



Bridging Languages: Analysing Translanguaging as a Pedagogical Strategy for Beginner-Level Learners

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ABSTRACT

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This study investigates how translanguaging is implemented in the context of early-stage Arabic learning at the Arabic Language Development Program of UIN Malang by analysing translanguaging practices. Employing a qualitative descriptive methodology, data were collected through interviews, classroom observations, and document analysis involving Arabic lecturers and first-year students. The study follows Miles and Huberman's framework, focusing on five key language skills: *Maharah al-Istima'* (Listening skills), *Maharah al-Kalam* (Speaking skills), *Maharah al-Qira'ah* (Reading skills), *Maharah al-Kitabah* (Writing skills), and *Tarakib* (grammar). Each skill exhibits distinct translanguaging patterns regarding entry stage, developmental process, and final output. The primary forms of translanguaging identified are translation and code-mixing. The findings suggest that translanguaging facilitates comprehension of complex Arabic materials, reducing students' cognitive load, and promoting learner engagement. Ultimately, this approach supports more effective and meaningful Arabic language acquisition, particularly at the foundational level, where linguistic scaffolding is essential for comprehension and skill development.

1. INTRODUCTION

Over the past two years, the discourse on translanguaging has gained significant momentum worldwide. Numerous studies highlight its positive impact on education, including its role in enhancing cognitive and socio-emotional development, offering pedagogical flexibility, and encouraging creativity in the classroom (Ghajarieh et al., 2024; Shoecraft et al., 2024; Tai, 2024; Wong & Tai, 2023). Translanguaging has also been successfully applied in second-language writing (Zheng & Drybrough, 2023), confirming its promise as a supportive instructional approach (Sultana & Fang, 2024).

The potential of translanguaging as an instructional approach is supported by three main factors. First, experts recommend it to foster sustainable education through foreign language learning. Second, translanguaging pedagogy provides new opportunities for language learning and linguistic awareness in multilingual education contexts (Cenoz & Gorter, 2022). Third, many educators have shown a positive attitude toward translanguaging, even in traditionally monolingual learning environments such as in Saudi Arabia and Brixen, Friesland (Cenoz & Gorter, 2022).

In Indonesia, discussions on translanguaging remain relatively unpopular. As of 2024, no studies have been explicitly found addressing translanguaging in this context. Research over the past two years has primarily focused on translanguaging practices in English classrooms, both online and offline, to understand its concept in learning (Heryanti & Samsi, n.d.). Additionally, some studies have explored its benefits, functions, and objectives in English language classes (Liando et al., 2022). Other discussions on translanguaging include investigations into its correlation with students' academic achievement in English classrooms (Putra & Arifin, 2022) and a literature review covering translanguaging research within a specific time frame (Sutrisno, 2023). Despite its theoretical support for learning, translanguaging remains controversial (Witari & Sukamto, 2023).

Several studies have investigated translanguaging practices in Indonesian higher education, particularly in EFL and EMI contexts. Adi Saputra (2015) explored five types of translanguaging in Indonesian university classrooms, highlighting the effective use of various forms like inter-sentential and intra-sentential translanguaging in teaching. Similarly, Khairunnisa and Iwa Lukmana found that English language teachers in Indonesia had positive attitudes toward translanguaging, seeing the integration of Indonesian and local languages as beneficial for students' learning (Khairunnisa & Lukmana, 2020). Additionally, Arisandi, Sudrajat, and Fajrin documented that lecturers in Karawang used code-mixing and translation strategies to help students understand complex English concepts, which ultimately enhanced students' comprehension and language skills (Arisandi et al., 2023).

Maida Kurniati investigated translanguaging in an EMI classroom for science education, where both lecturers and students employed translanguaging to explain technical terms. This approach helped students gain confidence in using English and addressed linguistic power imbalances by leveraging their native languages (Kurniati, 2023). A study by Ronal Maraden, Parlindungan Silalahi, and Guan Nan revealed that Mandarin instruction in Indonesian higher education still predominantly follows a traditional monolingual model,

excluding students' first languages and limiting translanguaging practices (Maraden Parlindungan Silalahi & Nan, 2023).

Despite these studies on translanguaging in various fields, no studies have examined translanguaging in Arabic language instruction in Indonesian higher education. This lack of popularity also extends to Arabic language education. No studies have been found that specifically address translanguaging in Arabic language classrooms. This raises the question: Does translanguaging occur in Arabic language learning? Considering that Arabic is a second language for most students in Indonesia, and given that university lecturers and students often possess bilingual or even multilingual abilities (Letarina et al., n.d.), the possibility of translanguaging practices in Arabic language classrooms is highly probable.

Therefore, this study examines the forms, characteristics, and contexts of translanguaging practices in beginner (*mubtadi'*) classes at the Arabic Language Development Program (PKPBA) of UIN Malang. This program, which organises students by proficiency level (*mubtadi'*, *mutawasstih*, *mutaqaddim*) and teaches the four language skills, listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*), provides a structured setting to investigate translanguaging phenomena.

To investigate translanguaging in Arabic language classrooms, this study explores translanguaging practices in *mubtadi'* classes at the Arabic Language Development Program of UIN Malang by analysing its characteristics and identifying the types of translanguaging employed. If translanguaging does occur, this study will examine in what contexts, when, and where it emerges in Arabic language learning. The urgency of this study arises from the fact that, despite the growing body of research on translanguaging in other language contexts, little is known about its application in Arabic language instruction in Indonesia. As Arabic is a second language for many students, exploring how translanguaging could facilitate comprehension and language acquisition in this context is crucial for enhancing teaching methods and student outcomes. Additionally, understanding the role of translanguaging in Arabic language learning could contribute to the broader discussion on multilingual education in Indonesia, which remains underexplored in Arabic.

2. METHODS

The paradigm used in this study is interpretive, with a qualitative approach. The research method employed is a case study, utilising interviews and observations as data collection techniques, with interview and observation guidelines as instruments. The population consists of Arabic language lecturers and Arabic language learning classes at UIN Maulana Malik Ibrahim Malang, with the sample randomly selected using the snowball sampling technique.

Interviews are conducted to identify translanguaging practices in Arabic language classes using the stimulated recall interview technique, while observations reinforce the interview findings. The interview guidelines are designed based on indicators of translanguaging characteristics, while the observation guidelines are based on indicators of

translanguaging types. Data is analysed using Miles and Huberman's approach, where the collected data is reduced, presented, and conclusions are drawn accordingly.

The data used in this study are qualitative in the form of translanguaging practices in Arabic language classes. The data sources consist of interview results with informants, who are Arabic language lecturers and Arabic language learning classes at UIN Maulana Malik Ibrahim Malang.

This study uses data collection techniques in direct interviews with Arabic language lecturers at UIN Maulana Malik Ibrahim Malang and observations with interview and observation guidelines as instruments. As a qualitative study, the researcher (human instrument) is the main instrument for collecting, organising, and interpreting the data. Supporting instruments include data on the number of Arabic language lecturers at UIN Malang, interview and observation guidelines. To ensure data validity, this study adapts techniques developed by Lincoln & Guba (1985), which include direct observation, discussion with the supervising lecturer, careful data examination, and triangulation of data from various sources.

Data analysis is conducted continuously during the data collection process using the interactive data analysis approach by Miles Huberman, with steps including data collection and verification, data reduction, and data conclusion, to produce a comprehensive, objective, and systematic description.

Table 1. Research Activity Schedule

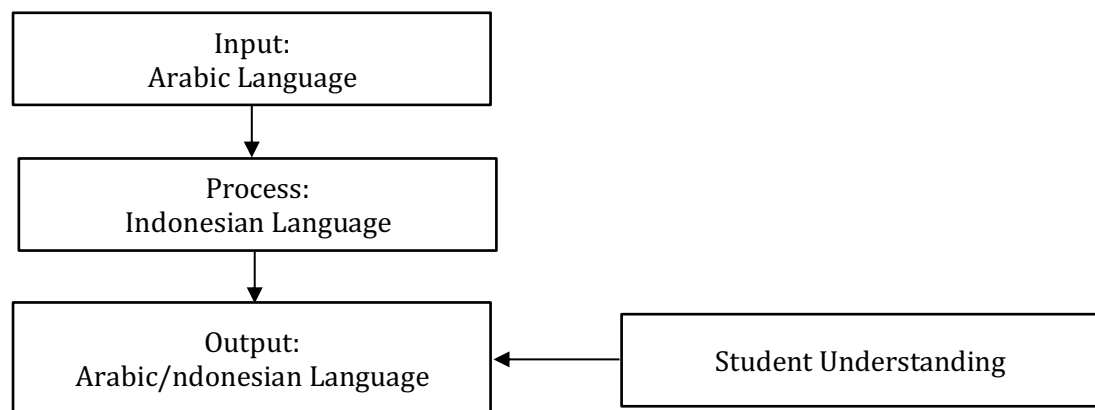
No	Activity	April				May				June				July				August- September			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Developing research instruments	■																			
2	Testing the validity of the instruments					■															
3	Data collection									■											
4	Data processing and analysis													■							
5	Compiling research results																	■			

3. RESULTS AND DISCUSSION

In the intensive Arabic language development program, the translanguaging technique is applied in the learning process to help students understand the material more effectively. This technique is characterised by using more than one language in delivering content, rather than being limited to a single language. Lecturers use two (bilingual) or more (multilingual) languages during learning. For example, they may teach using both Arabic and Indonesian

alternately or explain the material in Arabic while providing translations into Indonesian to clarify key concepts.

In practice, the input from lecturers to students is usually delivered in Arabic, followed by further explanations in Indonesian to facilitate comprehension. Meanwhile, the expected output from students can be in either Arabic or Indonesian, with the primary goal of ensuring a deep understanding of the material they have learned. This approach allows students to develop their Arabic language skills more naturally while still receiving support from a language they are more familiar with. Overall, an overview of translanguaging practices in the intensive Arabic language development program can be seen in the following illustration.



Picture 1. Translanguaging Process

A pattern has been identified based on the interviews and observations conducted with several lecturers teaching in the Arabic Language Development Program of UIN Malang and *mubtadi'* classes that implement the Arabic Language Development Program of UIN Malang lectures. Translanguaging is applied in the teaching of *Maharah al-Istima'* (listening skills), *Maharah al-Kalam* (speaking skills), *Maharah al-Qira'ah* (reading skills), *Maharah al-Kitabah* (writing skills), and *Tarakib* (grammar). The use of translanguaging in these courses will be explained as follows.

Translanguaging Practices in the intensive Arabic language development program at UIN Malang

The following five language skill components are developed through the implementation of translanguaging in Arabic language classes at PKPBA UIN Malang

a. Communicative Language skills (*Maharah al-Istima'*, *Maharah kalam* and *Maharah qiro'ah*)

All three skills follow a similar instructional pattern:

Table 2. Translanguaging Process at *Mahaarah al-Istima'*

Stage	Language Used	Implemented Activities
Input	Arabic Language	The lecturer presents Arabic language material, such as playing media through the ALH (<i>Arabiyah lil hayah</i>)/Hati application for the students.
Process	Indonesian Language	The lecturer explains the concept of the material using the Indonesian language.
Output	Arabic Language	The students respond to and answer questions related to the material using Arabic.

In *Maharah al-Istima'* (listening), translanguaging is applied by delivering Arabic input while facilitating comprehension through Indonesian. Activities include listening to Arabic texts, answering questions via the ALH/Hati app, selecting matching images, completing sentences from audio, and combining vocabulary supported by Indonesian explanations to enhance understanding. In *Maharah al-Kalam* (speaking), students begin with Arabic input, then draft texts in Indonesian before translating them. Lecturers guide them through summarising texts, forming and memorising sentences, and practising conversations based on selected themes, with Indonesian support aiding expression and fluency. In *Maharah al-Qira'ah* (reading), Arabic texts are read and translated into Indonesian. Lecturers read aloud, students follow and translate, and then answer questions in both languages. Textbooks used by students often contain translations, unlike the lecturer's version. This method fosters reading comprehension through bilingual scaffolding.

b. *Maharah al-Kitabah* (Writing Skills)

In learning *Maharah al-Kitabah*, translanguaging is applied with input and output materials in Arabic. The lecturer assists students in constructing sentences by providing an initial word, which the students then continue. Since writing instruction focuses more on writing assignments, explanations are predominantly given in Arabic. This approach ensures that students develop their Arabic writing skills effectively, with initial support from the lecturer to begin the writing process.

Table 3. Translanguaging Process at *Mahaarah al-Kitabah*

Stage	Language Used	Implemented Activities
Input	Arabic Language	The lecturer assigns students to write a text in Arabic.

Process	Arabic Language	The lecturer explains and assists students in constructing the initial words by providing a starting word, which the students then continue.
Output	Arabic Language	The students respond and write a narrative or text in Arabic.

c. *Tarakib* (Grammar)

In the *Tarakib* (grammar) learning process for the *Mubtadi'* class, the material is taken from the book *Al-Arabiyyah Lil Hayah (ALH)*. The lecturer explains the material using Indonesian, with the explanation process also conducted in Indonesian, while the expected output is in Arabic, as reflected in the exercises given to students. Using Indonesian as a bridge to explain *Tarakib* material is considered quite significant. This is evident from the students' exercises, which show a minimal error rate when the input and material explanations are provided in Indonesian.

Table 4. Translanguaging Process at *Tarakib* (Grammar)

Stage	Language Used	Implemented Activities
Input	Indonesian Language	The lecturer presents <i>Tarakib</i> (grammar) material to students using Indonesian.
Process	Indonesian Language	The lecturer explains <i>Tarakib</i> (grammar) material to students using Indonesian.
Output	Arabic Language	The students respond to and answer the lecturer's questions in Arabic.

Based on the explanation above, the practice of translanguaging (TL) in the teaching of *Maharah al-Istima'* (listening skills), *Maharah al-Kalam* (speaking skills), *Maharah al-Qira'ah* (reading skills), *Maharah al-Kitabah* (writing skills), and *Tarakib* (grammar) in the PKPBA class at the *mubtadi'* (beginner) level plays a significant role in helping students understand the material being taught.

In *Maharah al-Istima'* (listening skills), translanguaging in second language learning has been proven effective in facilitating students' comprehension and listening tasks (Robillos, 2023). Similarly, translanguaging practices in reading (*Maharah Qira'ah*), speaking (*Maharah al-Kalam*), and grammar (*Tarakib*) show that learners who use both languages simultaneously tend to understand the material better than those who rely on a single language (Vaish & Subhan, 2015; Ha et al., 2021; Fitri, 2021). In *Maharah al-Kitabah* (writing skills), there is no dominant language in the translanguaging process (Sari et al., 2024), which contrasts with other language skills where more than one language is used to deliver material.

The translanguaging practices lecturers employ in language learning classrooms can enhance students' language proficiency (Arisandi et al., 2023). This is evident in how students benefit from understanding complex concepts through code-switching, code-mixing, and translation, which help them grasp the meaning of the lecturer's speech. Once

students comprehend the ideas, their language skills-listening, reading, speaking, and writing-become more likely to improve, even for those at the *mubtadi'* (beginner) level.

Beyond improving students' language skills, translanguaging enhances their metalinguistic awareness (Sari et al., 2024). Metalinguistic awareness enables students to use their full linguistic repertoire to understand better and practice Arabic. For example, when speaking Arabic, students can construct sentences based on texts, use relevant material from their daily lives, structure their ideas in their native language, and then express them orally in Arabic. The same applies to other language skills, where translanguaging fosters metalinguistic awareness among students.

Translanguaging in Arabic language classrooms significantly ensures students' comprehension of the material and enables them to produce better Arabic. It allows them to leverage their linguistic resources, including their first language, to understand the target language concepts.

Types of Translanguaging in the intensive Arabic language development program

Based on data and interviews with experienced individuals, various translanguaging strategies are applied in daily interactions between students and lecturers in the Intensive Arabic Learning Program at Maulana Malik Ibrahim State Islamic University, Malang. The most common strategies used by Arabic lecturers in class include translation and code-mixing.

a. Translation

Findings from lecturers who implement translanguaging through translation reveal four categories of translation:

1) Translation in Reading Skills

In reading classes, Arabic texts are introduced in Arabic, followed by an Indonesian translation. Students are asked to read Arabic texts and then translate them into Indonesian. Instructions are delivered in Arabic for intermediate-level students and translated into Indonesian for beginner-level students.

For example:

- Target Language (Arabic) اقْرَأْ بِصَوْتٍ وَّاضِحٍ
- (Lecturer): "اقْرَأْ بِصَوْتٍ وَّاضِحٍ"
- Intermediate Language (Indonesian)
- (Lecturer): "Bacalah (teks berikut) dengan suara yang jelas!"

This example demonstrates how the lecturer effectively uses Indonesian as a teaching medium to convey Arabic materials. In the context of translanguaging, lecturers reconstruct speech from Indonesian (L1) to Arabic (L2) to ensure smooth communication (Creese et al., 2018). This method facilitates students' comprehension and minimises barriers to learning.

2) Translation in Speaking Skills

In speaking classes, translation is used to help students understand unfamiliar words and sentences, especially in dialogues containing new vocabulary. Lecturers

translate sentences into Indonesian before students practice them in front of the class. Instructions are given in Arabic for advanced students and translated for intermediate and beginner students.

Additionally, translation is applied in non-lesson-related commands, such as:

- Opening books
- (Lecturer): "افتحوا صفحة مائة وعشرين" (*Open page 120!*)
- (Lecturer): "Bukalah halaman 120!"

In Arabic language learning classes at PKPBA UIN Malang, most lecturers use Indonesian as a medium to facilitate students' understanding of Arabic materials. Researchers found variations in lecturers' speech when explaining materials to students by translating from Arabic to Indonesian, particularly in specific clauses or complex sentences. As stated by García and Li Wei in their book *Translanguaging: Language, Bilingualism and Education*:

"Lewis, Jones and Baker further claim that in translanguaging, both languages are used in a dynamic and functionally integrated manner to organise and mediate mental processes in understanding, speaking, literacy, and, not least, learning. Translanguaging concerns effective communication, function rather than form, cognitive activity, as well as language production" (García & Wei, 2013).

The communication strategies employed by lecturers align with the concept of translation as defined by Creese et al. (2018). They describe translation as the reproduction of the source code into the target code to convey messages in a communication process so that meaning remains dense and easily understood by the interlocutor or reader. In translation, both languages are used dynamically and functionally integrated to organise and mediate mental processes in comprehension, speaking, literacy, and learning. Translation facilitates effective communication, focusing on function rather than form, cognitive activity, and language production.

b. Code-Mixing

Lecturers frequently use code-mixing, where Indonesian and Arabic appear in the same sentence. This occurs mainly in commands and task instructions. When a speaker dominates one language but incorporates elements of another, this is known as code-mixing.

There are two types of code-mixing (Hana et al., 2019):

- a. Inner Code-Mixing – Mixing different varieties of the native language.
- b. Outer Code-Mixing – Mixing elements from a foreign language.

For example:

- (Lecturer): "Anak-anak, silahkan kerjakan *Tadrib* 2 ya!"
 - i. The word "*Tadrib*" (exercise) is inserted into an Indonesian sentence, forming outer code-mixing (mixing Arabic with Indonesian).
- (Lecturer): "Bacalah *nash* berikut dengan bacaan yang jelas!"
 - ii. The word "*nash*" (text) is inserted into an Indonesian sentence and is an example of outer code-mixing.

In the sentence above, the lecturer inserted the word "النص" (an-nash) into the conversation. This is considered a code-mixing event, where the native language is mixed with the target language during learning. This type of code-mixing occurs at the word level, as only a single word is inserted into the sentence. In this example, the type of code-mixing used by the lecturers with students can be classified as external code-mixing, where a foreign element not part of the native language is introduced. This is evident in the use of the Arabic word "النص" (an-nash) within an Indonesian sentence, indicating an instance of external code-mixing.

Interviews with participants revealed that lecturers in the Intensive Arabic Language Development Program (PKPBA) use various forms of translanguaging, such as translation and code-mixing, to help students understand the material. Researchers found that these strategies are particularly employed when students struggle to comprehend the lecture fully. Lecturers often translate into Indonesian to aid understanding, especially when dealing with long and complex sentences. The findings indicate that this method positively impacts students' comprehension of Arabic lecture content.

4. CONCLUSION

Arabic language instruction in the Intensive Arabic Language Development Program at Maulana Malik Ibrahim State Islamic University, Malang, faces several pedagogical challenges, particularly at the beginner (*mubtadi'*) level. To address these challenges, lecturers adopt translanguaging practices- primarily translation and code-mixing- to support students' comprehension and engagement across all key language skills, including listening, speaking, reading, writing, and grammar.

This study found that translanguaging is implemented systematically and spontaneously, with Indonesian as a mediating language to facilitate understanding of Arabic content. These practices enhance learners' comprehension, reduce anxiety, increase participation, and help students gradually develop confidence in using Arabic.

The findings underscore the importance of incorporating students' first language in early Arabic instruction as scaffolding. Translanguaging is a contextually appropriate and pedagogically sound strategy for foundational Arabic learning in Indonesian higher education.

While this study focused on a specific institutional setting and skill level, its scope is limited in addressing long-term outcomes or comparing proficiency across translanguaging and monolingual models. Future research is encouraged to examine the effectiveness of translanguaging at advanced levels and to explore its impact on learners' academic writing and communicative competence in Arabic.

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