

**TRANSLANGUAGING: STRATEGIES USED BY  
TRANSLATORS IN ENGLISH AS AN ADDITIONAL  
LANGUAGE CLASSROOM**

**BY**

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**A dissertation submitted in fulfilment of the requirement for  
the degree of Master of Arts Teaching English for Specific  
Purposes.**

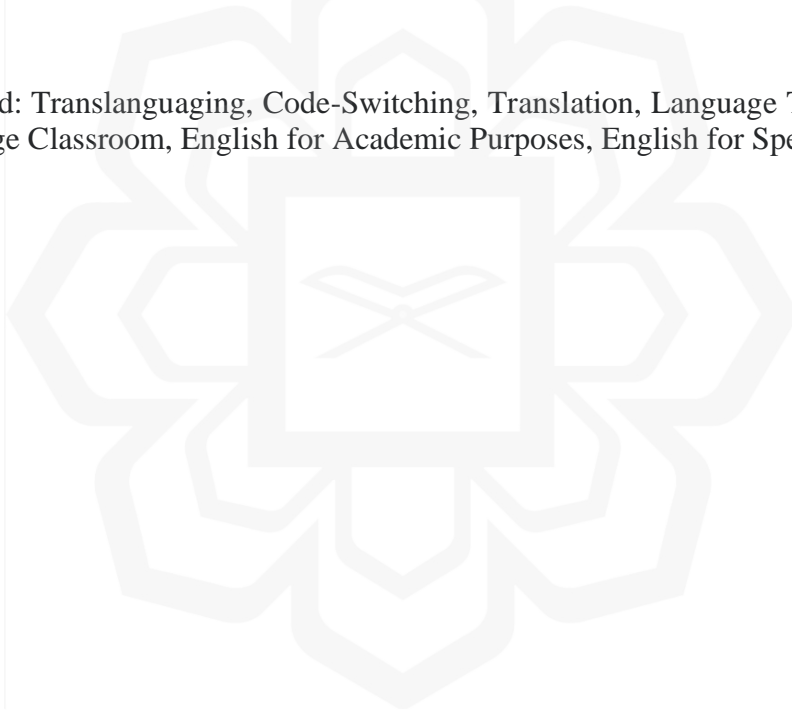
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## **ABSTRACT**

Learning a new language can be intimidating especially to young learners, especially when they are in a foreign country. This study has been conducted in an international school with a British curriculum. In this study, the students that have been chosen to participate are Koreans and Japanese. The research question for this study is ‘How do the translators employ code-switching, translation and language transfer as the strategies of translanguaging in the classroom?’ and the objective of this study is to investigate how the translators employ code-switching, translation and language transfer as the strategies of translanguaging in the classroom. The methodology of this study is qualitative where four lessons have been observed. The data was analysed and discussed. The implication of this study is code-switching has been used more frequently than the other two strategies, which are translation and language transfer.

Keyword: Translanguaging, Code-Switching, Translation, Language Transfer, Second Language Classroom, English for Academic Purposes, English for Specific Purposes.



## خلاصة البحث

لاحظ البحث أربعة دروس في فصل اللغة الإنجليزية بوصفها لغة إضافية بحضور المترجمين في الفصول. يتركز البحث على اكتشاف اتجاهات المترجمين نحو نقل ثنائي اللغة في الفصول واكتشاف كيفية استخدامهم للتناوب اللغوي، والترجمة والنقل اللغوي كاستراتيجية في تعليم اللغة الإنجليزية في تلك الفصول. توصل البحث إلى أنّ التناوب اللغوي أبرز الاستراتيجيات استخدامًا مقارنةً إلى الترجمة والنقل اللغوي.

الكلمات المفتاحية: نقل ثنائي اللغة، التناوب اللغوي، الترجمة، النقل اللغوي، فصول اللغة الثانية.

## APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Arts Teaching English for Specific Purposes.

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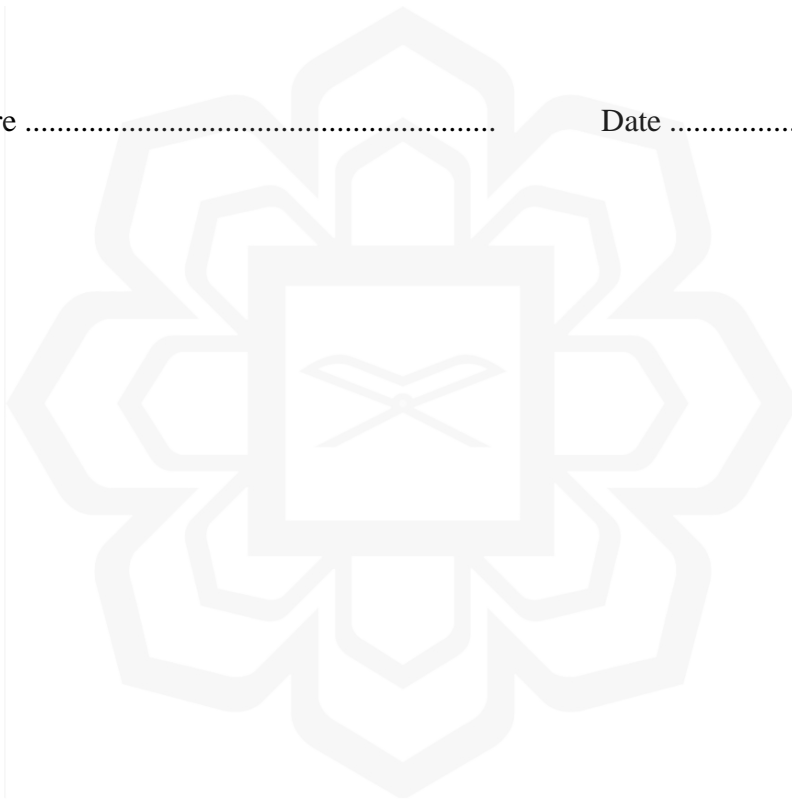
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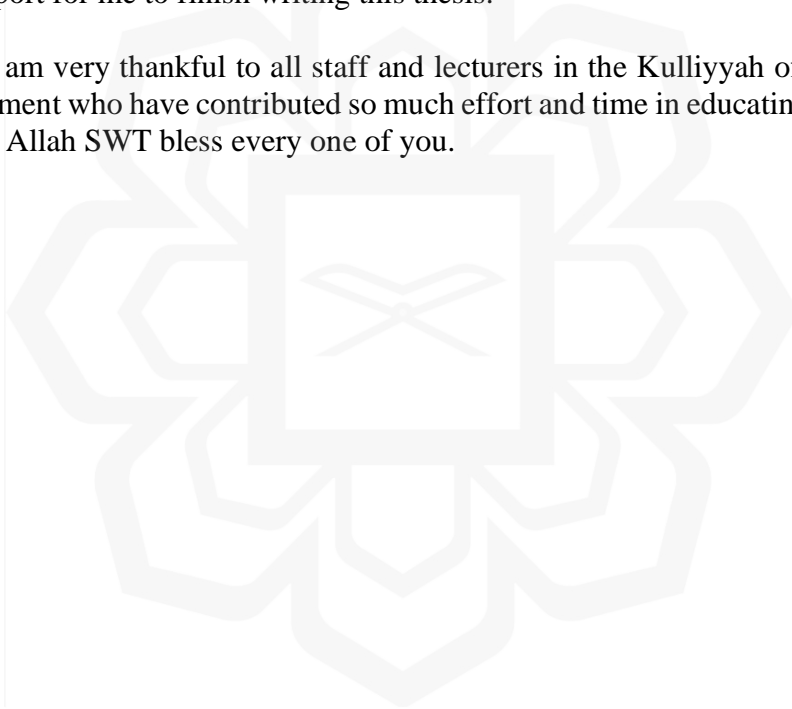
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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 INTRODUCTION**

This chapter provides the background of the study, problem statement, research questions, research objectives and followed by the operative definition of terms that are commonly used in the study.

### **1.2 BACKGROUND OF THE STUDY**

Learning a new language can be intimidating especially to young learners, especially when they are in a boarding school, away from family. They have to be emotionally and mentally stable to adapt in the new environment and learn the language. It requires students to push themselves beyond their comfort zone. By learning a new language in a foreign country, it forces the students to use the language. Of course, they will make a lot of mistakes in the beginning, but they will also learn from the mistakes they made. Studies stated that time spent in a foreign country exposes the learner to opportunities and incentives for learning a new language (Carliner, 2000; de Vries and Vallee, 1980; Dustmann and Fabbri, 2003; Mesch, 2003).

In relation to living in foreign countries, the rapid pace of globalization has given a great impact on the travelling rate of the residents between countries. According to Kanno (2003), increasing globalization makes it possible for someone who is living in different countries to go back and forth between the two countries easily. For parents, migrating across the globe to a foreign land adds a whole new dimension to the task of finding an institution that is in sync with their children's learning. The increasing

demand for English medium education and the international style of teaching and learning comes mostly from these parents who are the expatriates in the country. This is where the international school comes into consideration, and the need for international schools have been escalating remarkably within the past few years.

There are a lot of things offered by international schools that are not being offered in the government schools. One of the most significant things that international schools offer is smaller classes. The number of students in international schools' classrooms is almost half the number of students in the government schools' classrooms. The curriculum that is provided by international schools is culturally immersive, and this is one of the most attractive points for the parents and students when they are making a decision.

Taking an interest in English language learning in an international school setting, this study has been conducted in an international school with a British curriculum. Most of its students are currently living in Malaysia as boarders in the school or as day-students living with their families nearby the school. For the day-students, they are from expatriate families residing in Malaysia because of their parents' job placement by a corporation from their mainland. Only a few students opted to be in Malaysia alone at this age, away from their family and homeland for the sake of education and finding quality schools in South East Asia. The students who were involved in this study came from two communities: Koreans and Japanese. The students came from bilingual communities in Malaysia who decided to send their children in this British International School. The medium of instruction in the school is English, and these students are using their mother tongue alongside. All foreign students with a mother tongue other than English are required to take the Cambridge English test to determine whether the students need to attend English as an Additional Language (EAL) classes as learning

support or if they can be placed in the mainstream classes straight away. To determine this, the school has decided to use the Common European Framework of Reference for Languages (CEFR) grading to measure the proficiency and improvement of the students. The CEFR is a six-point grade where A1 is the lowest, followed by A2, B1, B2, C1 and the advanced user of the language, whose proficiency is near native will be graded as C2. From the result, if the students scored a minimum of B2, they are allowed to join the mainstream classes, but if they scored below B2 (B1, A2 or A1), they are required to join the EAL classes and retake the exam every three months to measure their improvement and proficiency. It is important to note that generally, the majority of the students start their education in an international school with the EAL class (Kano, 2012).

In an EAL class, the learners may already be fluent in other languages or dialects, which is why the term English as an Additional Language. However, in this context, the purpose of the lesson is to generally improve the language skills of the students before the students join the mainstream classes to learn other subjects. The teaching and learning for this purpose can be considered as English for Academic Purposes. According to Hamp-Lyons (2011), English with a specific purpose being taught in an academic setting can be considered as English for Academic Purposes.

For the students in this study, especially the Japanese, once they are withdrawn from their national school for international education, they can no longer return to the normal education system. They are expected to finish their studies in international schools only. If they decide to be placed in the national schools, they have to pass two languages tests, one is their mother tongue language, and another one is the English language. Because of that, bi-literacy is very important while they are away from their country. Nagoya (1998) introduced the term 'bi-schooling' which represented the

decision made by the expatriate families where the students attended international school on weekdays and took up their mother tongue classes on the other days.

The mother tongue class and EAL class are meant for the students with Korean and Japanese mother tongue to acquire the target language, which is English, and at the same time improve their proficiency in their mother tongue. The main issue is that in this setting, both classes (EAL and mother tongue) use a monoglossic ideology where only one language is being used in the class. For the mother tongue class, it is easier because the students used the language among themselves and with families. However, for the EAL class, it is a bit tough as the proficiency level of the students is very low, and it is almost difficult for the teacher to teach the students. With that, the community of parents in the school decided to employ a translator for each language to assist the process of teaching and learning of the students in classes.

With the decision of putting a translator in English additional language classes, this endeavour is deemed achievable. From another perspective, the use of translanguaging in pedagogy might be useful when it comes to developing EAL students' proficiency. Translanguaging is a phenomenon where the users are using at least two languages in a single setting. It refers to a dynamic practice of code-switching, translation and language transfer by the learners of a second language. This act of distinctive language use is introduced by Garcia (2009).

According to Williams (1994), translanguaging is a term derived from *trawysieithu* (translanguaging); originally a Welsh word. This phenomenon of using two languages in a language class has been a subject of debate for ages. Nonetheless, translanguaging has been favoured by many researchers as it shows the natural skills of multilingual learners, making it a common phenomenon in this field of study. Williams (2002) presented an example in his study, in which a Welsh child received a message

in the English language that was dedicated to his parents. He then translated the message into Welsh and conveyed it to the parents. Thus, he employed the term translanguaging for multilingual pedagogy which emphasizes this process of input and output in two different languages. Conversion and conversion of codes differ with thin differences, often said but difficult to determine their respective dimensions. Only the transition is required to do code modifications, but rather for translanguaging, it requires dynamic and complex processes including code-switching, translation, language transfer or a combination of any two of them.

With the presence of the translators in the classroom, this gives a new paradigm to the classroom. The practices of translanguaging are no longer limited between the students and the teacher, but there is now another party in the setting that participates actively in the teaching process. The dynamic and complex process of translanguaging in this setting involving these young learners is interesting to study.

### **1.3 PROBLEM STATEMENT**

It is common for international schools to have students coming from multiple countries and different continents around the world, and most of the students are at least bilingual (Gkaintartzi, 2014). These bilingual students come with different mother tongues. With students from all around the world, it is important for every student to be able to understand and use English confidently. The students of the international school usually arrive with very low proficiency of English language. They normally use their mother tongue to communicate. Most of them have to join the basic language classes before joining the mainstream classes. In this study, the students that have been chosen to participate are Koreans and Japanese. The parents of the Koreans and Japanese have come in agreement to pay extra in order for the college to provide a translator in their



children's English additional language lessons. Without the presence of the translators in the classroom, the phenomenon of translanguaging is almost impossible. The teacher does not speak nor understand the students' first language, but the translators do. The translators are there to help the students to acquire the language faster and, in this situation, the phenomenon of translanguaging has greatly impacted the dynamic of the lesson positively. To deliver and convey messages, questions, stimulations, and interactions between these three parties (teacher, students and translators) translanguaging takes place.

This setting has been chosen based on the participation of translators in the English additional language classroom and this is a unique practice that rarely happens especially in Malaysia. Normally, learning a second language requires extra effort from the students to use a dictionary, find the meaning (translation) and try to use it in a conversation. But in this setting, translators have been provided in the classroom to replace the manual process of finding the meaning in the dictionary. The use of two languages in dynamic practices of code-switching, translation and language transfer contextually and theoretically happens in a single setting.

On the other hand, according to Garcia and Torres-Guevera (2009) the practice of using two languages in classes has been viewed negatively by some research. This practice is often criticised by monolingual and bilingual speakers alike because it is considered as low prestige form, incorrect, poor language practice or as a result of incomplete mastery of the two languages (Hamminck, 2000).

Thus, this study will be looking at all three strategies in a single session. This study will look at how code-switching, translation and language transfer being used as a strategy for translanguaging in the classroom.

## **1.4 RESEARCH QUESTION**

How do the translators employ code-switching, translation and language transfer as the strategies of translanguaging in the classroom?

## **1.5 RESEARCH OBJECTIVE**

To investigate how the translators employ code-switching, translation and language transfer as the strategies of translanguaging in the classroom.

## **1.6 OPERATIONAL DEFINITION**

### **1.6.1 Translanguaging**

Translanguaging is referred to as a process in which a multilingual spokesperson employs his language to be an integrated communication system. Garcia (2009) mentioned in their study that translanguaging was none other than a dynamic process that multilingual spokesperson mediated activities of complex social and cognitive to act, know and be by using multiple semiotic strategic employments.

Translanguaging relatively involves language production, effective communication, and language functionality problems, also points of view regarding used language. Both students and teachers each have the ability to control translanguaging. According to Garcia and Wei (2014), translanguaging is a complex process of meaning-making.

### **1.6.2 Code-Switching**

When someone interchangeably speaks in two or more languages, in a single conversation, they automatically have practised what is called code-switching. Expressed in an article by Gene (2013), code-switching can occur in interpersonal,

verbal and written communication. It is also a linguistic phenomenon commonly seen in literary reviews related to this field as it was examined by many researchers over the last few decades.

### **1.6.3 Translation**

There are many languages used in this world. Converting and communicating the definitions of a word or phrase from one language to another without changing the meaning is defined as a translation. Change of information in writing refers to translation, otherwise, in a spoken manner, it is named as interpretation. Stamper and Kory (2017) suggested that the purpose of the translation work was to deliver messages in the form of tones and intentions of the original message, without changing it at all, but still took into account the cultural and regional differences that existed between the target language and language source.

### **1.6.4 Language Transfer**

Transfer of language alludes to information application by speakers or writers from one language to another. According to Chang and Mischler (2012), it is usually mentioned within the context of English language learning and teaching. However, language transfer could also occur in any state when a person without so-called a native-level language command is doing a translation into another language.

Deliberately, there are times when students or incompetent interpreters may use language transfer while delivering a speech or content in the second language because they haven't been taught or forgot the proper usage of the language. The former might know about both the structures and internal rules, yet they are not skilled enough to apply it into practice, and thus, continue to use their first language.

### **1.6.5 Translator**

The essential task of a translator is to read or speak in a language and change either writing or speaking in other languages. Reading a book in Arabic, and then translating it into English can be a brief example in this case. However, converting the meaning from one language to another requires translators to have broad language knowledge and high reasoning skills as well as an understanding of the target culture, so that the meaning and information can be effectively communicated without changing the original meaning of the source text or material.

An interpreter conducts interaction between two languages, thus, fluency in the source language and target language is critical. This translates to a complicated activity that requires sustainable mental skills. According to Cunningham (2000), the flexibility between the source language and target language is an important indicator especially when it involves readers or special audiences.

### **1.6.6 English for Academic Purposes (EAP)**

EAP was called English for Educational Purposes (EEP) in the past. This term was used when the concept was first introduced and it is seldom used now after being replaced by the term EAP. (Sager, 1998), describes EAP as a student's need for "quick and economical use of the English language to pursue a course of academic study". EAP is a 'key responsibility' in assisting English as a Second Language (ESL) students to develop the kind of English language proficiency that will lead to success in their academic endeavours. The growth of EAP is derived from the awareness of English for Specific Purposes (ESP) practitioners that all the tertiary level students possess different learning needs and this cannot be fulfilled by teaching them the same type of English language – English for Specific Purposes (ESP) and General English. In a needs

analysis conducted in Hong Kong to find out the tertiary students' English language needs, most Hong Kong undergraduates not only require language support at university, but also that this support should be oriented towards academic rather than general English. In addition to that, Hyland (1997), in the research "Is EAP necessary in the Hong Kong tertiary context?" realises that students generally see the value of EAP classes as they recognise that proficiency in English is an important determinant of academic success in an English-medium environment. The development of EAP can be seen as a result of dissatisfaction with the lack of generalizability of the English for Specific Purposes (ESP) courses.

#### **1.6.7 English for Specific Purposes (ESP)**

Definitions and perceptions have been contributed by English for Specific Purposes (ESP) practitioners since the 1960s when it was first introduced. The term English for Specific Purposes (ESP), which is described as 'the newcomer to English language education' has been substituted with more specific terms which are directly related to the content of courses or subject matters for different areas of learning and professions such as English for Law, English for Nursing and English for Engineering. Therefore, the general concept of English for Specific Purposes (ESP) is to cater for the different needs of learners according to their purpose of learning. Different English for Specific Purposes (ESP) programmes are designed with different syllabi to meet the English language needs of learners who want to be proficient in the specific contexts of their studies rather than the exposure to General English which does not cater to the real purpose of English usage in those contexts.

In the view of Strevens (1988), the definition of English for Specific Purposes (ESP) has to be discussed according to its absolute and variable characteristics. He

proposed four absolute and two variable characteristics of English for Specific Purposes (ESP) with regard to the issues of learner needs, language contents, language activities, language skills and teaching methodology. For the absolute characteristics of ESP, the English language teaching is (i) designed to meet specified needs of the learner; (ii) related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities; (iii) centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc and analysis of this discourse; and (iv) in contrast with General English. On the other hand, for the variable characteristics, English for Specific Purposes (ESP) may be, but is not necessarily (i) restricted to the language skills to be learned (e.g., reading only); and (ii) not taught according to any pre-ordained methodology (Stevens, 1988:1-2). Based on the above characteristics, it is noted that Stevens places a lot of emphasis on the relevance and appropriateness of English for Specific Purposes (ESP) contents by drawing upon the real contexts of particular disciplines. Also, the English language in English for Specific Purposes (ESP) programmes has to be ‘special’ to make it different from General English.

## **1.7 CHAPTER SUMMARY**

This chapter has provided information on the background of the study, the research questions and objectives that are aimed to achieve, operational definitions of the keyword used in this study and highlights on the practices of translanguaging and the use of two languages in a classroom.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter presents the relevant literature and research related to the current study. The chapter will first discuss EAL, followed by EAP, translanguaging, code-switching, translation, language transfer and practices as strategies of translanguaging.

#### **2.2 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

English as an Additional Language (EAL) is the predominant term used in British schools since the 1990s (Demie, 2011) to refer to bilingual children. According to Cortazzi and Jin (2007), EAL children are those children “who as recent migrant arrivals or longer-term residents speak another language as a first or dominant language and whose use of English is not at the same level as those using English as a first language”. The definition draws particular attention to the residence status of EAL students who may come from newly arrived families, or second or third generation families. Moreover, this definition recognises the inadequacy in English as compared with the English of native speakers.

Other studies have referred to EAL students as “students who live in two or more languages, who have access to, or need to use, two or more languages at home and at school” (Dumfries & Galloway, 2011). The definition does not involve reference to fluency in both languages; rather, there is an explicit focus on the bilingual dimension of EAL learner in terms of speaking two or more languages at home and school.

Edwards (1998) contends that EAL as a term that carries two positive connotations: firstly, the recognition that EAL implies valuing bilingualism and valuing a child's first language. Secondly, a lack of focus on the number of languages the EAL child speaks since the EAL child might be bilingual (speaking two languages), trilingual (speaking three languages) or multilingual (speaking many languages). In many respects, EAL can be seen as an umbrella term to refer to children who "learn a new language, while learning through the medium of that new language" (Frederickson & Cline, 2009). Because EAL is a study of an additional language, it is usually based on a purpose. The reason why the students need to take up the language classes. Thus, EAL can be related to or considered as EAP.

### **2.3 ENGLISH FOR ACADEMIC PURPOSES (EAP)**

English for Academic Purposes (EAP) has been defined as the teaching of English with the specific aim of helping learners to study, conduct research or to teach the language (Flowerdew & Peacock, 2001). According to Hamp-Lyons (2011), the early days of EAP are as a grass root. It is a practical response to an immediate problem. EAP programs provide support to international students on an ad hoc basis as problems arise.

The roots of English for Academic Purposes lie within the field of English for Specific Purposes (ESP) which focuses on teaching and learning of English for a specific reason rather than general purposes (Hyland & Hamp-Lyons, 2002). According to Jordan (1997), EAP is one of the strands of English for Specific Purposes (ESP) along with English for Vocational Purposes (EVP) and English for Occupational Purposes (EOP). Early on, the term English Academic Purposes (EAP) was mentioned for the first time as a separate field (Jordan, 2002).