

# TRANSLANGUAGING PRACTICE IN KOREAN AS FOREIGN LANGUAGE CLASSROOMS: WHAT DO THE UNIVERSITY TEACHERS PERCEIVE?

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# INTRODUCTION

- Introduced in Welsh bilingual education in the 1980s (Lewis et al. 2012). **'Trawsieithu'**—a **Welsh term** coined by Cen Williams, and later translated into English as 'translanguaging' (Conteh, 2018)
- Conceptualized as a purposeful cross-curricular strategy for **'the planned and systematic use of two languages for teaching and learning** inside the same lesson' (Lewis et al. 2012, p. 3)
- Recognized as the **pedagogical method** among practitioners working in English as an Additional Language (EAL) contexts in the UK (Li 2018, p. 32)
- **Greatly concerned** by academic discourse scholars **in the ELT context**, including in the Indonesian context (Arisandi et al., 2023; Emilia & Hamied, 2022; Zein et al., 2020), **leaving out questions** regarding how university teachers perceive translanguaging **in Korean as foreign language classrooms**
- **Perceived beneficial to other language education practitioners** as well (Li, 2018). Recent discussions of translanguaging tie in well with an ongoing present-day reappraisal within ELT of what Hall and Cook (2012) term 'own-language use' in language classrooms

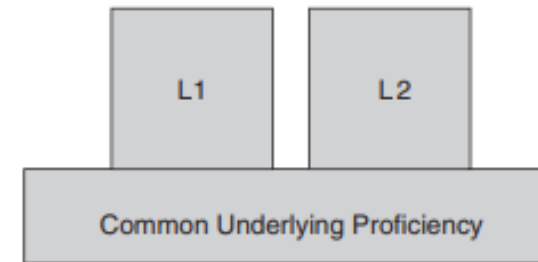
# LITERATURE REVIEW

- The use of **one language to reinforce the other** to increase understanding and augment activity in both languages (Lewis, Jones and Baker (2012)
- A **dynamic and functionally integrated use of languages** to facilitate understanding, speaking, literacy, and, not least, learning
- An approach to bilingualism centered not on languages, but on the **practices of bilinguals** readily observable (García, 2009)
- The use of a speaker's **full linguistic repertoire without defined boundaries** of named languages (Otheguy et al., 2015, p. 281)
- The “trans” prefix to translanguaging highlights **teachers’ creativity and criticality in developing** philosophical and political **stance** in positioning languages, **applying** collaborative, interaction-centered **design**, and **embracing shift** of plan/design to respond to individual student’s language repertoire (García, Johnson, & Seltzer, 2016)
- **Translanguaging promotes** a deeper and fuller **understanding** of the subject matter, helps the **development** of the weaker language, facilitates home-school **links and cooperation**, and helps the **integration** of fluent speakers with early learners (Baker, 2001; Garcia & Lin, 2017)

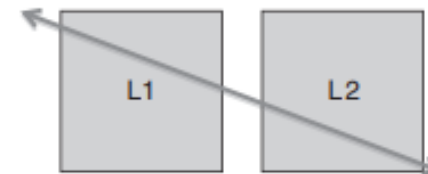
**Traditional model of bilingualism**



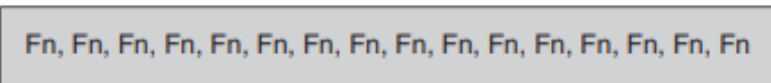
**Cummins's interdependence hypothesis**



**Code-switching**

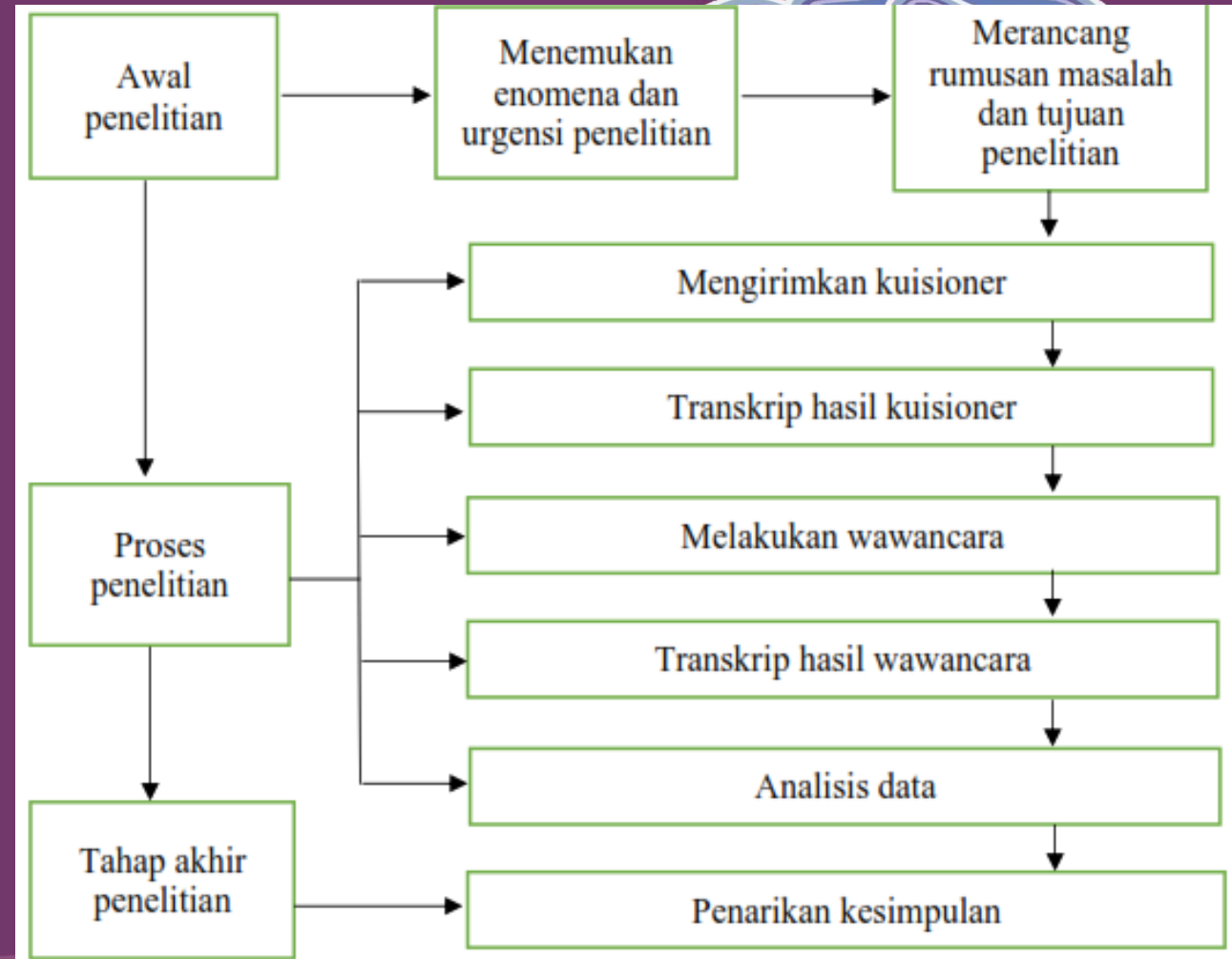


**Translanguaging**



# METHOD

- Research approach: Qualitative explorative
- Research participants: 6 university teachers teaching Korean language education
- Research instruments: a questionnaire and interview protocol adapted from Moody et al. (2019)
- Research procedure:
  - Formulating research problems
  - Developing instruments through previous literature
  - Collecting a consent form
  - Distributing a questionnaire
  - Conducting follow-up interviews
  - Doing data analysis iteratively




# FINDINGS AND DISCUSSION



## Teachers' Perceptions of Translanguaging in Korean Language Teaching



- Most teachers have a common understanding of translanguaging, recognizing it as the use of two or more languages (e.g., Korean-Indonesian or Korean-English-Indonesian) in language teaching.
  - They believe that translanguaging is effective in improving comprehension (Garcia & Lin, 2017) and that using Indonesian is important for explaining complex concepts that are difficult to understand.
  - Additionally, teachers feel comfortable using translanguaging because it enhances the effectiveness of learning.
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# FINDINGS AND DISCUSSION

## Teachers' Perceptions of the Effectiveness of Using Translanguaging

- Teachers believe that translanguaging helps students better understand the learning materials.
- They find that translanguaging increases student enthusiasm and motivation.
- Implementing translanguaging as a teaching method is particularly effective for explaining concepts that are difficult to understand in Korean.



# FINDINGS AND DISCUSSION

## Teachers' Perceptions of the Challenges of Practicing Translanguaging

- Teachers face difficulty finding the correct equivalent words in Indonesian for certain culture-bound Korean terms.
- Students may become dependent on translanguaging and do not attempt to explore Korean fully.
- Additionally, teachers struggle to balance the use of Korean and Indonesian in their teaching.



# CONCLUSION

- Teachers view translinguaging as a strategy for explaining complex material using the students' native language.
- They find that translinguaging can improve students' understanding, boosts up the learning process, and increases students' motivation and involvement in learning.
- Teachers often face the challenge of finding the right equivalent expressions bound with specific cultural meaning and overdependence on the use of Indonesian.
- Future research is suggested to explore the affordances of translinguaging in mediating online- or digital-mediated foreign language learning.



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