



Translanguaging in Virtual Class

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Abstract: Many teachings and learning are still applying hybrid learning and several university classes are still conducted online after of the Covid-19 outbreak, and one of the ways was online video conferences to accommodate the need for face-to-face learning. However, distant learning resulted in the loss of metalanguage features that usually support classroom interaction. This research aimed to determine the Translanguaging applicability and benefits for teaching and learning since the metalanguage features were absent from the class interaction. The method used was descriptive, and the approach applied was qualitative. It was found that Translanguaging practice for the online video conference benefits both lecturers and students. It benefits teaching and learning by creating a good learning atmosphere and provides the same experience between online and offline teaching and learning processes. For the lecturers, Translanguaging helped them to simplify difficult materials explanation and bridge the communication with the students. In addition, it also benefits the students, such as handling technical issues, providing chances to share new vocabulary, and dodging misunderstanding of the lesson explanation. To conclude, implementing translanguaging in online video conference classes benefits and fits the students' learning needs.

Keywords: hybrid-learning, online video conference, translanguaging

1. Introduction

The COVID-19 epidemic has had a profound effect on a variety of spheres of life, including the field of education. The outbreak forces many educational institutions to shift from traditional classroom-based learning to online learning [1] and hybrid learning is still maintained and conducted nowadays. Online video conferences have emerged as one of the most popular ways of providing face-to-face learning in a virtual environment [2]. However, it has been observed that online learning, including video conference learning, lacks some of the metalanguage features that support classroom interaction. The purpose of this essay is to determine whether translanguaging—the activity of teaching and learning in several languages—is effective. that can be a solution to this problem.

Translanguaging is the process of teaching and learning using different languages. It is a practice in which bilingual individuals use linguistic properties to comprehend and interact with their surroundings [3]–[5]. It involves using two

or more languages to discuss the same topic, as opposed to earlier bilingual instruction systems that categorized languages by class, moment, or time [6]–[8].

The use of translanguaging in education has gained significant attention in recent years as it has been found to promote multilingualism and improve academic outcomes for students. Research has shown that translanguaging can provide students with access to knowledge and resources in multiple languages, making it easier for them to understand complex concepts [9].

As a result of the COVID-19 pandemic, numerous educational institutions have shifted to online learning., and hybrid learning for the post-covid, video conference learning has become an increasingly popular way of providing face-to-face learning in a virtual environment. However, it has been observed that online learning, including video conference learning, lacks some of the metalanguage features that support classroom interaction.

Translanguaging has the potential to address this problem by allowing the usage of several languages in the video, it can be viewed by a wider audience. conference learning environment. By using translanguaging, students and teachers can switch between languages to clarify concepts, discuss complex ideas, and enhance understanding. This can be particularly useful for students who are non-native speakers of the language of instruction.

Moreover, translanguaging can also support students' development of their first language while learning a new language. This can be particularly beneficial for students who come from multilingual backgrounds and may feel more comfortable expressing themselves in their first language. Translanguaging can also assist in bridging the gap between the home language and the school language., allowing parents to be more involved in their children's learning [10], [11].

From a pedagogical standpoint, instructors employ translanguaging to achieve a range of objectives [12], such as:

1. providing provision for bilingual pupils dealing with compound materials and texts.
2. giving prospects for multilingual pupils to advance linguistic performance in the context of academics.
3. creating space for pupils' bilingualism and understanding ways.
4. providing provision for bilingual pupils' socio-emotional growth and bilingual characteristics.

Given the circumstances, the author has undertaken an investigation into the implementation of translanguaging in online conference classes and its potential to enhance the effectiveness and fluidity of online teaching and learning for both educators and students. This study aims to provide insights and references regarding the advantages of employing translanguaging in the context of online conferences as a method of teaching and learning, which may be useful for practitioners and scholars conducting research in this field.

2. Literature Review

2.1. Video Conference Learning

The success of future students is contingent upon the incorporation of video conferencing in education [1]. If video conferencing had not been initially included in the curriculum, educational institutions would be moving ahead. Acknowledging the advantages of online instruction, academic institutions have increasingly recognized the importance of video conferencing in education [13]. Presented below is a summary of the benefits associated with the use of video conferencing in the educational context:

1) Global Collaboration

Video conferencing technology enables individuals from various parts of the world to come together and participate in a shared learning experience. This facilitates intercultural bonding and sharing, promotes dialogue, and enriches the

learning environment, eventually leading to the creation of deeper knowledge.

2) Empowered Distant Learning

Students living in remote areas with limited resources and infrastructure can benefit from courses that incorporate video conferencing. This approach offers prerecorded materials, an online database, live and archived seminars, video and live online courses, team breakout meetings, and extra tutoring. Students can participate in text chat during video conferences and ask questions without disrupting the presentation or class. They can also receive additional assistance from classroom assistants and locate tutoring for more concentrated learning. Group discussions, dialogues, and work are also viable options.

3) Strengthened Curriculums

Video conferencing provides a more advanced and effective way of instruction compared to traditional methods like chalkboards and paper clipboards with markers. It offers a chance to communicate with experts abroad, engage effectively with different colleges, people in foreign countries, or alumni, among many other techniques universities and colleges have taken to be more expansive. This method of instruction that fosters a two-way dynamic is more interesting and offers an entirely new perspective on integrated learning.

4) Self-Paced Learning

Video conferencing facilitates on-demand and prerecorded lessons and learning materials, which can enable learners to study at their own pace. Online learning is more flexible, allowing students with other responsibilities, like parents who stay at home, those who work full-time jobs, or business owners, to combine their dedication to education with other tasks. Classes may be planned and recorded for subsequent viewing. Assignments, student portals, and archives can all be accessed and worked on as needed online.

5) Flexible Teaching Location

A video conferencing curriculum implies freedom and flexibility for instructors, professors, and employees. They can work full- or part-time and bring their work with them. Online education also aids in time management for teachers, allowing them to plan, instruct, grade, and mark report cards, all while saving time by using a video conferencing system. Learners can also use video conferencing for online presentations that contain digital components like movies, media, links, and photographs.

6) Streamlined Administration

Video conferencing is not just for students who need to study but is a crucial administrative tool that maintains open lines of communication between departments. It facilitates administrative updates, organizing and carrying out parent-teacher interviews, training staff, finding volunteers, having meetings with the school administration, student services and enrollment, mentoring programs, and disciplinary action. No matter how many students attend, a brick-and-mortar or online institution's administration must run like a well-oiled machine.

2.2. Translanguaging

Translanguaging is a notion that refers to the use of many languages in educational settings for instruction and

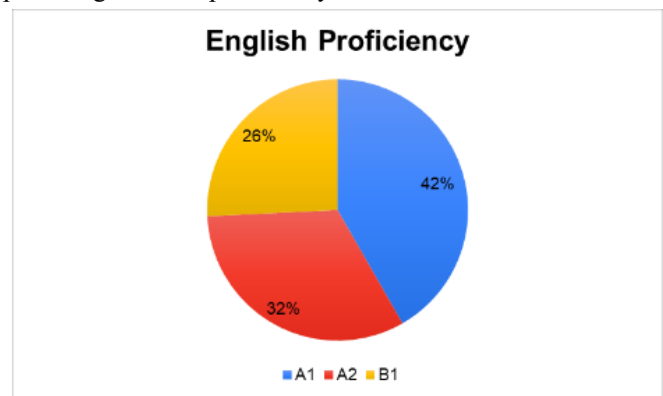
communication, as well as the utilization of linguistic features by bilinguals to comprehend and engage with their environment [5], [7], [11], [12]. This approach represents a departure from earlier bilingual education models, which tended to segregate languages by class, time, or day [14], [15]. The theoretical foundation of translanguaging is grounded in the relationship between the language being learned and the learner's first language, and it is suggested that the first language should be viewed as a potentially valuable resource in bilingual learning contexts [16], [17]. To fully capitalize on the linguistic resources of multilingual learners, translanguaging has gained significant attention as a technique that enhances students' language proficiency and cognitive engagement, enabling them to develop professional linguistic skills [18]. Translanguaging has been successfully implemented in language instruction to foster intercultural competence, which requires sensitivity to diversity, empathy, and critical self-reflection [19].

Furthermore, the use of translanguaging within the classroom can encourage students to leverage their diverse linguistic resources and cultural backgrounds [20]. Studies have shown that translanguaging improves students' language testing scores, as it promotes the development of monolingual-like language skills, validating both their linguistic proficiency and cultural identity [21]. Non-native English-speaking teachers (NNESTs) have reported positive attitudes towards the use of students' original languages in the classroom, as it can create a shared language among teachers and students, although NNESTs require appropriate training to fully utilize this asset [22]. In addition, the utilization of translanguaging was already demonstrated to increase EFL students' involvement in English-only sessions, irrespective of their English proficiency levels [23]. The importance of social variables, teacher beliefs, socio-cultural knowledge, and educational experience has been highlighted in the construction of lively conversations through translanguaging [24].

3. Methods

The present study aims to conduct a comprehensive investigation of social reality using a qualitative research approach. This research design aligns with the goal of qualitative inquiry, which is a social constructivist paradigm that focuses on how individuals interpret and make sense of their experiences in order to comprehend the social authenticity of persons [25], [26]. A variety of data collection techniques, including interview, journals, notes, observation sheets, immersions, and open-ended surveys, comprise the research methodology. In order to evaluate and analyze the acquired data, the study also employs content analysis of visual and written sources and oral history [27], [28]. This interpretive study seeks to explain the "how" as well as "why" of a particular social occurrence or activity in a particular setting. The study aims to help comprehend the social reality in which we exist and the underlying reasons for the status quo [27], [29].

Many data gathering procedures, such as observation, note-taking, interview, focus groups (collective interviews), papers, and artifacts, are available to qualitative researchers. [27], [30]–[32]. The primary data collection instruments used in this study are an observation sheet, notes, a questionnaire (open-ended and closed-ended), and interviews. The research subjects include 18 English lecturers and 147 English students from Lambung Mangkurat University in South Kalimantan Province, Indonesia. To make sure the data is valid and generalizable, the students were selected by considering their English proficiency. According to the data, there were three levels of proficiency including A1, A2, and B1. The percentage of their proficiency is illustrated as follows:



Graph 1 Students' English Proficiency

The data analysis process will follow five phases of qualitative study, including 1) formulation and organization of the collected data, 2) studying and exploring the facts, 3) creating preliminary codes, 4) reviewing and revising the codes by merging or rewriting them into themes, 5) categorizing the common themes, language, thoughts, and interpretations, and 6) presenting the identified themes in a systematized manner.

4. Result and Discussion

In this section, the author provides a detailed account of the advantages of implementing Translanguaging across three dimensions: pedagogical benefits, benefits for instructors, and benefits for students. The author draws on a sample of responses to illustrate the advantages of this implementation and has employed a coding system to streamline the presentation of findings. The codes utilized include:

1. MLS: Most Students and Lecturers
2. MS : Most students
3. ML : Most lecturers
4. L : Lecturer
5. S : Student

Translanguaging Impacts on English Teaching and Learning

Creating a nice learning atmosphere

The absence of direct connection between instructors and students might make it challenging to create an engaging

online learning environment when online education is given using conferencing software. Face-to-face learning allows for direct interaction between lecturers and students, fostering a more dynamic and engaging learning environment. However, implementing Translanguaging presents an interesting approach to creating an engaging online learning environment. The flexibility of language that Translanguaging provides creates a unique atmosphere, as noted by both lecturers and students, who find that it makes learning more interesting. By encouraging the use of multiple languages and engaging students' linguistic repertoires, Translanguaging facilitates the growth of a varied and inclusive learning atmosphere that encourages student engagement. In addition, translanguaging is a practicable and successful technique to enhance student-centered learning since it encourages learners to become more involved in their own learning process and fosters active participation with course materials.

Here is a statement by most of the following lecturers and students:

"It makes the atmosphere of the learning more interesting" (MLS)

In traditional learning, the use of formal language does not have a significant impact on learning since students can observe and interpret the language through various means such as the speaker's tone of voice, facial expressions, gestures, and the context in which the language is spoken. However, in online learning, these crucial elements are often absent, making the use of formal language less effective in creating an engaging learning atmosphere. The implementation of translanguaging has been found to be useful in compensating for these missing elements and creating a more interesting learning environment. By allowing for a more flexible and dynamic use of language, translanguaging can help to fill the gaps left by online learning and enhance the learning experience for students.

Lessening the gap between lecturers and students

The implementation of translanguaging in online learning has the potential to overcome the challenges posed by the limitations of direct interaction and the loss of important nonverbal cues. It has been found to create an interesting atmosphere for learning due to the flexibility of language use. Additionally, the application of translanguaging can help narrow the gap between lecturers and students, which is a significant issue in online learning. Translanguaging has the ability to improve the quality of virtual instruction and provide a more inclusive and efficient learning environment by permitting the use of many languages and encouraging the active participation of students.

"It makes the lecturers and the students closer because the Indonesian and Local language unite us" (MLS)

In the context of language use in learning, the relationship between lecturers and students can be strengthened by

acknowledging the role of various languages, including foreign languages, mother tongue, and the language of instruction. Translanguaging can aid this process by permitting pupils to use their whole language skills in the educational process, as opposed to being constrained to a single language. This approach can foster a sense of inclusivity and belonging among students, particularly those who may be bilingual or multilingual. In turn, this can contribute to a more supportive and engaging learning environment, where students feel more comfortable expressing themselves and participating in classroom discussions. By recognizing and utilizing the multiple languages available to students, lecturers can build stronger relationships with their students, helping to create a more effective and enjoyable learning experience for all.

Providing the same 'taste' of online and offline learning

This study has revealed an intriguing finding that the application of translanguaging in online learning can create a learning environment that closely resembles face-to-face learning. This is due to the enjoyable learning experience and the sense of proximity that develops between lecturers and students throughout the online learning process, facilitated by the conference meeting application. Testimonies from both lecturers and students affirm the positive impact of translanguaging on the taste of teaching and learning.

"It makes online learning feels like face-to-face learning" (MLS)

"Even though they are doing an online class, the lecturers still explain the material well, such as face-to-face classes" (S8)

"It is the same since the lecture is also pretty much the same with offline class, just the class moved to online platform" (S9).

According to the findings of this study, students reported that they had a comparable learning experience in both online and offline settings, with the only difference being the shift from a physical classroom to a virtual learning space. The implementation of translanguaging was found to play a significant role in creating a comfortable and engaging learning atmosphere, with the flexibility of language promoting a sense of closeness between lecturers and students. This highlights the importance of language use and interaction in online learning, where direct face-to-face communication may be limited. Through the application of translanguaging, lecturers can utilize various languages and modes of communication to facilitate learning and create a sense of familiarity and connectedness in the online classroom. This can be particularly beneficial in the current context, where the COVID-19 pandemic has forced many educational institutions to shift to remote learning. By using translanguaging, lecturers can help to mitigate some of the challenges associated with online learning and create an atmosphere that is conducive to effective teaching and learning.

Benefits for Lecturers

Simplifying difficult materials explanation

The use of appropriate language is crucial in explaining learning materials to ensure that they are well-understood by students. This becomes particularly important for difficult-to-grasp topics such as grammar, where a more in-depth explanation is often required. According to most of the lecturers and students in the study, translanguaging can aid in providing a more comprehensive and complete explanation of the material. It allows for the use of multiple languages to explain the same concept, which can help students better understand the material by providing additional context and different perspectives. The use of translanguaging in this manner can, therefore, improve the teaching quality and enhance the learning experience for students as in the following quote:

"Because sometimes there are things that we are uncertain about, so it needs deeper explanation in Indonesian" (ML, S9).

The above quote illustrates the effectiveness of Translanguaging in facilitating better understanding of complex materials. The use of both mother tongue and Indonesian, the daily language of lecturers and students, helps students digest and comprehend the content more easily. The following quotes from students highlight the benefits of Translanguaging when used in online learning with video conferencing applications for explaining difficult material.

Students stated that Translanguaging provided them with a more comprehensive understanding of the material due to the incorporation of multiple languages, and that they felt more confident in their ability to learn and apply the material. One student stated that Translanguaging helped them understand grammar rules better, while another felt more at ease with the explanation and felt that the material was presented in a more interesting manner. These comments suggest that Translanguaging can be an effective pedagogical approach in online learning environments, particularly in explaining complex and challenging material, and can contribute to the overall enhancement of the instructional process.

"I choose my answer about it because it can help students understand then lesson easier" (S35).

"Sometimes using full of language makes us not understand with the material" (S37).

"Because it will facilitate the understanding of learning material" (S42)

"Because I think all of us can comprehend the lesson well" (S51)

"Because to make clear what is the lecturer said" (S56).

The quotations above underscore the importance of creating a learning environment that supports student understanding. The use of teaching methods that cater to students' learning styles and needs can enhance academic outcomes by reducing cognitive load, increasing motivation, and promoting

engagement. However, creating such an environment requires careful planning and consideration of learners' needs, making it a challenging but worthwhile endeavor for educators.

Incorporating teaching methods that facilitate students' understanding of the lesson can result in better academic outcomes. By tailoring the instruction to students' learning needs, educators can ensure that the learners' cognitive load is reduced, and they can better retain the information. Moreover, when students understand the lesson more easily, they become more confident in their abilities and are motivated to learn more. This motivation can lead to an increase in engagement and participation in class, which can further enhance the learning process.

It is important to note that providing a conducive learning environment that supports understanding is not an easy feat. Educators must consider the different learning styles of their students and create lessons that cater to all learners. This may involve using various instructional materials such as multimedia, visual aids, and interactive activities to help students make connections and engage with the material. Furthermore, educators must provide ample opportunities for feedback and reflection to support student learning. In this case, translanguaging was proven effective in providing environment that helps students to understand the lesson easier.

Bridging students' and lecturers' communication

Effective communication is essential in the learning process as it forms the foundation of the exchange of information. However, in online learning, particularly in video conference classes, the communication process may be hindered by various factors, which in turn affects the achievement of learning objectives. Translanguaging, as found in this study, has a significant impact on the interaction process, with two major effects identified. Firstly, it helps eliminate student doubts about discussing with their lecturers, thereby encouraging more active participation and interaction. Secondly, it makes it easier for students to communicate with their lecturers, particularly when faced with difficulties or challenges in learning, since the use of different languages allows for a better understanding and clarity of the materials being discussed. Overall, the application of translanguaging in online learning can improve communication between lecturers and students, thus creating a more conducive learning environment.

Two quotes that illustrate the findings are as follows:

"It makes the students did not hesitate to discuss with the lecturers" (MS)

"Because it is easy to communicate with the lecturer" (MS)

Benefit for Students

The application of Translanguaging not only benefits the lecturers but also the students. From the results of the study, three main advantages were identified. First, Translanguaging helped resolve technical problems encountered in video conferencing, such as internet connection disruptions, which

could impede the learning process. Second, the use of Translanguaging allowed for students to acquire new vocabulary as English was juxtaposed with the mother tongue and Indonesian. Third, Translanguaging helped prevent students from making mistakes in understanding the material explained by the lecturer online. By combining languages, students could better understand the learning material and acquire new knowledge. Moreover, the use of Translanguaging eliminated language barriers between lecturers and students, creating a more interactive learning environment, and increased the level of satisfaction among students in online learning. The application of Translanguaging has the potential to provide a solution to challenges faced in online learning, such as limited direct interaction, technical difficulties, and language barriers, and can help create a more positive learning experience for students.

Overcoming technical issues

In online learning, technical problems and metalanguage barriers can impede effective communication between lecturers and students during video conferencing. Weak network connections, for instance, can interrupt the flow of information, and the lack of nonverbal cues can lead to misunderstandings. Translanguaging has been found to alleviate these issues by promoting a bilingual approach to instruction, enabling lecturers to use both English and the students' mother tongue, Bahasa Indonesia, to explain difficult concepts.

As reported by the students, this bilingual approach makes the material more accessible and easier to understand. By using familiar language, lecturers can engage students in a more meaningful way, building trust and rapport that facilitates productive exchanges. Additionally, translanguaging can increase students' vocabulary and promote multilingualism. Through this approach, students can learn new vocabulary in English and see its application in context, increasing their understanding of the language. Finally, translanguaging helps avoid mistakes in understanding the material, as students are better able to follow the explanations given by lecturers in a language, they are comfortable with, as in the quote below:

"Besides that, the internet network in each place is different, making it difficult for students to digest the discussion if the lecturer uses full English" (S34).

Online learning can often face technical problems, such as unstable signals and unclear audio, which can disrupt the learning process. These problems are further compounded when lecturers use only English, as it can lead to students struggling to comprehend the material being presented. Translanguaging has been identified as a solution to address these issues. By using both the mother tongue and Indonesian language, in addition to English, Translanguaging can help to clarify explanations and ensure that students can fully comprehend the material being presented.

According to students in the study, the use of Translanguaging made it easier for them to understand the material as the lecturers did not rely solely on English. This approach can be particularly beneficial when presenting complex concepts or difficult-to-understand material. By incorporating a range of languages, Translanguaging can help to break down language barriers and promote a more inclusive and accessible learning environment, as illustrated in the following quotes:

"Because there are some words that we cannot hear when online courses are due to lack of signal and use Indonesian to re-explain about the material to make students easier to understand" (S2).

"Sometimes my internet connection is not very good; the sound I hear is just the beginning or the end of words. If the lecturer only uses English, I find it rather difficult to understand what the lecturer is saying" (S18).

"Because sometimes I cannot hear clearly, so It is really helpful if the lecturer mixes the language with Indonesian" (S45)

Based on the quotes provided, it can be inferred that the implementation of Translanguaging in the classroom is greatly appreciated by students. The use of a combination of languages, including the mother tongue and Indonesian, has proven to be effective in facilitating a more in-depth and complete understanding of the learning material. Also, the technique facilitates a friendly and dynamic learning environment between students and teachers.

Providing opportunities to share new vocabulary

Incorporating multiple languages during the explanation of material can provide students with new vocabulary, as foreign languages are presented alongside local languages. This approach can be especially beneficial for students with limited vocabulary, who may have difficulty understanding the material. Through translanguaging, the lecturer indirectly conveys the meaning of words, allowing students to grasp new vocabulary more easily. By using the mother tongue and Indonesian in addition to English, the lecturer can make the material more accessible, and students can better understand the context and meaning of the material. This can ultimately lead to improved learning outcomes, as students are better equipped with the vocabulary and understanding needed to comprehend the material presented. Thus, it is crucial for lecturers to consider the role of translanguaging in their teaching, especially when the material is complex or difficult to understand.

"Because if the lecturer use English and Indonesian can help students who still have to learn a lot to understand English and add new vocabulary for students" (S5)

The quotation argues that the utilization of multiple languages, notably English and Bahasa Indonesia, would

improve pupils' English comprehension and vocabulary. By using Translanguaging in the classroom, lecturers can present the same information in different languages and reinforce the understanding of key concepts. For students who may struggle with English, the use of Bahasa Indonesia can help bridge the gap and increase their comprehension. In addition, the use of both languages may provide opportunities for students to acquire new vocabulary as they are exposed to words in both languages. Furthermore, the use of multiple languages may also help students appreciate the diversity of languages and cultures, as well as encourage the use of bilingualism in their future careers. Essentially, the quotation emphasizes the significance of introducing many languages into the classroom to boost student learning, facilitate language acquisition, and foster intercultural communication.

Avoiding misunderstanding

Online communication makes many important things in conversation, such as immediate context, body language, and correction of speech errors, so it can potentially cause student errors in understanding teaching materials. According to students, the implementation of Translanguaging by lecturers, especially in the video conference class, can minimize these errors, as illustrated in the following quote:

"It is easier for us to understand and to avoid misunderstanding" (S14)

"Because studying online there can be misunderstandings, so to be more detailed or to equate the intentions and therefore use Indonesian" (S19).

When misunderstandings can be avoided, the learning process is said to be successful because the main goal has been achieved well.

5. Conclusion and Implication

The application of translanguaging as a conceptual framework for remote learning, especially in online video conferencing, offers numerous benefits for the learning and teaching process, instructors, and students. One of the benefits of this approach is the creation of a pleasant learning environment that provides a consistent experience for both online and offline learning. Furthermore, the use of translanguaging can simplify the explanation of complex materials for instructors, as well as bridging the communication gap between students and instructors. Students also benefit from this approach by overcoming technical issues that may hinder their learning progress, sharing new vocabulary, and avoiding misunderstandings.

The use of translanguaging in online video conferencing classes can help promote effective communication and interaction between students and instructors. By using a student's primary language as a resource in the classroom, the instructor can facilitate students' comprehension of the lesson, thereby increasing their engagement and motivation to learn. Moreover, this approach can foster a more inclusive learning

environment by accommodating students' linguistic and cultural diversity.

Additionally, implementing translanguaging in online video conferencing classes can improve the quality of instruction and learning outcomes. With the use of translanguaging, instructors can explain complex concepts more effectively, making it easier for students to grasp the material. Furthermore, students can learn new vocabulary more efficiently, thereby enhancing their language proficiency.

However, the successful implementation of translanguaging in online video conferencing classes requires careful planning and consideration of the students' and instructors' needs. Educators must create a conducive learning environment that accommodates students' diverse learning styles, linguistic and cultural backgrounds. Moreover, instructors must have a deep understanding of their students' linguistic proficiency and be able to provide feedback on their language use.

In short, the implementation of translanguaging in online video conferencing classes can provide significant advantages for both students and instructors, such as facilitating communication and comprehension, improving the quality of instruction, and enhancing learning outcomes. By providing a more inclusive learning environment that caters to students' diverse linguistic and cultural backgrounds, educators can create a more effective and engaging learning experience for their students. However, the successful implementation of translanguaging in online video conferencing classes requires careful planning and consideration of students' and instructors' needs, making it a challenging but rewarding endeavor for educators.

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