

# Translingual practice in remote EFL tertiary education: How multilingual speakers create translanguaging spaces

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## ABSTRACT

Published studies on translingual practice in the pedagogical realms have burgeoned in the current literature, generating important insights into how communication has become dynamic and fluid. However, these studies have focused almost exclusively on face-to-face, in-person interactions. As COVID-19, which hit all domains of life (including education) worldwide, has compelled schools to conduct remote learning interaction, it will be more revealing to pursue further how translingual practice is enacted in a virtual classroom. Drawing on the notion of translingual perspective (Canagarajah, 2013), this study investigated how English as a Foreign Language (EFL) teachers and learners at tertiary education created a translingual space in their interactions by deploying specific negotiation strategies and various multimodal resources in a digital learning platform. Employing a netnography method and interactive model (Miles & Huberman, 1994), this study employed virtual observation, surveys, and interviews as the sources of data. The study has revealed the complexity of translingual practices in EFL remote learning interactions that occurred naturally in different parts of teaching-learning activities. The use of verbal, semiotic, and multimodality resources as negotiation strategies for meaning-making plays essential roles in facilitating fluid and dynamic interactions. Pedagogically, the interaction in EFL remote learning has been found to be more multilaterally engaging.

**Keywords:** English as a Foreign Language; negotiation strategies; remote learning; translingual practice, translanguaging space

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## INTRODUCTION

For the last two years, the practice of remote teaching and learning in Indonesia has become a new phenomenon that has created challenges and opportunities. Triggered by the worldwide outbreak of the COVID-19 pandemic, many aspects of teaching and learning have been dramatically reshaped (Yi & Jang, 2020). To ensure that the educational needs of students can be sustained during the pandemic, technology has helped pave the way for this sustenance, and has since become an integral part of educational activities. Yet, the use of technology has been believed to lead to new patterns of cultural, communicative, and linguistic practices (Wilson & Peterson, 2002). In the context

of language learning, a digital learning platform serves as, what Pratt (1991) called, a “contact zone” or a new space of interaction and negotiation for meaning-making. It refers to “social spaces where cultures meet, clash, and grapple with each other” (p. 34).

We frame our study on remote teaching and learning interaction under the notion of translingual practice for reasons that both English as a Foreign Language (henceforth EFL) students and teachers who participated in this study are multilingual speakers who are able to shuttle different linguistic resources and that the integration of technology and communication enables the participants to align themselves with socio-material beings beyond their

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language competence. All of these reasons align with the tenets of translanguaging practice, which evokes the idea of language as transcending individual language and embodying not only verbal but also multimodal resources (Canagarajah, 2013, 2021). From a translanguaging perspective, multilingual students are seen as competent to shuttle between multiple languages, communicate in hybrid languages, and foster multilingual competence (Canagarajah, 2013). This perspective differs from a monolingual perspective, which exalts the mastery of one dominant language.

The global rise of the English language has prompted scholars to devise models that can account for how the prevalent use of English breeds new varieties in specific localities where English is used as either a foreign or second language. It is well-established, for example, that such models as World Englishes (Kachru, 1992), English as a Lingua Franca (ELF) (Jenkins, 2006, 2009; Seidlhofer, 2001, 2004, 2009) and English as an International Language (EIL) (Crystal, 2004; Modiano, 2004) have gained prominence in English Language Teaching (ELT) scholarship to capture, describe and expound the phenomena of the emerging English varieties worldwide. Yet, while these models have been enthusiastically embraced, they have been considered insufficient to capture the vibrant linguistic practices in non-English speaking contexts fully (Canagarajah, 2013; see also Pennycook, 2014). Canagarajah (2013), for example, critiques the above models as treating language as monolithic, bounded, and separated from the communities and places of origin. Furthermore, the models still cling to the notion of shared language norms among users from diverse linguistic backgrounds. Similarly, Creese and Blackledge (2015, p.20) have argued that “the notion of separate languages as bounded system of specific linguistic features may be insufficient for analysis of language in use and in action.” Finally, the models consider language competence as residing exclusively in cognition and thereby overlook the potential of other modalities in contributing to the meaning-making processes in communicative events.

As a corrective to the above models, Canagarajah (2013) proposes the model of translanguaging practice. This concept is based on the social practices toward what people accomplish for their communication through active interaction rather than cognitive process. The term “translanguaging” emphasizes two key concepts that form a paradigm shift in language education. These concepts are foregrounded as characteristics of translanguaging practice. First, “communication transcends individual languages.” It’s perceived that languages are always in contact, influencing and complementing each other. Second, “communication transcends words and involves diverse semiotic resources [e.g., symbols, icons, and

images] and ecological affordances.” Semiotic resources “means to produce meanings” (2013, p. 6). In this part, language is seen as what we do/practice instead of what we know, and language must be treated as contextual, situational, and multimodal. As a practical approach in language studies and pedagogy, the translanguaging practice provides a new concept based on process-oriented by focusing on interaction and negotiation. Language learners are encouraged to express their repertoire without being afraid of making mistakes. Communication breakdown due to the limitedness of vocabulary and grammar is no longer a problem as part of the process of gaining competence.

The interaction in EFL remote learning is framed under the notion of translanguaging practice or activity involving the mobilization and mingling of diverse semiotic resources such as the body, text, shared understandings of context, and linguistic resources. Meanings in translanguaging practices are not communicated from a speaker to a hearer but are instead negotiated between interlocutors. This negotiation has the potential to be strategic because it gives people a chance to establish their identities, renegotiate their norms, frame their arguments, and “persuade more powerful interlocutors to shift their stance, renegotiate their norms, and reconstruct meanings and form.” (2013, p. 29).

Just like the interactions that occur in offline classes, some students always have their hands raised to participate and those who are hesitant to interact. Students develop their language skills through interactions with the instructors by using multimodal elements (e.g., gestures, gaze) and multiple digital and physical devices (Canals, 2021). Interaction in remote learning is one of the important elements in language teaching-learning activities. Many researchers acknowledged that linguistic environment, linguistic input, and linguistic output are the major factors influencing students’ competency and performance (Weizheng, 2019). Students who participate actively in EFL remote learning have the potential to be successful learners in language acquisition. The interaction within a virtual class is beyond the boundaries of physical spaces, which may violate the convention of offline class. For example, students can easily choose not to respond to the teacher’s instructions, questions, or chat messages. They may communicate electronically, but students can still elect not to respond actively. Their interactions do not occur because it is mediated through digital features and mainly occurs from voice to voice. This is in contrast to offline interactions where norms and teacher tools make it harder for students to avoid responding to the teacher's questions or demands, including the possibility of being removed from the class.

In language pedagogy, translanguaging has challenged traditional ideas about bilingualism and

multilingualism, which are considered "simply the mastery of two or more languages from birth or as a result of an additive process" (Otheguy et al., 2019, p. 626). Therefore, it is crucial that one develops communication skills at a variety of levels without having to master all of their identified languages completely. The ability to use language and create meaning is the main concern, and speakers can draw from and use their entire linguistic and multimodal repertoire to accomplish language.

The term translanguaging can be understood from two different perspectives: sociolinguistics and pedagogical perspectives. From the perspective of sociolinguistics, it is perceived as the dynamic language practices of bilinguals. The practice of translanguaging is connected to the upheaval of the idea of named languages and power structures (Garcia & Otheguy, 2019). From a pedagogy perspective, it is an instructional and assessment framework that teachers can use strategically and purposefully (Garcia et al., 2017). Pedagogical translanguaging not only improved the linguistic awareness of multilingual students but also reflected the value of their languages in the educational environment (Cenoz & Santos, 2020). Thus, while translanguaging treats languages as a unitary system, bilingualism and multilingualism see languages as a separate and bounded system.

As a pedagogical approach, translanguaging is about empowering students, allowing and encouraging them to deploy all linguistic resources at their disposal to transform the learning space into a pedagogy of possibility. Learning "new languages - to become bilingual and multilingual, rather than to replace the learner's L1 to become another monolingual-often gets forgotten or neglected, and the bilingual, rather than monolingual, the speaker is rarely used as the model for teaching and learning" (Wei, 2018, p. 16). Meaning-making in a virtual classroom interaction is negotiated between interlocutors rather than transmitted from a speaker to a hearer. The involvement of students in activities that allow them to engage in reciprocal interactions is encouraged. If teachers are not deliberate about exploiting the inclusion of all languages and plan strategies to utilize all students' linguistic repertoires, the minority languages (those that teachers and peers do not share) may become invisible in a multilingual classroom (Galante, 2020).

Studies on a translanguaging perspective with different foci abound, yielding important insights into how language and communication work in a complex, unpredictable, and dynamic manner. In the last few years, for example, Albawardi (2018) looked at how Saudi women engage on WhatsApp and discovered the grammatical variety available in the language. Roza (2019) observed the interaction of students in EFL class by depicting translanguaging negotiation strategies using language alternation.

Canagarajah (2020) analyzed workplace communication, which was increasingly multilingual and multimodal, by demonstrating the need to develop a more expansive orientation to the repertoire. Song and Lin (2020) investigated international students who engaged in translanguaging practices that created meaning out of intercultural experiences in the city of Shanghai. In recent studies, Wilson (2021) demonstrated that parental ideologies have changed to adopt more tolerant views of language mixing. Munirah et al. (2021) reported the emergence of an awareness of buyers and sellers to entertain social, cultural, and political entities in the practice of communication in a traditional market. Tai and Li (2021) showed how the EMI teachers' use of iPad had extended their semiotic and spatial repertoire of constructing a technology-mediated space in the mathematics classroom. Kevin and Wong (2022) found that students were inspired by translanguaging space value linguistic and cultural variety in the community and saw other languages as resources. With the exception of Albawardi's (2018) and Tai & Li's (2021) studies, all the above works have been conducted in offline settings. There is, therefore, a need to further expand the findings of these works from an online site.

The present study attempts to fill the above void by investigating translanguaging practices in an online setting. Specifically, it seeks to find out specific negotiation strategies enacted in this practice via a digital learning platform (i.e., Zoom). It also intends to discover the roles these strategies play in the meaning-making activity in online classroom interaction. In the of this, three research questions were formulated as follows:

1. How did teachers and learners create a translanguaging space in a virtual teaching-learning interaction?
2. What negotiation strategies emerged from this translanguaging interaction?
3. In what ways did these strategies contribute to a meaning-making activity during the remote teaching and learning interactions?

## **METHOD**

### **Research context**

The study was undertaken at a private university in Jakarta, Indonesia, in which the teaching-learning activities for English courses were conducted remotely due to the COVID-19 pandemic. The digital learning platforms were Google Classroom, Google Meet, and Zoom. From the perspective of translanguaging practice, these modes of interaction allowed the participant to learn and communicate in English as well as to keep their identity and culture through their native language (L1) alongside English. The decision about which language should be used as the medium of interaction was left mainly

to the instructors. They had the freedom to use their creativity to engage students in participating in the teaching materials conducted remotely. For this research, samples of interactions used are limited only to translingual interactions made by both teachers and students and how they communicate rather than on what they communicate, which were contextualized into the research setting.

**Respondents**

This study involved 2 English teachers and 47 students (two of them are Afghans) who learned English courses remotely at a private University in Jakarta. All students are reported as multilingual, primarily Indonesian, English, and local language speakers. The teachers, Esper and Citra (pseudonyms) have been working professionally as English instructors for several years, ranging from 10-13 years of experience. Based on the observation, we found that both Esper and Citra allowed their students to mix languages (English and Indonesian) flexibly.

**Research approach, procedure, and data analysis**

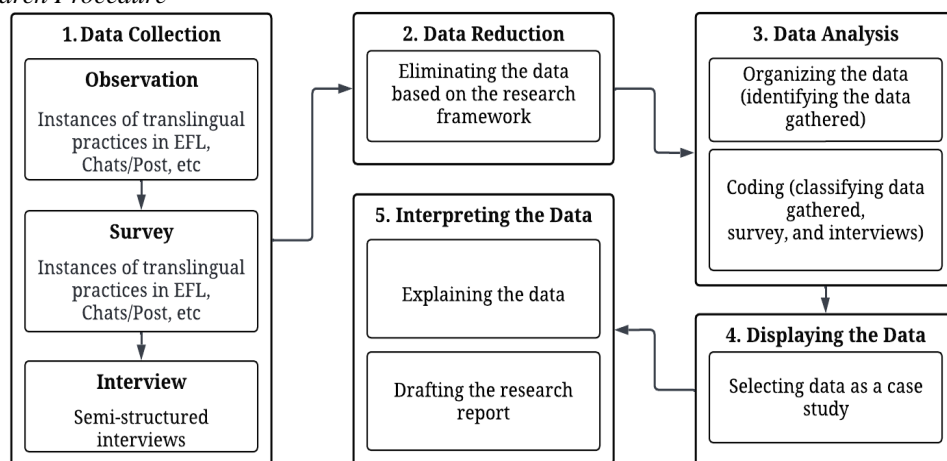
The research study employed a netnographic approach, which was considered most fitting in observing virtual classrooms conducted during this COVID-19 pandemic time. Netnography research has lately become a popular method in line with the growing influence of the internet. The netnographic method utilizes and analyses the data and information provided by the online community (Heinonen & Medberg, 2018). Through this

approach, the data from the remote interactions are taken from online content, including chat conversation posted in the chat box, audio information, and visual and audio-visual information.

The data used in this study come from a variety of sources, incorporating observation, questionnaires, and interviews. These data serve as the foundational bedrock for understanding and analyzing translingual practices within the context of EFL classrooms. Data collection comprises a series of observations (a total of 28 hours of observation data) on the English course conducted remotely. Other data is elicited through surveys and interviews (a total of 2 hours) with representatives of EFL respondents. The recorded data of translingual practices within EFL remote learning interactions were transcribed, identified, and grouped into their patterns. We used a transcription convention to transcribe the data adapted from Seedhouse and Richards (2007).

The research procedure was conducted in five phases, as illustrated in Figure 1. To analyze the data from the observation and transcribed interactions, we employed Miles and Huberman's (1994) interactive model: data reduction, data display, verification, and conclusion. As for the negotiation strategy, we employed Canagarajah's (2013) macro-strategy of meaning negotiation. In so doing, the translingual spaces created and the negotiation strategies for meaning-making can be identified.

**Figure 1**  
*Research Procedure*



**FINDINGS AND DISCUSSION**

In this section, the study's findings addressing three research questions are presented, emphasizing the pedagogical roles of translingual practices within a virtual classroom.

**The way teachers and learners create a translingual space in a virtual teaching-learning interaction**

In response to the first research question, teachers and students in a virtual learning setting created a translingual space through various strategies,

including language alternation and flexibility in language instruction. They utilized different languages as needed during discussions and activities, which not only facilitated comprehension but also emphasized the acceptability of using the most suitable language for effective communication. In this context, English served as the subject of instruction, while Indonesian emerged as the dominant language. Additionally, various language variations, including vernacular language and dialects, were present but played a less dominant role. English and Indonesian were frequently mixed by both teachers and students across various communicative settings, such as greetings, explanations, question-and-answer sessions, commands, feedback, discussions, and session closures. Throughout remote teaching and learning, we noticed frequent translingual practices, as shown in Table 1. English-to-Indonesian language mixing was the most common (32 out of 47 occurrences), followed by Indonesian-to-English (13 occurrences) and the use of various dialects or vernacular languages.

**Table 1**  
*Code-Meshing in the Online Interaction*

Code-meshing	N	%
English with Indonesian	32	68
Indonesian with English	13	28
Language variation	2	4
<b>Total</b>	<b>47</b>	<b>100</b>

**The negotiation strategies emerged from this translingual interaction**

Negotiation strategies naturally emerged in remote EFL education. In order to address the second question, we identified common strategies under four macro categories: envoicing, recontextualization, interaction, and entextualization (Canagarajah, 2013). These macro strategies manifested through various micro strategies, such as clarification, code-meshing, and negotiating meaning, which interacted with verbal, semiotic, and multimodal resources. In remote EFL learning, the complexity of communication was characterized by the integration of different languages (language meshing) and the utilization of diverse resources like gestures, symbols, and digital features to support fluid communication. Virtual class interactions were not limited to verbal communication alone; they involved multimodal elements that facilitated meaningful negotiations. These elements included verbal, semiotic, and multimodal resources that often coexisted, with participants using various means to interact effectively. Examples included students turning their heads to respond to the teacher, using symbols and handouts for comprehension, and employing multiple devices for tasks like searching for word meanings in online dictionaries and engaging in

written conversations. The frequency and utilized resources of remote learning interactions based on participants' views are summarized in Table 2 as follows.

**Table 2**  
*The Use of Multimodality*

Frequency	N	%
Gestures	15	32
Digital features	13	28
Symbol	11	23
Material resources	5	11
Multiple devices	3	6
<b>Total</b>	<b>47</b>	<b>100</b>

**The way these negotiation strategies contribute to a meaning-making activity during the remote teaching and learning interactions**

The third question was answered by providing analyses of both the creation of the translingual spaces and the strategies employed during the meaning negotiation process. The strategies mentioned earlier contributed significantly to meaning-making activities during remote teaching and learning interactions in several ways. For instance, seeking clarification and confirmation or providing explanations help students understand concepts more thoroughly. Translingual interactions lead to linguistic richness as learners draw from diverse linguistic repertoires. This enriches the language used in discussions and provides nuanced perspectives on a topic.

Meaning-making strategies depict pedagogical decision-making, often initiated by the teachers in navigating the learning activities in the online class. The following section further details these translingual practices in an online instruction-learning context. This section discusses how verbal, semiotic, and multimodality resources interplay in the meaning negotiation process. Due to limited space, we presented only three representative excerpts of EFL remote learning interactions. The provided excerpts illustrate the intersection of translingual practices and the utilization of semiotic and multimodal resources in the negotiation of meaning. Excerpt 1 exemplifies the use of verbal resources, particularly code-meshing, by the participants. Excerpts 2 and 3 highlight how semiotic and multimodal resources worked together to facilitate interactions, enhancing both input and output comprehension. Instructors and students employed various digital features, such as camera toggling, gestures, gazes, iconic symbols, mobile pens, and language mixing between English and Indonesian. These three representative excerpts showcase the pedagogical roles of translingual practices in the context of EFL remote learning interactions. All student names mentioned in excerpts are pseudonyms.

**Excerpt 1: Orchestrating students' linguistic repertoires through code-meshing**

The instructor checks student understanding of an English passage by having a student translate it into Indonesian. This results in the meshed interaction in which both English and Indonesian linguistic codes are meshed. Previously, the instructor introduced business letters and their characteristics to the students.

1. S: [Reading a passage]
2. T: okay, Noni, thank you! translate into Bahasa Indonesia.
3. S: [...] *orang-orang melakukan pekerjaan [...]* [people are working]
4. T: *teman-temannya boleh bantu...* [others can help]
5. Ss: [silent, 15 seconds]
6. S: um: (.) *orang-orang yang mempunyai apa ya (.) pekerjaan tugas (.) keluarga (.) tidak punya waktu apa (.)* [people who have, what is it, a job, work, and family don't have time to check]
7. T: *jalan ke mall*↑ [going to mall]
8. S: *jalan-jalan ke mall*↓ [go to mall for shopping]
9. S: *enak-enak gitu belanja.* [shopping for fun]
10. T: okay! leisurely shopping = *nggak punya waktu santai untuk berbelanja* [do not have time for shopping]. Thank you Mahfud!. [...] Noni *coba*

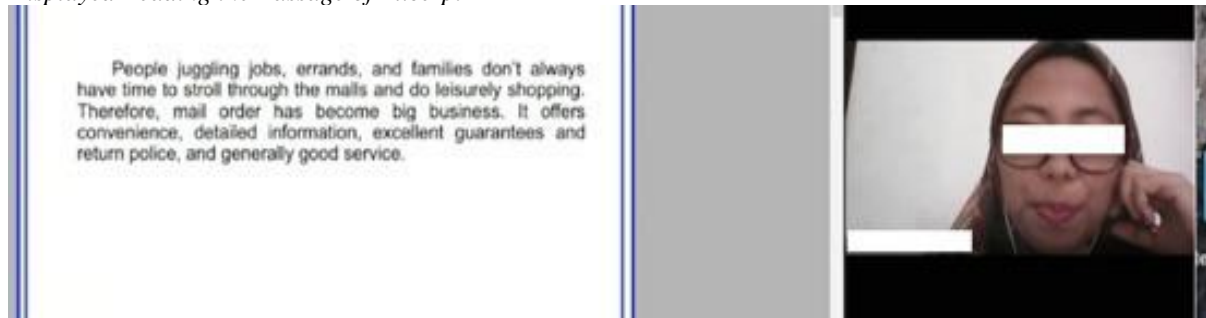
[why don't you] translate *dari kata* [from a word] therefore, *sampai* [to] good service.

11. S: (.) *orang-orang yang punya pekerjaan.* [people who have job]
12. T: *Dari kata* therefore, *sampai* good service [from the word... to..]
13. S: mail order er (.) *menjadi bisnis besar...* [becoming big business]
14. T: *apa gimana*↑ therefore, *itu apa sih bahasa Indonesia-nya?* [what is that in Indonesian?]
15. Ss : oleh karena itu ↓ [therefore]
16. T: oleh karena itu ↓ *terus* [therefore...continue]
17. S: *oleh karena itu (.) mail order menjadi bisnis besar* [therefore...becoming big business]
18. T: mail order = *itu apa bahasa Indonesianya? jangan sok Inggris ya*↑ *nga bisa bahasa Indonesia.* you are Indonesian citizen! *apa sih 'mail order'*↑ *itu yang lain boleh bantu jawab*↑ [what is the meaning in Indonesian, do not pretend like English people can't speak Indonesian] [*what is the mail order, others can help to answer*]
19. S: mail order *kah?* (mail order, isn't it?)
20. T: yes, Hazka, *sok = apa?* (please, what?)

In lines 1-5, it can be seen that the teacher pays attention to students' understanding of the reading displayed on the screen, as shown in Figure 2.

**Figure 2**

*Displayed Reading the Passage of Excerpt 1*



The topic of the discussion is a business letter. The teacher is teaching students how to recognize and explore business letters in English. Noni, one of the students, was appointed to translate this part. She needs help finding the equivalents in Indonesian, so she left some words or terms untranslated, making the translation results seem disjointed. Seeing things like this, the teacher tried to ask other students to help her. Because there was no response during the 15-second pause, a student, Mahfud, suddenly tried to help his friend translate the passage (line 6). In particular, to help students understand Indonesian words, she asks students to translate, as shown in line 14. Lines 7-17 describe an interaction where the teacher gives an emphasis on and pays attention to the words intentionally left untranslated into Indonesian, such as 'leisurely shopping,' 'therefore,' and 'mail order.' Thus, the instructor activates the students' memory of the Indonesian meaning of these terms. In this section, it can be seen that the teacher is making efforts to

understand and unearth the students' linguistic repertoires by re-modifying the meaning of terms that are intentionally left untranslated, as in line 18, 'mail order' *itu apa artinya? Jangan sok Inggris*' etc. This is an example of incidental expression of the teacher to check student's understanding. This attitude from the teacher is reasonable enough to ensure students understand the meaning of every word they read in the passage. Such a code-meshing practice helps open up a translanguaging space and is enacted to ensure that students can understand what they read. While giving the time to the students to respond, the instructor allows the students to look up the meaning in an online dictionary; that is, to make an alignment with the material object. Furthermore, it is also interesting to observe in line 19 that a student uses a confirmation-seeking strategy by using an Indonesian tag-question construction, *-kah*, to make sure what the teacher means is the same as his understanding.

Interestingly, in line 20, we also found the use of a vernacular language (i.e., Sundanese), namely the word *sok* emerged when other students tried to help translate the word 'mail order'. The meaning of the Sundanese word is 'please,' which is a common expression used by the Sundanese people when inviting or allowing other people to speak/act. Commonly, translanguaging practices take place spontaneously and indirectly describe the position and identity of the speaker. The meshing of English and Indonesian in this online interaction provides evidence that communication is always dynamic and transcends one individual's language. This code-meshing practice also facilitates students' understanding of the texts and makes the interactions successful. However, one of the participants also uses vernacular language (language variation), considering the diversity of languages they have. The employment of verbal resources as a strategy in the form of envoicing (code-meshing) has become a common phenomenon.

#### Excerpt 2: Engaging students' participation through semiotic resources

The instructor effectively utilizes semiotic resources, including digital tools and symbols, to actively involve students in the discussion. These resources enhance interaction in the virtual classroom, emphasizing the importance of leveraging available tools for meaningful engagement.

1. T: you see the pictures don't you? my question is<sup>↑</sup> *mana yang tidak beres*, [which one is not right here?] something looking peculiar.
2. Ss: [silent]
3. T: before I start, um: (.) actually (.) what do you see?
4. Ss: [silent, thinking to respond to teacher's questions]
5. T: *kira-kira sebenarnya* um: (.) [what exactly about] what do you see for these pictures?
6. S: group of demonstration<sup>↑</sup>
7. T: thank you!, Fadli *mengatakan* [said] demonstration (.) um: (.) I need other answers, anyone else?
8. S: um: (.) many people<sup>↑</sup>
9. T: demonstration! of course (.) many people [count the answers that the students have mentioned by hand Figure 1] what is else?
10. S: they are wearing a mask.
11. T: they are wearing a mask, okay! (3.) that's right *terima kasih* [thank you]
12. S: they are LGBT *tuh*, Mr<sup>↑</sup>
13. T: LGBT? J oh men! thank you for the answer (.), *tahan dulu ya<sup>↑</sup> ada yang bilang* [hold on. someone say] LGBT (.) Okay!  
for this picture ↓ I give you the answer (.) *ini ngapain tanya-tanya*, um: (.) *si Lisa tuh* [why is this one asking about Lisa?] [while pointing to the image] I don't know if they are demonstrating someone or something (.) *tapi siapalah Lisa? kan tidak nyambung<sup>↑</sup>* [yet, who

is Lisa? it's not connected] it doesn't make sense.

The teacher introduces his lecture on the importance of being critical before starting his teaching-learning activities. The teacher invited his students to guess an inappropriate image or something considered peculiar inside the image. This teacher displays a picture and then asks his students to look at the many pictures more closely. There are some that he thinks look strange, as stated in line 1. Before conducting the teaching-learning activities, the teacher framed the discussion by introducing the topic they had discussed in the previous meeting using language alternation. Excerpt 2 showed complex interactions involving many elements, such as verbal elements (language alternation), pictures, and symbols. The interaction occurs spontaneously, and the teacher starts the interaction using Indonesian, then shuttling to English, and then shuttling back to Indonesian before he suddenly asks his students to pay attention to the displayed image. This means that negotiation strategies through available resources occurred simultaneously, supporting fluid interaction so that the messages conveyed could be understood clearly. The teacher facilitates the interactions by asking lots of questions so students can speak proactively by displaying pictures and language alternation. This strategy made students look enthusiastic about participating in teacher-led interactions.

It is also noticeable that the teacher shuttles from English to Indonesian. After being allowed to guess, all students seemed silent; maybe they were still confused about answering the question (line 2). In line 3, the teacher tries to ask again by making the question more general, namely, 'what do they see?' Students who attended this virtual class remained silent and perhaps tried to understand what was happening with that discussion. Then, the teacher repeats by making more general questions that allow students to guess, as in line 5. A few seconds later, on lines 6-12, answers from students appear alternately by saying 'group of demonstrations', LGBT, and many people'. At this stage, the teacher not only uses his voice to initiate answers from his students but also orchestrates semiotic resources in the form of his right-hand finger by counting from the answers made by his students while directing and pointing at a picture that looks odd, namely an image that says 'who is Lisa?' line 13. The role of gesture in meaning-making here is significant, as this constitutes the highest percentage (32%) (see Table 2). Semiotic resources, including bodily gestures here, can help reinforce the meaning of verbal resources in that they invite students' attention and participation in creating an agreement of sharing students' knowledge.

**Figure 3**

*The Use of Semiotic Resources in Excerpt 2*



**Excerpt 3: Directing students' attention through multimodal resources**

The instructor uses diverse resources to engage students and focus on specific aspects of a picture, highlighting the role of multimodality in bridging language gaps.

1. T: *lagi-lagi*, um:(.) something is not right here (.) *ada yang tahu?* [again] [anyone knows?]
2. S: Power Rangers!
3. T: I know they are Power Rangers (.) *tapi kenapa?* [but why?]
4. S: cosplay!
5. T: yes. is it nice cosplay?
6. S : the belt Mr↑
7. T: are you sure?
8. S : hmm (.) it's the helmet they wear.
9. T: *nah* um: (.) the answer probably = *lihat deh bagian helmnya* [look for the helmet](.) *masak ya helmnya kaya ini*. [how come to the helmet is like this] that's not right, I think. um:(.) *ahaaa* [laughing] of course looking very weird! *tapi sepanjang saya nonton Power Rangers*, that's looking= *aneh* ya um: (.) *mana ada Power Rangers tampak seperti ini?* [but as long as I watch Power Rangers, that is looking weird] [while circling a picture of Power Ranger in red, figure 4]. *ya Allah, coba lihat ada yang lainnya pakai black belt* (O Allah, let see if anyone else is using). *ini tidak pakai* (.). [this is not using] *ini agak turun black belt-nya*. [This is a bit down black belt] It has a black belt (.) *yang ini malah pakai rok*. [this one is wearing a skirt].

It is noticeable in lines 1-8 that the teacher initiates and guides the interaction by meshing both English and Indonesian. The shuttling of these languages is meant to accelerate students' understanding of the topic being discussed. The teacher elicits questions to allow the students to surmise which pictures they think are weird/funny. Immediately, a student responded by saying, Power Rangers, as stated in line 2. However, the teacher still expects more from what was conveyed, namely attention to something peculiar. In the next few seconds, a few students provide the answers: cosplay, the belt, and finally, the helmet. In line 9,

the teacher draws students' attention to the picture, which visually illustrates the uniqueness of the Power Ranger's posture image. Specifically, the teacher makes a red circle on the photo (Figure 4) while asking a question. "That looks strange; where do Power Rangers look like this?". In line 10, the teacher continues to direct students' attention to different features of the photo. He expressed the strangeness of the Power Ranger pictures by circling one picture which he thought looked strange. Mobilizing digital learning features (mobile pen) to complement his verbal utterances to engage his students' understanding of what is being discussed is seen here as one effective way of creating a translingual space.

**Figure 4**

*The Use of Multimodality Resources in Excerpt 3*



The three Excerpts above demonstrate how EFL participants' repertoires were orchestrated during the interaction as scaffolding to facilitate smooth and intelligible interactions, as well as to engage and direct students to participate and stay focused on the subject being discussed actively. This evidence supports the widely held assumption in contemporary applied linguistic scholarship that language difference is a resource rather than a deficit. In the context of language teaching and learning, language learning will be challenging to accomplish without the use of a full linguistic



repertoire (Garcia & Otheguy, 2019). Translingual practices in EFL remote learning interactions have revealed the complexity of language practices that broaden our understanding of communication and the language itself. Interaction in virtual classes requires knowledge of the language, strategies, and skills to mobilize resources to make the interaction run smoothly. Participants in EFL remote learning assembled English, Indonesian, and other resources (e.g., gestures, pictures, symbols, digital features) to support the effectiveness of interaction and language learning, especially when they found a message that they could not understand conveyed or asked for the meaning of a word or an abstract concept. Moreover, using digital features (e.g., mobile pen and online dictionary) helps them to have more processing time as scaffolding to make the interaction successful and intelligible. In addition to that, students are more enthusiastic about participating in the interaction and consider learning a language a fun activity. The findings are in tune with the idea of translanguaging as a practical theory of language in that language is seen as a multimodal resource that human beings use to think and communicate their thoughts. As Wei (2017) has argued, "Human communication has always been multimodal; people use textual, aural, linguistic, spatial, and visual resources, or modes, to construct and interpret messages" (p.13).

The employment of verbal, semiotic, and multimodality resources in EFL remote learning is an exemplary model of pedagogical practices in which the teacher facilitates the discussions among students rather than becoming a teacher who creates a one-way flow of interaction. Using multiple resources as a strategy to recontextualize the class interaction by making them familiar with the topic (discussing Power Rangers) is responded to creatively by the students as an opportunity to express their ideas. Here, contextualization cues are defined as signaling mechanisms used by speakers to indicate how they mean what they say (Gordon, 2014).

Language meshing or merging of one language into English and using resources in a language context zone, EFL, are unavoidable and very acceptable. Participants tried to use English as a medium of interaction as often as possible, and sometimes, they altered their languages to make meaning. To have an effective interaction, they employed creativity using various negotiation strategies (verbal, semiotic, and multimodality resources) so that their interactions within EFL remote learning ran smoothly. As Canagarajah (2013) said, translingual practice is an approach to language learning emphasizing active interaction and negotiation rather than a cognitive process. This approach provides a way of thinking that allows people to express their ideas about anything they wish to share/discuss.

The analysis of excerpts 1, 2, and 3 shows pedagogical functions of translingual practices that occurred in dynamic and complex which involve not only verbal voices but also semiotic and multimodality to help the ongoing interaction run successfully. The available resources (verbal, semiotic, and multimodality) facilitate students' linguistic repertoire and create a space to enable meaning-making within a virtual classroom. The finding confirms the two tenets of translingual practice, as Canagarajah (2013) asserted that communication goes beyond specific languages and words and involves a variety of semiotic resources as well as ecological affordances.

In terms of the strategies used, we adopt Canagarajah's (2013) model of macro-strategies and have found four negotiation strategies used by the participant during the interactions: envoicing, recontextualization, interaction, and entextualization. First, envoicing helps the speakers (i.e., students and teachers) reach their goal by reaching the audience while representing their linguistic identities. The voice is the self-representation of the speakers so that other people can listen and understand the message. The voice of speakers (the meshing of English and Indonesia) also exhibits the speakers' personalities. As Bakhtin (1986), quoted in Canagarajah (2013), stated: 'to speak is to envoice or populate language resources with one's intentions.' As we can see in the case of Noni in excerpt 1, she made a decision not to translanguange as instructed by the teacher. There are two possibilities for this: she either did not understand the meaning or forgot the meaning. The envoicing strategy was used by Noni even though she did not know the meaning or was still confused about finding the right equivalent so that it seemed as if she understood what was being said by continuing to express the English version of 'mail order' even though she was asked to translate it into Indonesian.

The teacher also used an envoicing strategy from English to Indonesian and then to Sundanese to ensure that what she conveyed could be understood by her students. Language resource is not simply wording that humans express, but it is an entity that links an individual to his identity, family, culture, and belief. Culture can sustain its existence because of language. Thus, language is not an independent collection of rules, structures, or specific abilities to be learned, but rather a set of instruments for constructing and negotiating meaning between people and the outcomes of social interactions (Pacheco & Smith, 2015).

Second, the recontextualization strategy in this study is reframed by arguing that interlocutors should be able to "frame the text/talk and alter the footing to prepare the ground for appropriate negotiation"(Canagarajah, 2013, p.80). The employment of recontextualization strategies can be

seen in excerpt one, where the participants managed the topic by framing the talk/text and altered the footing to prepare the ground for appropriate negotiation and contextualization. This is evident when the teachers reviewed previous learning to business letters so that students can quickly adapt to the subject being taught. The teacher used an appropriate way to communicate due to her understanding of the context or framing of the talk in order to create a safe atmosphere. The fluid integration of different modes of communication and features, such as using two or more languages or employing other resources in EFL remote learning interactions, is in line with what Garcia and Wei have asserted that "human beings have a natural translanguaging instinct" (Garcia & Wei, 2014, p. 32). For Wei, as cited (Jaspers, 2018), this is an innate ability to comprehend meaningful intents and plan actions accordingly by using as many diverse cognitive and semiotic resources as possible. Lately, it is understood that multilingual speakers do not simply add up their multiple languages and use each language separately; rather, they are viewed as being able to "shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah, 2011, p. 401). Translingual practices are not necessarily about one language at a time since they transcend individual languages and words in constant contact. Speakers integrate all available codes as a 'repertoire' in everyday communication (Canagarajah, 2013).

Third, the interactional strategy underlies the collaboration between interlocutors. It is a social activity of co-constructing meaning by adopting reciprocal and collaborative strategies (Canagarajah, 2013). The uniqueness of EFL remote learning interactions can be seen in excerpts 2 and 3, how the speakers mobilize resources as an interactional strategy to interact effectively within digital space so as to render the interaction intelligible. Participants' reliance on digital resources is part of interactional strategies demonstrating a significant implication in language learning. Therefore, using digital resources and translingual practices brings many opportunities for language learners to unleash and maximize their repertoires.

Fourth, the entextualization process can be seen in how the EFL participants were trying to define the meaning of mail order and pronouncing particular words using a filler. In the context of EFL remote learning interactions and the advance of technology, language learning is significantly aided by technology, like an online dictionary, to check the spelling and grammatical errors for their writing exercises. For example, students who have an assignment that needs to be written in English will use a specific application of technology set to English. In that case, Indonesian words will be highlighted as erroneous and autocorrected to an English word, even when spelled correctly.

Canagarajah (2013) states that entextualization strategies address the spatiotemporal production processes of text and talk for voice and intelligibility. This strategy aims to "reveal how speakers and writers monitor and manage their production processes by exploiting the spatiotemporal dimensions of the text" (p.84). This strategy is more convenient in researching written discourse in which writers compose multiple drafts where they have to edit, omit, and revise their lexical, grammatical, and rhetorical choices (Canagarajah, 2013). However, it does not mean that this strategy cannot be revealed in spoken discourse.

## **CONCLUSION**

We have adopted the translingual practice as an analytical framework to analyze the interactions conducted remotely by the EFL participants and how they deployed and mobilized resources to create meaning. From this study on the EFL remote learning interactions, it can be inferred that EFL participants (teachers/students) dynamically employed verbal, semiotic, and multimodality resources as an assemblage to make English learning interactions intelligible and accessible. This is the way translingual spaces are created. Through these translingual spaces, participants creatively employed negotiation strategies as part of their endeavors to make meanings well communicated and interactions undistorted. Thus, the assemblage of all the resources above has immensely supported communicative success in online interactions.

This study has shown that translingual practices within EFL remote learning interactions are very dynamic and complex, thus becoming a new emergent model of language learning during the COVID-19 pandemic conducted remotely. It also shows that the interplay between verbal resources, semiotic, and multimodality resources contributes much to the process of meaning-making in online communication. These resources are aligned with each other, constituting an assemblage that supports successful communication. This goes to the very heart of the notion of 'translanguaging as a practical theory of language' (Wei, 2017). Echoing this argument, Hornberger and Link (2012) highlight that translanguaging practice in the classroom has the potential to appreciate all points of biliteracy context, media, content, and development. Translingual practices happen naturally and mainly occur in simultaneous interactions, as this study has demonstrated.

The current study also adds further insights into the growing body of research (see Lee et al., 2019) that views language as an embodied, multimodal, and holistic practice where the interaction between gestures, gaze, multimodality, and multilingual repertoires reinforce speech to aid

in the disambiguation of meaning and therefore contributes to meaning-making during meaning negotiation. Translingual practices contribute significantly to scaffolding learning and demonstrate effective remote learning interactions in which students creatively deploy various language repertoires in negotiating meanings.

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