on "How can translanguaging strategies mediate EMLLs' emotional well-being, alleviate language learning anxiety, and reduce negative behaviors?" (Michele et al., 2020, p. 2). Two students are chosen at the school called Greenville in England as the participants in that study, the researchers named Mihyun and Angela are working as volunteers during and after Michele's translanguaging sessions. From the study, Michele et al.

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(2020) concluded that the multilingual and the stakeholders should be given the space to use their home language, a lack of home language may lead not only to issues with acquiring academic content, but also to profound emotional distress, frustration, and isolation, thus they hold a steady belief on the power of translanguaging and emotional scaffolding for cultivating EMLLs well-being for students at all levels.

The following figure demonstrates the conceptual framework applied to the study of the factors affecting students using translanguaging in a multilingual context:

Figure 1- 1
The conceptual framework
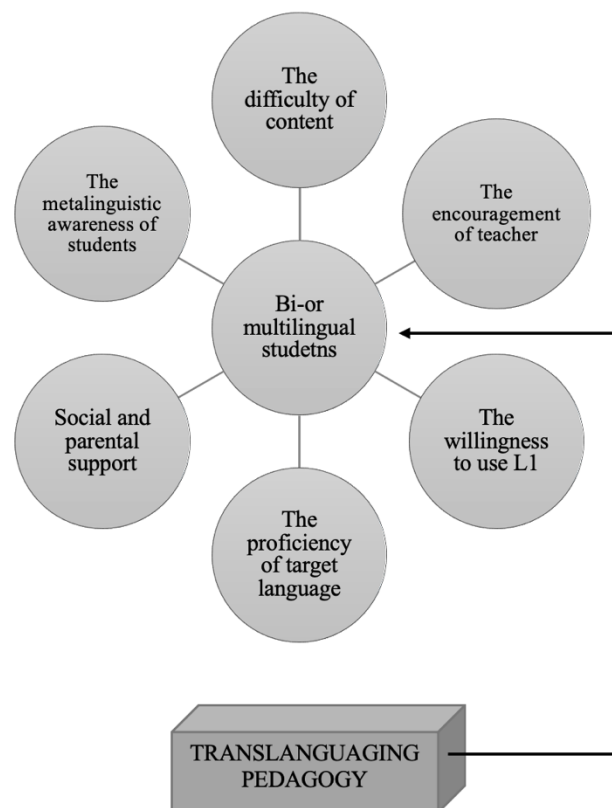
The conceptual framework demonstrates three elements: the research subject, the factors, pedagogical translanguaging.

The research subject refers to the participants who have a bilingual background.

The factors refer to six factors that influence the implementation of translanguaging: The difficulty of content, which is derived from García and Wei, they stated that

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translanguaging promotes the weaker language development, and the students translanguaged for the purposes of using their home language to provide the definitions of the difficult content (García & Wei, 2014, P. 81). The encouragement of teacher, Li Wei (2011) mentioned that teachers should encourage students to be creative and critical in a giving translanguaging space, which can bring these students together in ways to extend their bilingual repertoire, as well as to negotiate by the linguistic repertoire with a sophisticated metalinguistic awareness. The willingness to use L1, as Kibler (2010) highlighted the prominent role of L1 in the plurilingual group, students are encouraged to make meanings through their home language, so that the student's writing gets stronger and generates more details. The proficiency of target language, Fu (2003) stated that the primary language of students will benefit the development of their thinking, once obtaining the proficiency of the target language, students can write well in L2. Social and parental support, Van et al. (2015) stated various arguments concerning the social homophily and the reduced family language leads translanguaging met the resistance in its implementation. In other words, from the social respects, promoting the proficiency of the minority language in both classroom and social context, the learning and cognitive development are hereby embedded in the multiple language interactional context. For the concept of the support of parents, some scholars argued that the encouragement of using the heritage language in the home can motivate the children to learn a language efficiently, thus balanced language use boosts the dual language development (Li, 2006; Schecter et al., 1996). The metalinguistic awareness of students, which is activating the bilingual students' linguistic repertoire, hence the metalinguistic awareness has emerged with the extension of language resources, then students can adopt the different language learning strategies throughout the language acquisition process (Cenoz & Gorter, 2020).

Pedagogical translanguaging is the main pedagogical approach utilized on the research subject.
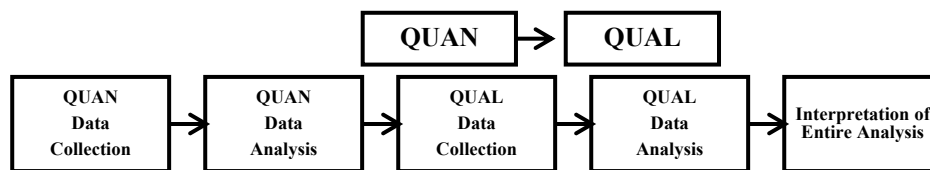
In conclusion, confirm the subject before proceeding with this study, then review the relevant literature to acquire topic-related influencing factors. In so doing, investigating how these bilingual participants view the six factors quantitatively and qualitatively when they are using translanguaging as a language practice in the EFL class.

3. Methodology

The mixed-method design will be applied to describe the characteristics of the population. Descriptive statistics is applied to gather quantitative data from the participants and then to convert it into text information for interpretation. To get a better picture of how the participants view this research, the qualitative method will be used to analyze the interviews, which can yield many essential data and provide a rich description of this research setting. The figure below presents the process of the mixed methods design for this research:

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Figure 3- 1

Mixed Methods: Research Design Model (Creswell et al., 2003)

3.1 Population

This study aims to study how the postgraduate students view the pedagogical translanguaging implemented into the EFL context. The background of the current study's participants is presented as follows. These students are studying at a private international university, English is the medium of instruction in this university. The survey will be generated to a total of 147 students in the academic year of 2020.

3.2 Sample

Convenience sampling is the main technique to observe the performance of these representatives while asking them to answer the questionnaire and participate in the interview. Considering the pandemic of Covid-19, the participants choosing procedure inthe current study should be based on the principle of safety and convenience. There are advantages and disadvantages when using convenience sampling technique in the research, and the statements are followed by.

Henry (1990) stated that convenience sampling is effectively speedy, readily available, and cost-effective. One another factor that causes many linguistic researchers and experts tend to use this sampling method is its cost-effectiveness (Teddlie and Yu, 2007). Meanwhile, this sampling method also exists a sort of disadvantage. For instance, the results of convenience sampling are generally not applicable to the large proportion of the relative population, and lack of power to generalize the differences of population subgroups (Bornstein et al., 2017).

3.3 Research Instrument
3.3.1 Questionnaire

There are 26 statements for participants to answer in the questionnaire. The questionnaire survey method will be conducted after an online course. And then these collected data can be used for research. Each response of the student will be recorded, and to ensure the validity of the research data and authenticity, the instructor needs to evaluate each questionnaire, to ensure that 147 students completed the questionnaire carefully. The following Table 3-1 describes the scope of this questionnaire:

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Table 3- 1

Summary of the 6 dimensions in the questionnaire

No.	Content of the questionnaire	Number of items
1	The difficulty of content	1 - 3
2	The willingness to use L1	4 - 9
3	The encouragement of the teacher	10 - 13
4	Metalinguistic awareness	14 - 18
5	Social and parental support	19 - 22
6	The proficiency of target language	23 -26

Table 3-1 summarized how the organization of the questionnaire items is and demonstrates the six dimensions of the questionnaire and its corresponding numbers. All of the statements are categorized in the form of a 5- Point Likert Scale ranging from strongly agree to strongly disagree. The representatives should circle the number (from 5 to 1) after rating the statements. Here are the criteria applied to evaluate the questionnaire:

Table 3- 2

A 5-Point Likert Scale with its meaning

No.	Rating	Meaning
5	Strongly agree	Extremely acceptable
4	Agree	Showing the same concepts
3	Neutral	Neither agree nor disagree
2	Disagree	unacceptable
1	Strongly disagree	Extremely unacceptable

Table 3- 3 Scoring interpretation

Score	Rating	Scale	Interpretation
5	Strongly agree	4.51- 5.00	Very high
4	Agree	3.51- 4.50	High
3	Neutral	2.51- 3.50	Moderate
2	Disagree	1.51- 2.50	Low
1	Strongly disagree	1.00- 1.50	Very low

3.3.2 Reliability of the questionnaire

With regard to the reliability of the questionnaire, it should be piloted before finally sending to the main participants. There are 30 students who are not the main participants of this study will be chosen to answer the questionnaire, the responses from them will be collected and calculated the value of Cronbach's alpha coefficient via the statistical program, then to identify whether the questionnaire is reliable. According to George and Mallery (2003), if the

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value of Cronbach's alpha > 0.70, which means the reliability of this questionnaire is acceptable. For the reliability of this questionnaire, the experimental data is computerized via SPSS. The reliability coefficient value (Cronbach's alpha) is 0.868, which is greater than 0.8, indicating that the reliability of the pilot data results is high. As for the "Cronbach's alpha if item deleted", the reliability coefficient value of the item is not significantly improved, implying that all items should be preserved, which also means that the level of reliability of the testing data is high. In summary, the reliability coefficient value of the research data is higher than 0.8, and the value of the reliability coefficient will not significantly change after deletion of the item, which gives a detailed indicator that the data reliability quality is high and can be used for further study.

3.3.3 Interview

The 6 participants are chosen to conduct an interview with the researcher, then ask them individually to answer 9 questions concerning the implementation of translanguaging in the practical ELT classroom. The qualitative data is obtained from the interview, which can not only be utilized to support the findings of the questionnaire but also to strengthen the discussion of the findings.

The questions in the interview are used to answer the second question of this study, "How do students perceive translanguaging as a pedagogical practice?", which mainly discusses the six factors that influence translanguaging as a teaching method applied in EFL classrooms, for instance, the teacher's factors, the students themselves and other micro factors. The related questions settings are derived from the questionnaire and adapted from the previous interview that has been conducted by Hernández in 2015. The survey needs to reflect the perspectives of students concerning the implementation of pedagogical translanguaging. As an important method of research, interviewing can reflect the essential and vital research information as well. The following chart is a summary of the six interview questions.

Table 3- 4
Summary of the interview

Question	Objective	Conceptual element
1. Would you prefer your L1 to be agreed upon at the beginning of a course and maintained throughout?	To investigate the students' willingness to use their L1 and their perceptions if translanguaging can promote L2 learning.	The willingness to use L1
2. What is your opinion on the claim that the application of L1 in pedagogy will dominate L2 acquisition?		

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3. What do you believe is the role of the instructor in the multilingual classroom?	To find out in more detail about the role of English instructors in the multilingual classroom.	The encouragement of the teacher
4. What is your opinion regarding whether the instructor should encourage and promote students to use their L1 in the EFL class?		
5. What is your opinion about whether switching complex content into L1 can deepen comprehension?	To investigate the translanguaging approach setting in the complex content.	The difficulties of content
6. How do you perceive that metalinguistic awareness of multilingual students can affect language learning?	To investigate whether metalinguistic awareness dominates language acquisition.	The metalinguistic awareness of students
7. Speaking about society. Do you think that social support is crucial to developing multilingual education?	To investigate the effects of social and family supports concerning multilingualism in the educational filed.	Social and parents' support
8. What is the role of families in multilingual education (derived from Hernández, 2015)?		
9. What is your opinion about whether target language proficiency may affect the implementation of translanguaging?	To indicate the perception upon the effect of the target language proficiency in the translanguaging pedagogy.	The proficiency of target language

3.3.4 Validation of the questionnaire and interview

The Item-Objective Congruence (IOC) can be utilized to evaluate the content validity of both the questionnaire and interview. IOC is used to evaluate the congruence between the questions and objectives of this study. The questionnaire and the interview questions will be sent to three linguistic experts individually. Then check whether the questionnaire and the interview questions are valid to proceed with the data collection procedure. The following formula is used to calculate the Item-Objective Congruence (IOC) (Rovinelli & Hambleton, 1977):

$$I - O = \frac{\sum R}{N}$$

Where

$\sum R$ = Total scores from the three experts

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N = Number of experts
Score from each expert judging item when
- Yes = 1
- No = -1
- Uncertain = 0

Note: "1" indicates that each statement/ question is congruent with objectives; "-1" indicates that each statement/question is not congruent with objectives; "0" indicates that each statement/ question is uncertain to be congruent with the objectives.

Overall, the score of IOC should be equal to or over 0.75, then those statements or questions can be used in the data collection process. Otherwise, the items under 0.75 should be remodified. For the validity of both questionnaire and interview questions, the content validity of questionnaire is 0.91 while the IOC score of interview questions is 0.96, which means the questionnaire and the interview questions are valid and can be utilized in the data collection process.

4. Results and Discussion
4.1 Quantitative Data and Discussion
The results of the data collected from the questionnaire are used to answer the first research question: How do students view the different factors that may influence the implementation of translanguaging pedagogy? And then to address the first objective of the current study: to investigate how the different factors influence students to use translanguaging. Considering the first objective of this study is to investigate how the different factors influence graduate students to use translanguaging, the 26 5-point Likert scale statements questionnaire consists of six dimensions: "the difficulty of contents", "the encouragement of teacher", "the willingness to use L1", "the proficiency of target language", "social and parental support", "The metalinguistic awareness of students" are presented as followed tables to reveal the mean score (M) and standard deviation (SD) for each statement, the overall mean score (M) and standard deviation (SD) will be also presented in each Table.

Table 4. 1
Graduate students' perception of different factors that influence the implementation of translanguaging pedagogy

No.	Dimension	N	Mean	SD	Interpretation
1	The difficulty of contents	147	4.09	0.845	High
2	The willingness to use L1	147	4.10	0.774	High
3	The encouragement of teacher	147	4.13	0.775	High

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No.	Statement	N	Mean	SD	Interpretation
4	The metalinguistic awareness	147	4.14	0.784	High
5	Social and parental support	147	4.21	0.761	High
6	The proficiency of target language	147	4.17	0.741	High
	Overall score	147	4.14	0.778	High

The results of the above Table 4.1 demonstrate that the overall value of mean (M = 4.14) and standard deviation (SD = 0.778), which means that the graduate students hold the positive belief about the six factors that can affect students to use the translanguaging, according to the criteria that the range from 3.51 to 4.50 refers to high positive perceptions. In detail, it also indicates that the six factors highly influence the implementation of translanguaging, especially for the factor of "social and parental support" is ranked as the highest with the mean of 4.21 (SD = 0.761), followed by "the proficiency of target language" is also crucial to consider when using translanguaging with the mean of 4.17 (SD = 0.741). What is more interesting, "the difficulty of contents" shows the lowest mean value of 4.09 (it is also deemed as a high value following the criteria of the data interpretation), but the standard deviation is the highest with the value of 0.845, which indicates that, in contrast to other five factors, students' responses on "the difficulty of contents" are largely different from the average value.

Table 4. 2

Mean and SD of each statement and the overall value concerning the factor of the difficulty of content

No.	Statement	Mean	SD	Interpretation
1	I think if I only use English in the EFL classroom it would make me confused about the difficult content.	4.18	0.927	High
2	I often switch complex content into my L1 for understanding.	4.05	0.783	High
3	I believe that translanguaging makes some complex content more understandable.	4.04	0.818	High
	The difficulty of content	4.09	0.845	High

Table 4.2 demonstrates that the postgraduate students are strategically using translanguaging for understanding when they meet the complex content (item 3, M = 4.04, SD = 0.818). item 1: *I think if I only use English in the EFL classroom it would make me confused*

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about the difficult content was rated highly with the mean of 4.18 (SD = 0.927), which indicates that the English-only classroom is certainly making them confused about the difficult content, and the value of SD also shows that the perceptions among them are largely different in contrast with other two items. Followed by item 2: *I often switch complex content into my L1 for understanding* illustrates that students are often switching between languages for understanding with a mean of 4.05 (SD = 0.818).

With regard to the findings of the factor of content difficulty, the indication showed that translanguaging as an assistance to scaffold the language resources and can facilitate students' comprehension during the instruction in other circumstances. Moreover, the restriction of the first language to be used in the target language classroom gives rise to the confusion of the content. As far as the study conducted by Nuthikmah et al. (2020) is concerned, pedagogical translanguaging can eliminate the mistakes, making the difficult task complete and manageable. It also deemed that translanguaging should be defined according to the context, Cenoz and Gorter (2020) supposed that the translanguaging implemented in the pedagogy implies the language entities are separated from each other, hence, with the transparent boundary of translanguaging practice that can be used to the language learners for a deeper understanding of the complex contents. Furthermore, these findings as regards the content difficulty indicated that the translanguaging should not be conceived as a linguistic phenomenon explains, Li (2017) illustrated the nature of translanguaging is dynamic and integrated, translanguaging therefore is revitalized as a process of knowledge construction by him.

In relation to the result of this finding, which can be also evidenced by García (2009) who emphasized that translanguaging can assist both the learner and teacher to make meaning and enhancing the comprehension of the confusing terms during the process of teaching and learning. The difficulty of the content is a main external factor in the translanguaging study. Speaking the findings of the quantitative results of this research, it showed that the postgraduate students are aware of using translanguaging can deepen understanding of the complex content, and a big proportion of them often translanguage. In the process of the transformation between languages, the difficulty will be effectively reduced. Thus, in conclusion, the emergent bilinguals and teacher translanguage for the purpose of understanding and meaning-making, the difficulty of content influences students to use translanguaging as well.

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Table 4. 3

Mean and SD of each statement and the overall value concerning the factor of the willingness to use L1

No.	Statement	Mean	SD	Interpretation
4	I believe using L1 in the classroom does not impede L2 learning.	4.05	0.738	High
5	I am willing to provide assistance to peers using translanguaging during classroom activities.	4.14	0.841	High
6	I prefer L1 usage to be agreed upon at the beginning of the course and maintained throughout.	4.07	0.773	High
7	I believe that my L1 can help me to learn the target language.	4.20	0.728	High
8	I am willing to use my L1 to brainstorm during classroom activities.	4.01	0.852	High
9	I believe that a full understanding of L1 will be good for me to express in the target language.	4.15	0.696	High
The willingness to use L1		4.10	0.774	High

According to Table 4.3, students believe the L1 usage can help them to learn the target language (item 7, M = 4.20, SD = 0.728) and prefer the L1 to be agreed in the classroom (item 6, M = 4.07, SD = 0.773). They also think that using L1 does not impede the L2 learning (item 4, M = 4.05, SD = 0.738) and a full understanding of L1 is also good for them to output in the target language (item: 9, M = 4.15, SD = 0.696). What is more, students believe the L1 is important in the classroom activities and are willing to assist their peers (item: 5, M = 4.14, SD = 0.841) and to brainstorm (item: 8, M = 4.14, SD = 0.841) during the activities.

As far as the result is concerned, students are willing to use their first language in the EFL classroom and believe that the moderate use of the first language does not impede English learning. Moreover, Pedagogical translanguaging circled a safe space for students to use their linguistic repertoires to practice during the instruction, therefore, the co-learning between the students can be an advantage while using translanguaging, which allows the student to translanguage with their partners in the activities. And also, under full understanding, students can output in English easier.

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These findings can also support the previous study conducted by Swain and Lapkin (2000), who stated that students who use the first language can function the understanding, the learning of vocabulary and grammatical items, and interpersonal interaction (Swain & Lapkin, 2000). Interestingly, these findings regarding the classroom activities and its joint usage of the first language, which indicate the students highly agree to translanguage for the aim of assisting each other and the task clarification in the classroom. Thus, using the first language for task management and task clarification help students to assist each other and argue the point, and explain the complex items (Storch & Wigglesworth, 2003).

Table 4. 4
Mean and SD of each statement and the overall value concerning the factor of the encouragement of the teacher.

No.	Statement	Mean	SD	Interpretation
10	I am pleased when a teacher clarifies and uses translanguaging during the instruction.	4.15	0.743	High
11	I believe that teachers who use translanguaging can build a bond with students.	4.10	0.830	High
12	I believe that if the instructor uses translanguaging in class, it would be helpful for bilingual students.	4.12	0.772	High
13	I believe that teacher can use translanguaging to help low proficiency students.	4.14	0.759	High
	The encouragement of teacher	4.13	0.775	High

Table 4.4 indicates the vital role of the teacher when using translanguaging during the instruction (item: 10, M = 4.15, SD = 0.743), students believe that teacher use translanguaging can help both bilingual (item: 12, M = 4.12, SD = 0.772) and low proficiency students (item: 13, M = 4.14, SD = 0.759). Significantly, item 11: *I believe that teachers who use translanguaging can build a bond with students* shows that students believe when teachers using translanguaging can build a positive bond with them with the mean of 4.10 (SD = 0.830).

It can be seen in the findings that teacher facilitates students to practice the language in the pedagogical translanguaging classroom can build a rapport with students. As the results showed that teacher translanguages in the classroom can help the emergent bilingual learners and those who have low proficiency in the target language. As García mentioned in her

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previous classroom observation, translanguaging in teaching provides rigorous instruction and maximizes the interactions that can expand the linguistic repertoire and assist meaning-making (García & Li, 2014).

What is more, students are highly appreciated, and a positive bond well come into being when teacher use translanguaging to clarify certain terms. It can be also seen in the related study by Seham (2020) which indicated that the lower English proficiency learners prefer a thoughtful teacher who uses translanguaging to support the understanding of the curricular content and uses the first language as an approach in the activities of the target language course. The teacher provides a welcoming space for the emergent bilingual learners to use translanguaging in the classroom, which is a beneficial scaffolding to assist students during but not limited in the instruction, in so doing, students are motivated to practice all of their linguistic repertoires.

Table 4. 5
Mean and SD of each statement and the overall value concerning the factor of the metalinguistic awareness.

No.	Statement	Mean	SD	Interpretation
14	I believe that my previous language knowledge can promote the learning of other languages.	4.18	0.731	High
15	I think that studying a new language can also extend my metacognition on language learning.	4.10	0.822	High
16	I am capable of using my L1 knowledge to learn the target language.	4.08	0.754	High
17	I believe that metalinguistic knowledge is crucial to mastering a new language.	4.17	0.814	High
18	I believe that the knowledge behind my L1 is transformable and translanguaging can scaffold this knowledge together.	4.19	0.797	High
Metalinguistic awareness		4.14	0.784	High

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Table 4.5 demonstrates that item 14: *I believe that my previous language knowledge can promote the learning of other languages*, item 15: *I think that studying a new language can also extend my metacognition on language learning*, and item 17: *I believe that metalinguistic knowledge is crucial to mastering a new language* are rated highly with the mean of 4.18 (SD = 731), 4.10 (SD = 822), 4.17 (SD = 814) respectively. Furthermore, students believe that the knowledge behind their L1 is transformable and translanguaging can scaffold this knowledge together (item: 18, M = 4.19, SD = 0.797) and they are capable to use their L1 knowledge to learn a new language (item: 16, M = 4.08, SD = 0.754).

Bilingual materials and the translanguaging pedagogy contribute to the development of metalinguistic awareness (García & Khano, 2014). As regards to the findings, the postgraduate students' metacognition concerning language learning helps them to use the previous language knowledge to learn a language. It can be seen in the statistic result that students believe metalinguistic knowledge is also crucial for learners to master a new language. Moreover, the language knowledge facilitates the learning of the target language and the knowledge behind the language resources is transformative, the knowledge behind the language can be closely scaffolded through translanguaging, therefore, to promote the learning of other languages.

The comments above are strongly supported by Cenoz and Gorter, they deem that there are some limitations about the pedagogical translanguaging used to develop the vocabulary in a different language which is linguistically distant or attributed to the unrelated scripts, to develop the metalinguistic awareness and pragmatic and discourse competence is one possibility to deal with this practical issue (Cenoz & Gorter, 2020). Pedagogical translanguaging activates learners' linguistic resources and can develop their metalinguistic awareness (Cenoz & Gorter, 2020).

In conclusion, multilingual students' metalinguistic awareness assists students to learn and use language, pedagogical translanguaging provides a trans-space to extend and upgrade these language resources. The capacity of using linguistic knowledge to learn language creates the available zone for multilingual students to use translanguaging purposefully, instead of using it as a simple switching tool. It is also recalled that the original aim of pedagogical translanguaging is to soften the boundary between the separated language entities (Cenoz & Gorter, 2011), metalinguistic awareness shapes and navigates the language knowledge to be transformable.

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Table 4. 6

Mean and SD of each statement and the overall value concerning the factor of the social and parental support.

No.	Statement	Mean	SD	Interpretation
19	I believe that living in a bilingual community can learn the target language faster.	4.23	0.722	High
20	I think students growing up in a bilingual family will be strongly beneficial for L2 learning.	4.22	0.783	High
21	I believe that dual-language development cannot lack social support.	4.18	0.800	High
22	I believe that translanguaging will be a useful strategy to promote bilingual development in society.	4.21	0.742	High
Social and parental support		4.21	0.761	High

According to Table 4.6, item 19: *I believe that living in a bilingual community can learn the target language faster*, item 20: *I think students growing up in a bilingual family will be strongly beneficial for L2 learning*, item 21: *I believe that dual-language development cannot lack social support* and item 22: *I believe that translanguaging will be a useful strategy to promote bilingual development in society* are rated highly with the mean of 4.23 (SD = 0.722), 4.22 (SD = 0.783), 4.18 (SD = 0.800), 4.21(SD = 0.742) respectively.

The multilingual environment offers more chances for people to acquire various languages, as far as the findings of this study are concerned, those language learners can learn the target language faster once immersing themselves into the bilingual environment where the target language is involved. Moreover, the bilingual family also plays a vital role in language learning, especially for the families where the target language is being used in their daily communication, which will be easier for their children to learn and apply it in and out of school.

In the case of English, it is globally recognized as lingua franca and widely taught as the second or foreign language in the expanding circle and outer circle of world English. Therefore, social needs, such as international business, diplomatic issues, and so on, will lead to the evolvement of bi/multilingualism. Despite different regions have their different arguments about multilingualism, the social and family environment is an indispensable

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component to revitalize ESL or EFL education. As supported by Van Der Wildt et al. (2015), the social homophily and the reduction of the home language hinder the implementation of translanguaging, overall speaking, the application of translanguaging is affected by the social and family support, also, the social and family support can reflectively act on to the use of multi-language.

Table 4. 7
Mean and SD of each statement and the overall value concerning the factor of the proficiency of target language.

No.	Statement	Mean	SD	Interpretation
23	I agree that high proficiency in the target language can facilitate bilingual development.	4.10	0.756	High
24	I agree that translanguaging can be applied among emergent bilingual students effectively.	4.19	0.705	High
25	I believe that translanguaging enables the participation of lower English proficiency students.	4.16	0.825	High
26	I agree that once I acquire high proficiency in the target language it will be easier to switch between L1 and TL.	4.22	0.670	High
The proficiency of target language		4.17	0.741	High

Table 4.7 illustrates that the higher proficiency in the target language can facilitate bilingual development (item: 23, M = 4.10, SD = 0.756), and which makes students easier to switch between L1 and target language (item: 26, M = 4.22, SD = 0.670). Students highly believe that translanguaging can be implemented to the emergent bilingual students (item: 24, M = 4.19, SD = 0.705) and promote the participation of the low English proficiency students (item: 25, M = 4.16, SD = 0.825).

As shown in the findings, which presents that the students' target language proficiency affects the use of translanguaging. Once achieved the high proficiency in the target language (in this specific context, the target language refers to English), the students' bilingual capacities, thereafter, follow closely to develop. Moreover, translanguaging creates the trans-

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space and enables the participation for the emergent bilingual students, which is highly ranked from the statistic results.

These findings recalled the previous study by Seham (2020), it showed that the students with the intermediate level of English whose minds works in their first language in parallel with English simultaneously, and suggested that the translanguaging can be a strategical teaching supplement for EFL teacher to use for communication in the classroom. What is more, translanguaging can reduce the intermediate language learners' frustration during the discussions in the classroom, which is also evidenced by Nurhikmah et al. (2020) who stated that translanguaging facilitates students to understand, therefore, to build students' confidence then overcome the obstacles in the target language.

4.2 Results of Qualitative Data and Discussion

The discussion is to answer the second question: how do students perceive translanguaging as a pedagogical practice? And the pointed to the objective two: to investigate how graduate students perceive translanguaging as the main approach in the bilingual classroom. The discussion is based on the results of the qualitative data which is derived from the interview.

4.2.1 Results of the Qualitative Data

The results of the qualitative data were derived from the interview questions. Each question will be analyzed by content analysis to investigate the perceptions from the transcripts of the interview. The findings are presented as followed.

Question 1: "Would you prefer your L1 to be agreed upon at the beginning of a course and maintained throughout?"

From the findings of the following transcript, the respondent indicated that the students agreed with L1 usage in the classroom for understanding. This statement is supported by these excerpts from three of the interviewees during the interview:

> *Extract: I prefer that the first language is used only when there are some points that are difficult to explain for teacher or to understand for students during lessons, and not necessary for teachers to let students use their first language throughout a lesson (Interviewee B).*

> *Extract: I partially agree with this question, I think too much assistance from the first language will reduce the opportunity to input the target language. But if there is no help from the first language at all, students may not be able to catch the point at the beginning of the class and feel too difficult in the entire class (Interviewee D).*

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> *Extract: They need L1 to link the concept of other language learning, and L1 can help them to comprehend. But for high-level learners, if it is possible should provide more chance to use the L2 (Interviewee F).*

This indication demonstrates that the use of the first language in the target language classroom should be moderate, and students prefer to practice more in the target language as they believe that learning a new language should focus on the target language. Meanwhile, they stated that the usage of their first language can certainly facilitate the understanding of the difficult content, first language can be a tool to link between languages, rather than totally restricting students to use it. However, there is also a voice notified that using too much first language reduce the chance to use target language, thus even if the first language does assist the understanding of target language, learners should pay more attention to learn and use target language.

As illustrated above, the postgraduate students hold a strong belief that if there are some information complicated for them to understand, the first language can assist to construct the meaning-making mechanism between their first language and target language. But moreover, the target language environment is more important, they suggested that the teachers should create more opportunities for students to use the target language to acquire the proficiency, and the welcoming zone of using the first language is also appreciated when explaining sophisticated terms.

Question 2: "What is your opinion on the claim that the application of L1 in pedagogy will dominate L2 acquisition?"

The results illustrate that the first language use in the target language classroom can certainly dominate the language learning, but the second language acquisition should notify the process of cognition and the mother tongue transfer. These findings are derived from the three interviewees in the interview.

> *Extract: The first language has an effect on second language learning, we call (it as a) positive transfer of mother tongue. Like for example, when Chinese students learn Thai, they would find some grammatical structure and the word order are very similar to Chinese language, students can use this mother tongue's advantage to learn Thai easier, so that is positive transfer of mother tongue. In this case, students use their first language can help them to understand the foreign language easily and deeper (Interviewee B).*

> *Extract: Acquisition is different from learning, the application of the first language does help the second language learning, but may work oppositely to acquisition. The acquisition needs the relevant language environment to gain it, and mostly prefer no consciousness input and output. But learning is*

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*built on understanding and consciously language switching. To conclude, the first language plays a key role in the second language learning, but may not dominate the second language acquisition **(Interviewee D)**.*

*Extract: I agree with this claim. Because when someone start to learn a new language that you don't have any background knowledge in that language, learning assisted by first language can help learners to understand directly. It is obviously. And for some languages have similar grammar rules, which means if your first language and second language have same language family (root), they can use their first language to help the second language learning **(Interviewee F)**.*

From the excerpts, most of the students positively comment that the first language can be utilized for understanding. But one of the interviewees stated that language learning should be differentiated from second language acquisition. What is more, another interviewee (B) mentioned the mother tongue transfer during the target language learning process, which supports that the second language acquisition. Also, the positive mother tongue transfer gives a place to cultivate a new process on the second language learning and thinking.

In conclusion, the indication shows that the first language used in the pedagogical practice should address whether the purpose is for learning or to acquire language separately. In the learning process, students prefer to use their first language to understand, and the first language can be a vital role to learn the language. However, the process of second language acquisition is more complex than second language learning, some extra factors should be considered, such as the second language environment, mother tongue transfer, psychological factors, cognition, and so on.

Question 3: "What do you believe is the role of the instructor in the multilingual classroom?"

It can be seen in the findings that instructors are significantly important in the multilingual classroom. The instructor motivates the students by advising and stimulating them to learn and use the target language, thus there is an interviewee drew an analogy between the instructor and a leader.

*Extract: The role of the teachers, maybe like a leader, to stimulate or to make student to practice more, to speak more, or maybe sometimes the teacher will be integrated into the student, to talk to them together **(Interviewee A)**.*

Also, some students think that teacher should role as the facilitator to help students to learn the language in the multilingual context, offering supports for those who are in need or giving advice during the class. This indication is derived from the excerpt from the interview.

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Extract: I think the teacher is a facilitator in a multilingual class. Because the function of teacher in the multilingual classroom is to offer support and give some advice to students when needed **(Interviewee C)**.

Extract: When the instructor is teaching in a multilingual classroom, also, create a language environment can make students be more acquainted with this language. It is very important to facilitate the students' language sense when learning a language **(Interviewee F)**.

What is more, instructor roles as the guidance and the consultant in the classroom.
Extract: Firstly, we have to define the types or purpose of the multilingual classroom, if the class is only for a second language learning, for example in intensive reading class for the English major students. The instructor will play a guide or a consultant role, which may deepen students' understanding through questioning or discussion. And, what's more, if the class is for extra purpose, and second language is only an intermedium to learning knowledge, for example, learning math in English. The instructor's first task should make the knowledge clear to the students firstly. Therefore, the first language is needed to help deliver the knowledge to the students **(Interviewee D)**.

Extract: For the multilingual classroom, I think for those learners who have not come into contact with other language before, which means they are the (language learning) beginners. The instructor will be the guidance for those learners **(Interviewee F)**.

Interestingly, one of the interviewees states that the instructor can also be the language compensation in the classroom, which means that the instructor creates a multilingual environment in which students have a limited chance to immerse themselves in the multilingual environment and encourage students to communicate in the target language as much as they can, in so doing, students' multilingual capacities can be promoted.

Extract: For those learners who have no multilingual environment, instructors, they make up for the force from multilingual environment, encourage learners to communicate, and offer chances to students to use second language **(Interviewee E)**.

In conclusion, these responses suggest that the instructor positively performs such roles as a leader, facilitator, guidance, consultant in the multilingual classroom, but in where multilingual education is under development, an interviewee believes that the instructor should create more chances for students to achieve target language proficiency in advance. Thus, the findings show that the instructor is crucial in the multilingual classroom.

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Question 4: "What is your opinion regarding whether the instructor should encourage and promote students to use their L1 in the EFL classroom?"

The findings indicate that the instructor should give a welcoming zone in the classroom for the students to use students' first language for a meaning-making purpose. But students prefer to immerse themselves in the target language environment because they believe that the more practicing, the more language is gained. Thus, in the EFL classroom, the instructor's encouragement under the language learning needs is appreciated by students. The indication is supported by the following excerpt during the interview.

> *Extract: Whether or not to use first language should be based on needs. In other words, using first language is not always necessary, which means if students can understand what the teacher says in the classroom, then they don't need to speak first language. Otherwise, they can make use of the first language knowledge to help them to understand what teachers say (Interviewee B).*

Moreover, instructors encourage the students to use target language can cultivate students' second language thinking, meanwhile, assisted with their first language thinking logic, students can distinguish how different language thinking logic works. Therefore, instructors should pay attention to create more opportunities for students to that weaker language, but completely restrict the first language assistance is also unnecessary. There is an excerpt from one postgraduate student, which can fully support the above statement as shown below:

> *Extract: The logic of first language thinking, mostly, is different from the logic of a target language thinking, using first language too much in the EFL class does harm to cultivate the target language thinking habits and may cause the chaos during switching between languages, and hardly allows students to acquire an authentic local language (Interviewee D).*

The instructors in the EFL classroom are important to motivate students to practice the language. However, when encouraging the student to translanguage, the instructor should also assist with a proper pedagogy to promote the weaker language or target language (here is English). Instructors' encouragement of language usage in the EFL classroom should have many considerations. Meaning-making for complicated terms is acceptable for most students in the interview but using too much first language in the English as a foreign language classroom, will certainly hinder the cultivation of English logic during the learning process.

Question 5: "What is your opinion about whether switching complex content into L1 can deepen comprehension?"

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This finding shows that the content difficulty makes translanguaging more flexible for both teachers and students to use in the classroom, which means students prefer to use the dominant language to help the understanding of the weaker language. To translanguage the specialized contents into students' first language during the process of language switching will facilitate comprehension and be beneficial for second language output. This statement is derived from the comment in the interview, and the excerpts are presented as follows.

> **Extract:** *That is what I usually do. The complexity is from the unfamiliar vocabulary or its unfamiliar usage and the meaning behind the syntax. Switching the content into first language to some extent can reduce difficulty.* **(Interviewee E)***.*

On the other hand, there is still a comment concerning the way of meaning-making in the first language that can assist students to understand the complicated knowledge in the weaker language. Nevertheless, if students could use the simple and easier expression in the target language to know the complex content in the target language, which can construct students' target language thinking. This finding is concluded from the excerpt in the interview as shown below.

> **Extract:** *I think, in many cases, when students meet some complex contents, it is so hard for them to understand even when teacher explain again and again. In that case, the teacher can use their first language to let them to understand immediately. But I think another alternative is, teacher should try to switch the complex content into simple expressions in target language. And students also should try to explain difficult or complex words with simple words. So, if they do, it can help them to use this kind of thinking of foreign language.* **(Interviewee B)***.*

In conclusion, using the first language to help weaker language is preferred by most students. Moreover, the difficulty of the content does affect both teachers and students to use translanguaging in the classroom, but to learn the target language, there is still a sound position to rethink the practical language learning and translanguaging usage in the classroom.

Question 6: "How do you perceive that metalinguistic awareness of multilingual students can affect language learning?"

The findings show that metalinguistic awareness is important to the language learner, metalinguistic knowledge facilitates students to reconstruct the link or the network between different languages. It can be seen in the excerpt as follow.

> **Extract:** *I agree with that. As I just mentioned, that's why someone can master many languages at the same time. They know the rule of learning languages. They can compare different languages and can easily understand why it is.* **(Interviewee E)***.*

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Critically, even if the metalinguistic knowledge based on the first language can be a tool to link between the first language and the target language, it can also hinder the emergence of target language thinking. As the excerpt below.

> *Extract: Multilinguistic awareness does affect language learning; it can be a source to link to the target language. Well, it also hinders the local language skills and thinking logic (Interviewee D).*

From the indication, metalinguistic awareness has an influence on second language learning. Some interviewees believe that multilinguals' metalinguistic awareness does facilitate students to learn other languages. Meanwhile, there is also a comment that believes that despite metalinguistic knowledge being a link between languages, it may hinder target language thinking if it is utilized by an emergent second language learner. Therefore, in conclusion, multilinguals' metalinguistic awareness can promote them to acquire different languages, but for the beginner, their metalinguistic knowledge pertaining to the first language is certainly negative the emergence of target language thinking logic.

Question 7: "Speaking about society. Do you think that social support is crucial to developing multilingual education?"

The results indicate that social support is indispensable to the development of multilingual education. There were various factors concerning the social support mentioned by the interviewees, for instance, governmental support, social ethos, diplomatic issues, vocational development, culture, economy, and globalization. These indications are supported by the following excerpt from the interview.

> *Extract: Multilingual education involves not only education in school, and involves multi-culture integration and multi-culture tolerance and multi-culture applications in the society. So that, it is a huge topic. Definitely, it will help school and students to immerse in this multilingual environment, and are accordingly improve their multilingual ability (Interviewee B).*

> *Extract: The learning environment has a good impact on learner. So, if country or government can give more supports to multilingual education, this will certainly have a great help for the multilingual education. For example, the differences between students studying in international school with the English as a medium and the students studying in the public school, the differences are very clear (Interviewee C).*

> *Extract: The social ethos promotes the development of a multilingual education, especially in the open-economic countries and regions (Interviewee D).*

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Extract: That is the reason why so many people choose to leaning English as second language because of globalization. Countries are connected closely in nowadays, not only study requirement but also jobs requirement are encouraged people to acquire more languages that will more helpful for their future careers (Interviewee F).

Social support is a huge topic, which is significantly expected by the stakeholders who need to learn the language. Interviewees considered that society should not only provide a multilingual environment but also other soft supports, such as multi-cultural tolerance. Moreover, the social ethos regarding the multi-language speaking capacity also certainly creates a zone for the evolvement of multilingual education. Different needs make the requirement of multilingual education to be realized in the related domain, accordingly, which motivates the students to further the pathway of language learning. In conclusion, social support plays a key role in multilingual education, different needs make the importance of social support to be revealed.

Question 8: "What is the role of families in multilingual education?"

It can be seen from the findings that multilingual families can provide more chances for their children to acquire the different languages concurrently. An example was given and suggested that the family multi-language environment assists children's language acquisition while communicating. The statement above is supported by the following excerpt.

Extract: I think the main function of language is to communicate. So, family can create an environment of the use of multiple languages. For example, there is a child, his mother comes from France, and his father is Chinese. So maybe his mother and father communication in English, in this case, this child may acquire three languages at the same time, Chinese, French and English. So, it's very clear that the child can acquire this ability in the multilingual family. So family is a very important role to give the students multilingual learning environment (Interviewee B).

Extract: I think the family also plays the vital role multilingual education, we can see from the experience of those mixed-blood children, they know three or four languages even they are very young, because their mother and father or their grandparents know different languages, so that you can see the differences. And after I learned the language, I also want to create the multilingual environments for my children (Interviewee C).

Parents attach importance to children's multilingual development, which was deemed that a child who has the multilingual input from the family can acquire the capacity to speak a different language. Meanwhile, the multilingual family environment is preferred by

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interviewee C who believes it will help the children's multi-language speaking ability once a multilingual environment is obtained.

Question 9: "What is your opinion about whether target language proficiency may affect the implementation of translanguaging?"

There is a general consensus of opinion between the interviewees, the proficiency of the target language proficiency certainly affects the practical implementation of translanguaging. For the second language learning beginners, meaning-making through translanguaging is an acceptable pedagogical approach to utilize in the classroom, moreover, the teacher should indeed use translanguaging to assist low proficiency students to understand the target language. This statement is supported by the excerpt from the interview.

> *Extract: I think the target language will affect the implementation of translanguaging. For example, the role of the teacher in the classroom is to transfer knowledge to the students, and as an English teacher, if you want to teach some knowledge, you need to translate the target language into your mother tongue at first, you need to understand by yourself at first, then you use your first language to translate this kind of information to your students* **(Interviewee C)**.

However, the need to use translanguaging seems lower among the high proficiency students, which means the bilingual students whose second language acquisition is more advanced can also use their restored linguistic repertoire to learn a new language positively. Also, what is more interesting, the modularity of the mind of the bilingual makes them different from the monolingual and the language thinking in their minds can facilitate the new language learning. The comment is based on the excerpt in the interview.

> *Extract: In my opinion, different language means different way of thinking, so if you master a language means you can master a new way of thinking. So, that will help you, that means you have restored, you have many kinds of the way of thinking in your mind. So, when you plan to learn a new language, you need automatically consult your mind to learning a new target language. So, if a person speaks one foreign language, it is easier for them to learn second, third foreign language, that because they have accepted more than one thinking pattern in their mind. So, I think the target language proficiency affect the implementation of translanguaging positively* **(Interviewee B)**.

Pedagogically speaking, there is also another respondent who suggests that the inverse relationship between the needs to use translanguaging and target language proficiency, that the lower proficiency, the higher the demand of using translanguaging; the higher proficiency, the lower demand of using translanguaging. Nevertheless, this comment regards the purpose of meaning-making and understanding for the second language learner in the class.

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> *Extract: There is a relationship here that the target language proficiency is higher, the need of implementation of translanguaging is lower. And that is to see if the target language skills are good enough, for you, there will be less need to learn it through the first languages help. And the first thing is the target language proficiency, let's set it as A. And, the need of the implementation of translanguaging, let's set it as B. If the A is higher, the need is lower. And if the A is lower, the need will be higher **(Interviewee D)**.*

In conclusion, the target language proficiency does affect the implementation of translanguaging in the classroom. As the emergent bilinguals who learn the second language at the very beginning, which means they know little about the second language, the use of translanguaging can be a tool for students to understand and to do meaning-making. But for those who have achieved the advanced level in the second language, translanguaging pedagogy should be reconsidered by the teacher in the classroom.

4.2.2 Discussion of the Qualitative Data
Pedagogical Translanguaging for Emergent Bilingual to Understand
The findings of this study concerning the first language application in the target language classroom indicated that students prefer to use their first language to make meaning for a better understanding when encountering the difficult content. However, the consideration with regards to the mother tongue transfer, students are redundant to use too much first language in the target language course since it hinders the second language learning.

For emergent bilingual learners, pedagogical translanguaging is a useful tool to assist students to lay a solid knowledge foundation in the target language, furthermore, the first language can also link the knowledge behind the language. Translanguaging is not a simple concept of additive language learning, despite it can be generalized from the pedagogical implementation to everyday cognitive processing and from the educational setting to every bilingual's life (Lewis et al., 2012, p. 7), there is also a support of monolingual ideology in the second language education. A claim derived from the interview, which suggests that translanguaging is a useful tactic used in the EFL classroom, but the usage of the first language should be moderate and the target language environment is more preferred. In the comparison with those students who are studying at an international school where English is the medium of instruction, they have more chances to practice and acquire English than those students who are studying in public school. In that case, it leaves much to be considered how the first language used in the EFL classroom, there was a point of view believe that despite the pedagogical translanguaging can scaffold the language resources, the instructor should also provide the target language environment for the students since the second language development cannot leave an authentic language practice within the language environment.

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The Necessity of the Target Language Environment for Second Language Acquisition

Second language acquisition is perceived as a complex process while second language learning is focusing on the process of learning the language. An indication of this study shows that the role of the first language in the pedagogy aims to dominate second language learning, but acquisition is not as simple as the process of learning. The schooling conditions among the institutions, especially for ESL and EFL countries, are different and have some limitations to immerse students into the target language environment, hence, both teachers and students have little chance to acquire language unconsciously. As regards to the truism of the difference between language learning and second language acquisition, according to Krashen (1981) who emphasized that language acquisition is unconscious, so that it is often happening in daily life, for instance, "conversing, reading a book, listen to the radio" (Krashen, 1983, p. 136). Nevertheless, to learn language deliberately which is typically happening in the class, thus students learn a language with the consciousness for the intended purpose. Krashen (1983) also indicated that knowledge will be also restored in the human brain consciously if it is learned with consciousness. Reading a book is a typical acquisition process while it is also a learning process (Krashen, 1983), concerning the discussion of these study findings, the first language used in the pedagogy can certainly dominant the second language acquisition, but it should be differentiated that the pedagogical usage of the first language is more focusing on the learning process while the second language acquisition focuses on the target language unconsciously input. So that, the first language as a tool for meaning-making can consolidate the learning of target language, but the target language should be given more attention by both teacher and students in the classroom, instead of using the first language throughout the course, but using the translanguaging to scaffold the development of the dual language.

Target Language Proficiency and Pedagogical Translanguaging Adaption from Natural Translanguaging to Official Translanguaging

The findings regarding translanguaging as a tactic in the target language teaching indicated that its implementation should consider students' target language proficiency, in other words, the proficiency of the target language does influence the use of translanguaging in the classroom, which can be also supported by the quantitative findings of the current study. An indication shows that the proficiency in the target language is lower, the needs of using translanguaging will be higher, so that there is an emergent consideration with regards to the target language development and the purpose of using translanguaging in its different phase. With the development of the target language, students crossed between the point of emergent bilingual and bilingual, the use of translanguaging should be different.

Williams (2012) differentiates the concept between the natural translanguaging and official translanguaging, the natural translanguaging refers to both teacher and students using translanguaging to ensure understanding, the official translanguaging refers to teacher asks students to understand by using their full linguistic repertoire and it focuses on the interaction between teacher and students. So that, students can use translanguaging to interact with both teacher and students by fully applying their both language resources, thus the implementation

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of pedagogical translanguaging can be upgraded from the meaning-making level to the practical application by practicing two languages simultaneously. Hence, in conclusion, as regards to the consideration of the qualitative findings, the implementation of pedagogical translanguaging should pay attention to students' target language proficiency. For the Emergent bilinguals, pedagogical translanguaging is used for meaning-making and explanation. In contrast, a suggestion derived from the interview excerpt illustrated that the intermediate students should use pedagogical translanguaging for different learning objectives, such as to ensure dual-language understanding instead of only for partial understanding by switching the target language into the first language.

It is helpful to encourage language learning beginners to use translanguaging to ensure understanding. However, using translanguaging for those intermediate level students should focus on dual-language simultaneous development, the purpose for them to use translanguaging is to ensure the complete understanding by their whole linguistic repertoire, thus in so doing, students can be critical during the process of discussion. In other words, the usage of the first language does help the learning of other languages, for example, the grammar-translation teaching method is typically used in the teaching EFL classroom, the usage of the native language is crucial to assist students to translate between languages. However, what should be considered is how to adapt the pedagogy in different phases of learning and different level of students. Hence, the pedagogical adaption is not antagonistic to the implementation of pedagogical translanguaging.

Multilingual Education and Learning English as a Foreign Language (EFL)

To be sure, the interviewees did not deny the monoglot practice of target language and believe that the language immersion program creates more chances to acquire and practice the target language. Meanwhile, there are still some comments from the current study believe that multilingualism is a trend in social, family, and educational context. Concerning the engagement of family and society, which brings the society and school closer to the development of multilingual education. García and Lin (2017) emphasized the importance of inclusion facilitates knowledge production since it expands the understanding of the world to blend the various point of view, as well as the epistemologies of linguistic and cultural practice (García & Lin, 2017, p. 11).

Bilingual education aims to develop students' ability to use and speak different languages in the classroom, there is a belief illustrates that language loss and shift have been undergone and faced to be marginalized by some national groups, hence it is important and necessary to carry foreword the bilingual education to revitalize these endangered languages (García & Lin, 2017). As far as the findings are concerned, several factors make English as a prestigious language used internationally such as globalization, international business, globalized economy, diplomatic issues, social ethos, and vocational development. An indication shows that most English speakers are multilingual around the world, English is one of the languages in their linguistic repertoire (Cenoz & Gorter, 2020). The use of English as a

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lingua franca tightens the connection among nations, states, countries around the world. The information from the interview seems to suggest that learning English as a second language should give more space for students to practice, however, under the current schooling conditions in the region of expanding circle of world English, there is little English language environment offered to the students since the native language of instruction has been socially constructed. Thus, language compensation in the EFL classroom is suggested by the interviewee. An indication from the interview also pointed out the demands to implement language education, pedagogical translanguaging brings more possibilities to practice the language strategically, as well as to help understanding during the instruction of the EFL classroom.

5. Conclusion

The findings of this study indicate that the different factors highly influence the use of translanguaging in the pedagogy, these factors can be concluded to two dimensions: external factors and internal factors. Furthermore, an important suggestion from the indication of this study shows that the emergent bilingual students translanguage can certainly assist them to make meaning, but for the intermediate students, it is necessary to find the pedagogical adaption towards the implementation of translanguaging in the advanced bilingual students. So that, as regards to the current study, pedagogical translanguaging does help emergent bilinguals to learn the language, with its implementation which will decrease some potential difficulties while learning a new language. However, extra consideration is the need to implement the pedagogical adaption upon different learners.

Dynamic system theory as guidance for the teacher to choose the teaching method is a possible option for adapting the pedagogical translanguaging in the different language learning phase. For instance, instead of directly translate or switch the content into the native language, use translanguaging for a critical discussion in both languages. The language is co-constructed with the human and the environment (Herdina & Jessner, 2002), so the pedagogy implementation should consider the objectively existed external and internal factors. The external factors are derived from the surroundings such as society, family, and school, the internal factors focus on the individuality differences of people such as the language capacity, metalinguistic awareness. These factors assert that the implementation of pedagogical translanguaging enables the stakeholders such as teachers and researchers to adopt it for EFL teaching within the considerations of diverse respects. So that, there are some suggestions concerning its practical implementation.

On the one hand, learning the target language in the non-native regions guides the necessity to adapt the pedagogical translanguaging. For the emergent bilingual learner who intends to learn English as a second language, the monoglot ideology of English language teaching and learning seems to be untenable since the tremendous lack of the English interacting space to be provided. The pedagogical translanguaging indeed scaffolds the separated unilingual resources of the bilinguals, to be sure, the emergent bilingual students can

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also translanguage for meaning-making. Hence, the findings of the current study suggested that the adaption of pedagogical translanguaging should consist of the context and the proficiency of the target language. It is not easy to go against the monolingual ideologies, especially for ELT, the qualitative data showed that the main point of a language course should pay more attention to the target language, using too much first language does harm for the emergence of the thinking of target language. What is more, Aroncena et al. (2015) believe that the main purpose of teaching English is as much as teachers can to immerse students into the English context and to set a high criterion of the target language while learning. In these cases, translanguaging as a pedagogy can be useful for language teaching, but for better development of the target language, the English-only immersion program can provide more chances to exposure to the target language context.

On the other hand, from the perspective of translanguaging, García and Li (2017) propose that the bilinguals' linguistic repertoires are unitary, but to practice a certain language or others, which is expected in the bilingual education programs. And thus, rather than pay much attention to the main instructional language, the practice of another language in the classroom is also available for expanding of linguistic repertoire. Nevertheless, for pedagogical translanguaging, it focuses on the separated linguistic resources which are used during the process of learning. What should be considered is the soft boundary between the first language and second language. It can be seen in the findings that pedagogical translanguaging does role as an important tool for both teacher and students during the instruction. However, as regards to the heterogeneous language backgrounds of the students, the requirement of the teacher seems to be higher than those of monolingual teachers. Even if the teacher is bilingual but whose bilingual repertoire not matches the heterogeneous students, it is complex for the teachers to do the language assessment. What is more, because translanguaging is rooted in Welsh-English education after all, which is difficult to get rid of the influence of American language educational philosophy and culture. Those EFL countries' language environment, education, social and cultural contexts have their particularities, so the implementation of translanguaging should be moderate while exploring ways to localize it as a suitable theory in the field of language teaching.

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