The Use of Translanguaging in Arabic Language Classroom at Higher Education

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Abstract

Arabic teachers have a negative attitude toward translanguaging in the process of learning Arabic. But in fact, they use other languages than Arabic in their teaching. This condition prompts to reveal translanguaging in Arabic language classes. The aim of this study was to explore the patterns of translanguaging in the process of learning Arabic and to reveal the reasons the teachers used it. Case study methods selected for data collection. The result is that translanguaging has a different pattern in each skill taught through input-process-output. On the fourth input process the skill remains using Arabic, whereas for learning nahwu the input process used Indonesian. The learning process of listening and writing skills remains with Arabic; reading skill, speaking skill and nahwu used Indonesia. They use translanguaging in the learning process to ensure students' understanding of content, build communication and to promote their metalinguistic awareness in the Arabic language learning process.

Keywords: *Arabic, Language Learning, Translanguaging, Multilingual*

Abstrak

Pengajar bahasa Arab memiliki sikap negatif terhadap translanguaging dalam proses pembelajaran bahasa Arab. Tetapi sebenarnya, mereka menggunakan bahasa lain selain bahasa Arab dalam pengajaran mereka. Kondisi ini mendorong untuk mengungkapkan translanguaging di kelas bahasa Arab. Tujuan dari penelitian ini adalah untuk mengeksplorasi pola translanguaging dalam proses belajar bahasa Arab dan untuk mengungkapkan alasan para dosen untuk menggunakannya. Metode studi kasus dipilih untuk pengumpulan data. Hasilnya adalah bahwa translanguaging memiliki pola yang berbeda dalam setiap keterampilan yang diajarkan melalui input-process-output. Pada proses input keempat keterampilan tetap menggunakan bahasa Arab, sedangkan untuk pembelajaran tatabahasa Arab proses input menggunakan bahasa Indonesia. Proses pembelajaran keterampilan mendengarkan dan menulis tetap menggunakan bahasa Arab, sisa keterapilan dan tatabahasa menggunakan bahasa Indonesia. Pada proses output semua keterampilan dan tatabahasa menggunakan bahasa Arab. Mereka menggunakan translanguaging dalam proses pembelajaran untuk memastikan pemahaman siswa tentang konten, membangun komunikasi dan untuk mempromosikan kesadaran metalinguistik mereka dalam proses belajar bahasa Arab.

Kata Kunci: Bahasa Arab; Pembelajaran Bahasa; Translanguaging; Multibahasa

Introduction

Translanguaging is emerging as a new trend in second language learning (Fang & Liu, 2020) (Bolkvadze, 2023) in the midst of multilingual language learners. However, Arabic language teachers still have a negative attitude towards translanguaging (Kawafha & Al Masaeed, 2023) (Abourehab & Azaz, 2023), they argued that translanguaging is only a utopian issue which utilisation in Arabic language learning requires a long time (Azaz & Abourehab, 2021). They also still think that monolingual (direct method) was the right approach for Arabic language learning (Xuan & Mei, 2018) (Zahro et al., 2020). However, there is a gap between their attitude and the practice in the Arabic learning process, that in reality Arabic teachers used languages other than Arabic in the learning process in the classroom.

In contrast to the rejection of translanguaging in Arabic language learning, research on translanguaging is massive in English language learning. There are three emerging issues in relation to translanguaging in the last 5 years. First, literature research on translanguaging (W. Liu, 2022; Atta & Naqvi, 2022; Kim et al., 2022; Bolkvadze, 2023; Rasmin & Nur, 2023; Sutrisno, 2023). Second, its application in the second language learning process (Saleem et al., 2023; Dikilitaş et al., 2023; Decristan et al., 2024; Shoecraft et al., 2024; Jiang & Zhang, 2023; Saeli & Rahmati, 2023; Karakaş, 2023; Tai, 2024; Atar & Rafi, 2024; Ghajarieh et al., 2024; Zheng & Drybrough, 2023; Tastanbek, 2024; Cenoz & Gorter, 2022; Jabeen et al., 2021; Qureshi & Aljanadbah, 2022; Arisandi & Sudrajat, 2023; Liando et al., 2022; Nuryogawati, 2023; Riswanto, 2022; Afriadi, 2021; Letarina et al., 2022; Putra & Arifin, 2022), and the third is about the perception of both teachers and students (Burton & Rajendram, 2019; Alasmari et al., 2022; Gorter & Arocena, 2020a; Wang & East, 2023). This research also took one issue, namely application. Even though the issue regarding the implementation of translanguaging abound, learning Arabic has not been discussed.

From some of the growing research, at least three things position translanguaging as a topic that needs to be discussed. Firstly, this approach is one of the approaches suggested by experts in developing sustainable education based on foreign language learning (De La Fuente, 2021). Secondly translanguaging pedagogy can provide new opportunities for language learning and awareness in multilingual education (Cenoz & Gorter, 2020). Thirdly, many English teachers are positive about translanguaging, even in monolingual settings such as Saudi Arabia (Alasmari et al., 2022) and Brisque, Friesland (Gorter & Arocena, 2020b).

The rejection and unpopularity of translanguaging in Arabic language learning raises the question of whether this translanguaging practice is beneficial for Arabic language learning. Because when viewed from the position of Arabic which is the second language studied by most learners in Indonesia (Albantani & Madkur, 2017) (Yusuf & Kasim, 2019) (Sari, 2020) as well as the characteristics of lecturers and students in higher education who have bilingual or even multilingual abilities (Prihandini et al., 2016), thus allowing the practice of translanguaging in Arabic classes. Case studies of Arabic language lecturers utilising translanguaging in Arabic language learning need to be explored more deeply regarding why they use translanguaging and what translanguaging patterns appear in their classes' Arabic language learning process.

This study adds to the literature regarding translanguaging in Arabic language learning. Knowing the pattern of translanguaging by lecturers in Arabic language learning in the classroom can give them a choice of models to be developed in improving certain skills of the four Arabic language skills. The reasons expressed by lecturers as users of translanguaging can be a reflection of other lecturers, and as a consideration whether translanguaging is suitable for use in learning in their classes.

Method

This research is based on qualitative methods, specifically case studies used to examine the translanguaging process in the Arabic language classroom. Case studies are used on the basis of

the consideration of the need for in-depth data about the translanguaging patterns that arise in Arabic language learning both the four language skills and grammar. Through case studies, it is expected that translanguaging that occurs from input-process-output can be categorised. The case study begins with selecting informants, namely with pre-research interviews regarding whether the Arabic classes they teach have a translanguaging process in them.

The data source is a lecturer who teaches Arabic intensively at the beginner level at UIN Maulana Malik Ibrahim Malang. The lecturer of Arabic intensive programme was chosen because the lecturer in the learning process covers the four skills of Arabic language and Arabic grammar, so it is comprehensive. Data collection methods were interviews and observations. Interviews are used to discover the characteristics that arise in the use of TL in Arabic language learning and why the lecturer uses it. Meanwhile, observation was used to see the pattern of Arabic language learning with translanguaging. The data were analysed using Milles and Hubermand where the data gathered were then reduced, presented and conclusion were drawn from the data.

Table 1. Instruments for gathering data

Problem Formulation	How to obtain data	Data obtained
What are the translanguaging patterns in Arabic language learning?	Interviews and observations using interview guidelines and observation guidelines	Patterns that emerge in Arabic language learning classes (listening, reading, speaking, writing, and grammar skills)
Why translanguaging pedagogy is used in Arabic language learning at high education?	Arabic lecturer interview using interview guide	Causes of lecturers utilising TL in Arabic language learning

Result and Discussion

After conducting interviews and observations with lecturers who teach Arabic at the elementary level at the university, a translanguaging pattern emerged in Arabic language learning. The patterns explain the position of translanguaging in the four language skills, namely listening, reading, speaking, and writing as well as grammar learning. These five patterns will be explained as follows:

In Arabic listening skills (*Maharah Istima'*), lecturers give instructions in Arabic. Although at the beginner level, the use of Arabic is still used by lecturers, because it is a general instruction such as the command word "*istami'*". In addition to Arabic instructions, of course the simulants (texts that are listened to) also use Arabic. In the process, students listen to the Arabic simulation, write down what they hear, remember the Arabic and then answer questions based on the simulation in Arabic. At the remembering stage (C1 on Bloom's taxonomy), the learning process still uses Arabic, but in the process of understanding (C3), the translanguaging process appears, both lecturers and students both utilise Indonesian as a tool to understand the simulation.

Figure 1. Translanguaging in listening skill

Translanguaging appears in the learning process of Arabic reading skills (*Maharah Qira'ah*). Meanwhile, the lecturer's input still maintains the use of Arabic in instructions and materials to be taught. In the process of understanding the reading text presented, lecturers try to make students understand by re-expressing some sentences with Indonesian and sometimes local language (Javanese), for familiar terms. Students in the process of understanding the text also utilise their language repertoire, before re-expressing it in Arabic at the output, this is evident in their notes on the text they are studying.

Figure 2. Translanguaging in reading skill

Next are Arabic speaking skills (Maharah Kalam), where translanguaging appears at the process stage, similar to Arabic reading skills. Lecturers provide input using Arabic, especially in instructions. After the instructions are given, students begin to react by preparing the results in Arabic, using their language repertoire in composing the utterances that will be produced. For example, the instruction is in the form of recounting daily activities using a simple recount text, then in its preparation students are assisted by lecturers using Indonesian to compose orientation, sequence of events, and re-orientation in Indonesian. So that the output presented is in the form of Arabic that has been organised, with the help of the Indonesian language. For productive skills both speaking and writing, it is mandatory to construct (C6) into Arabic.

Figure 3. Translanguaging in speaking skill

Arabic writing skills (*Maharah Kitabah*) are productive skills like speaking skills, but have different patterns. At the beginner level, the production of Arabic sentences is fairly simple. So starting from input-process-output using Arabic. The input is in the form of Arabic both instructions and materials, the process still uses Arabic because students have understood the content in previous reading skills, so that the output they only arrange random sentences, arrange paragraphs into a correct text, and make sentences with words provided in Arabic. Students utilise more of their prior knowledge. So that the translanguaging process only appears a little in the process but not dominant, only to answer questions that are outside of what they have learned, even then with a rare frequency.

Figure 4. Translanguaging in writing skill

In contrast to the writing skills above, learning Arabic grammar (*Nahwu*) is more dominant in translanguaging. Starting with input that uses Indonesian, then proceeds to the grammar learning process, while the output is in the form of Arabic language exercises. Lecturers recognise the dominance of translanguaging in grammar learning as a tool that facilitates students' understanding of linguistic concepts. Therefore, translanguaging is needed in learning Arabic, especially in the aspect of grammar.

Figure 5. Translanguaging in speaking skill

The translanguaging patterns that emerge in second language learning have been the focus of linguists' attention in recent decades (Fahrurrozi, 2014). Translanguaging patterns in listening, reading and speaking skills showed that learners who use both languages simultaneously tend to understand the material better than those who use only one language (Asse et al., 2020). This is in line with the existing findings that translanguaging appears in the learning process of the three skills. It is also in line with the dominant use of translanguaging in Arabic grammar learning where learners can utilise both languages (Arabic and Indonesian) to understand complex grammatical

concepts (Fitri, 2021). In addition to facilitating translanguaging, it can also support the development of students' mastery of Arabic grammar and communicative competence(Setyawan, 2015).

For Arabic writing skills in this beginner class, there is no dominant translanguaging process, contrary to other studies which show that learners can utilise both languages to develop understanding and ability in writing skills (Fitri, 2021) (Setyawan, 2015). The role of translanguaging in Arabic grammar learning is very important in improving the mastery of linguistic concepts and communicative skills. The patterns that emerged in this study indicate that translanguaging can be an effective strategy in second language learning, especially Arabic. It also helps teachers design Arabic grammar lessons that are more effective and can be tailored to the needs of learners (Fahrurrozi, 2014).

After learning about the translanguaging patterns, the lecturers were asked why they used them in their Arabic classrooms. The results of the interviews were categorized into two functions, the first for the lecturer and the second for the students. The lecturers argue that translanguaging inspires them to teach Arabic more creatively. Because it refers to students' dynamic and strategic use of multiple languages in order to communicate effectively, learn, and make sense of their classroom experiences. They realized that this pedagogical approach had been recognized for its potential benefits, particularly in multilingual classrooms in Indonesia. One of the most significant benefits of translanguaging is its ability to promote student inclusion and participation. By recognizing and incorporating the diverse linguistic resources that students bring to the classroom, teachers can create a more welcoming and accessible environment for all students. Lecturers, for example, can empower students to use their entire linguistic repertoire by strategically using multilingual labels, signs, and translations, fostering a sense of belonging and encouraging active engagement in the learning process.

In addition to providing comfort when teaching, in the sense of getting a response from the students, the lecturer can also know the student's understanding of the skills and elements of the language taught. One of the teachers argued that he did more translinguaging when teaching Arabic because of the complex and difficult learning for students who taught monolingual (teaching *nahwu* with Arabic). Then they will not understand the application in the sentence; the concept is not necessarily what they understand. Doubts about such an understanding bring the practice of translanguaging into something useful in Arabic language classes.

While the benefits perceived by students with the use of this translanguaging, there are at least three benefits according to the observations of lecturers in the classroom. Enhancing metalinguistic awarness, using their language repertoire, moving between languages to effective the knowledge transfer. Translanguaging is able to cultivate their metalinguistic awareness. They can also use their entire language repertoire to support comprehensive understanding and practice of Arabic. For example, in the process of speaking Arabic, they can compile sentences according to the elements of a text, use material that is close to their life (life context), compile them with their language first, give notes, to be able to express them in Arabic oral form. Also with other language skills, it seems that they can sharpen their metalinguistic awareness as they apply this translanguaging in Arabic classroom. The other advantage is that teachers can facilitate deeper understanding and more effective knowledge transfer by allowing students to move freely between languages. This approach acknowledges and values the languages that bilingual students bring from home, restoring their linguistic identity and possibly improving their academic performance.

This inclusive approach is consistent with research that highlights multilingual students' agentive use of translanguaging, as they frequently use their linguistic skills to make sense of school and achieve their objectives. Teachers can use translanguaging to support students' academic and personal growth by responding to their unique needs and experiences. Furthermore, translanguaging pedagogies have been proven to impact students' learning outcomes positively. Lecturers can facilitate deeper understanding and more effective knowledge transfer by allowing

students to move freely between languages, especially in content-area subjects like Arabic grammar. Finally, translanguaging offers lecturers numerous advantages. By adopting this inclusive and dynamic approach to language use, lecturers can create more equitable and supportive learning environments, allowing their diverse students to thrive both academically and personally.

Translanguaging significantly improved students' four language skills (Yasar Yuzlu & Dikilitas, 2022). Translanguaging pedagogy provided students with constructive, cognitive, interactive, and affective benefits, including access to linguistic resources for meaning-making and negotiation, increased comfort, and motivation to use target language. This approach encouraged students to use their full linguistic knowledge to create and negotiate meaning, leading to a sense of ease and motivation when speaking (Norman & Dafouz-Milne, 2012). When learning second language, their first language use is reported to be a helpful approach in increasing their confidence and communication fluency (Ha et al., 2021; Seals, 2021). Indicated that the use of whatever linguistic resources they had with a set of pedagogical sequences to follow were useful and effective in learning, especially when dealing with structure, grammar, supporting details, lexical resources and content organization (Robillos, 2023). From these research above, it had same conclution with this research that translanguaging positively impacted students' behavior, engagement, and motivation.

Translinguaging at the university level increases students' awareness of the similarities and differences between the language they learn and the language that they already know. It also helps them build relationships between the languages and—as a communication strategy—balances some gaps in their vocabulary knowledge. Similarly, there are restrictions on language translation if students want to learn certain skills, such as translation or foreign language teaching. Although strong cross-lingual connections can help translate, and teachers can use pedagogical translation in their work, it should be remembered that translanguaging based on all multilingual language sources will not be understood by monolingual readers or even by foreign-language educators (Wlosowicz, 2020). Again, students must pass formal exams, which are then archived, and to enable translanguaging application in the evaluation. If for the level of beginner as in this study, then will not cause much trouble, the probability will be different application of his test at the upper level, and for this test on learning using translanguaging should studied later.

Finally, translanguaging, a concept that challenges the traditional view of language as a fixed and isolated system, has gained significant attention in second language education (Allard, 2017) (Ooi & Abdul Aziz, 2021). Translanguaging pedagogy allows learners to draw upon their full linguistic repertoire, including their first language (L1), to make sense of the target language content (Ooi & Abdul Aziz, 2021) (Y. Liu & Fang, 2022). This research completed extensive research about the benefits of translanguaging in second language learning, especially in Arabic language learning. Research has shown that the implementation of translanguaging in the second language classroom ensures students' understanding of Arabic material and leads them to produce better Arabic. Translanguaging practices have been found to enhance their ability to present lessons, conduct classroom discussions, and manage student behaviour more effectively (De Los Reyes, 2019). By recognising and incorporating students' multilingual resources, teachers can create a more inclusive and engaging learning environment, catering to the diverse linguistic needs of their students.

Conclusion

Translanguaging, a concept that challenges the traditional view of language as a fixed and isolated system, has gained significant attention in the field of second language education. This opportunity should also be studied first before rejecting it. By finding a learning process that is in accordance with the characteristics of translanguaging, the author digs deeper into the patterns of translanguaging in four Arabic language skills and Arabic grammar. So that the input-process-

output pattern of each of these skills is found. This pattern should be learnt and applied as an alternative learning in Arabic language classes. So if monolingualism does not produce significant results, lecturers can use translanguaging. The benefits that lecturers experience by using more than one language in the Arabic learning process include being able to sharpen students' metalinguistic awareness so that it can be directed towards sustainable education. Building relationships between lecturers and students, and most importantly ensuring their understanding of Arabic language materials so that they can produce better spoken and written Arabic.

beside the benefits, teachers also had a challanges for using this approach, there are still some hurdles to overcome, such as the need for professional development, the development of appropriate instructional materials, and the potential resistance from more traditional educational stakeholders. In conclusion, adopting translanguaging in second language learning holds significant promise, providing teachers and students with valuable tools to enhance the teaching and learning experience. As the field of second language learning continues to evolve, the incorporation of translanguaging principles can play a crucial role in fostering a more inclusive and effective learning environment for all.

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