

Translanguaging Pedagogy in Promoting Higher Order Thinking Skill (HOTS) in Indonesian Higher Education

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Submission date: 07-Jan-2021 11:24AM (UTC+0700)

Submission ID: 1483963751

File name: translanguaging.pdf (898.74K)

Word count: 8046

Character count: 45101

The Asian EFL Journal

April 2020

Volume 27, Issue 2.3



**Senior Editor:
Paul Robertson**



Published by the English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd Australia

<http://www.asian-efl-journal.com>

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editor@asian-efl-journal.com

Publisher: English Language Education (ELE) Publishing

Chief Editor: Dr. Paul Robertson

Associate Production Editor: Ramon Medriano Jr.

Assistant Copy Editor: Eva Guzman

ISSN 1738-1460



**Translanguaging Pedagogy in Promoting Higher Order Thinking Skill (HOTS)
in Indonesian Higher Education**

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Abstract

English as a media of instruction seems very hard to implement in a monolingual context of a classroom. In Indonesia where the students are belonging heritage and national language as family language needs translanguaging pedagogy in order to involved students cognitively in the classroom activity. Learning the building blocks of language in content through multilingual leads learners to process information at higher cognitive levels. This research is a qualitative case study investigating the implementation of translanguaging pedagogy in promoting Higher Order Thinking Skill (HOTS) of university student in the teaching of English for Business. The data sources are from successive drafts of essays; a weekly journal of students' responses; assignments and activities; a peer commentary; and surveys and interviews on speaking development and analysis of written lesson plans for one semester in 2019. Findings from this study provide several important insights on the potential opportunities of translanguaging pedagogy in facilitating higher order thinking skills. The translanguaging pedagogy was design into five phases; explore; student explore ideas for building background on a topic, evaluate; student build ideas for critical engagement with the theme, imagine; teacher help student to create, design, redesign and form a new understanding of the theme, present; collaborative work, peer editing, and some activities of getting feedback on ideas, implement; ideas and opportunities for student to take their final design and new understanding and then apply them. This study encourages teachers to provide safe spaces for students to use all language repertoires they have in order to engage students' cognitive skill into the understanding of the meaning of materials instead of memorizing and recalling knowledge in surface learning.

Keywords: *translanguaging, pedagogy, higher order thinking skill*

Background

English considered as foreign language in Indonesia. The use of English in Indonesia is still limited to certain events and place. Most of them tend to be only as a

legality use. At the university level, for example, the use of English is limited to the teaching and learning process in the English department. As a result, the mastery of English in universities is so low. At the international seminars or workshops involving English speakers, translation must be done among students or even teachers. Supposedly, in this kind of environment, there is no need for translation, considering that we are living in the internet and digital era. However, in the process of obtaining information in English, commonly students still use translation.

One condition of teaching English that responsible to the condition above could be the teaching in monolingual context. It is hardly to met success when English as a media of instruction implement in a monolingual context of a classroom. In Indonesia where the students are belonging heritage and national language as family language needs translanguaging pedagogy in order to involved students cognitively in the classroom activity. In the teaching of second language, a set of monolingual instruction is only to lead nativeness of the target language, but sometimes loose the teaching target of getting the understanding of students to the subject content. The instruction to achieve the goal is almost impossible to make them not to speak like someone who is learned English as their “first language,” but rather to make them speak like a White, middle-upper class monolingual individual. Various ways in spoken English by people in different race, ethnicity and socioeconomic status do not fit the label of nativeness (Kleyn & García, 2019). Instead of forcing students to be native of the target language but not capable in making meaning, shaping experiences, understanding, and knowledge, to think critically, the instruction should consider the multilingual competent of students.

The monolingual context in teaching is not suitable for teaching content such English for Business. Language teaching traditionally has been conducted on a monolingual context where in the use of all the languages students have being separated in order to ensure the success of foreign language learning. However, monolingual approach in teaching English as an additional language (EAL) does not met the behaviour of the learner’s linguistic itself, inside the classroom and outside as well in multilingual settings (Portolés & Martí, 2017). Therefore, multilingual instruction is the solution for

the situation considering the position of Bahasa Indonesia is the language in education setting of the country. Multicompetence or multilingual has not been replace the monolingual nativeness, otherwise monolingual setting always loose its standard norm in the actual target language practices (Paquet-Gauthier & Beaulieu, 2016).

Curriculum of Indonesia supports the enhancement of Higher Order Thinking Skill (HOTS) of students. The aim of multilingual instruction is in line with the curriculum. Experience of language and cognitive capacity are interconnected closely and beneficial mutually. Thus, a multisensory and multimodal semiotic system is interconnected with other identifiable but inseparable cognitive systems. transcending the traditional divides between language and non-language cognitive and semiotic systems considered to be translanguaging (Wei, 2016).

The current study presents to give a viewpoint for teachers to let students think critically in the language teaching and facilitate them to use all their language repertoires by implementing translanguaging pedagogy. The research was intended to answer these questions: How is the implementation of translanguaging pedagogy in the teaching of English for Business? and how is the translanguaging pedagogy promote HOTS of students?

Translanguaging

The term “translanguaging” was created by Colin Williams in 1994, and developed by Colin Baker, Ofelia Garcia and other educators afterwards. Williams use this term to describe a pedagogical practice in bilingual classrooms where the input is in one language and the output is in another language (Velasco & García, 2014a). It comes from a holistic view of bilinguals. This view promoted from Ofelia Garcia recognizes that bilinguals have just one language system, not two or more, and that effective instruction involves finding ways to help students draw on all their linguistic resources, their full repertoire, to learn academic content in a new language. Strategic use of students’ first language can serve as a scaffold in the process of acquiring additional languages and a scaffold for learning academic content in the new language. When students learn a second

language, it does not mean that they skip what have already learned first language but they are leveraging it to learn the target language.

Translanguaging is a process whereby multilingual speakers use all of their languages they have to communicate, whether for giving argument, asking questions, providing answers, or participating in any other form of communication in the classroom or elsewhere. García gives her statement about translanguaging which defined as the process of someone to use all language repertoires he has as an integrated communication system in order to create meaning while learning, to successfully develop languages, ways of knowing, content, social-emotional identities and for society to develop to a more just and equitable society (García & Wei, 2014a). A teacher cannot isolate two languages because English Language Learners are bilingual indeed considering they are having first language the national language and second language they got from formal education those are Indonesia and English as well even only in the classroom context. They are bilingual person and not two monolingual in one person. Teachers may give time and space to put those two languages alongside each other in the learning process, otherwise they will never be able to do that for themselves. The retention or mainly use of primary languages and the development of second language are the timing and the conditions that children encounter with English (Fillmore, 1991).

When the teacher give no space for native language in the classroom practice, most of students will reluctant to speak and it will lead them to lose their engagement in the class activities due to lost motivation. Those are the worst condition in language learning as students has produced less output. Allowing students to speak their native language is a kind of support in adopting translanguaging pedagogy. Students can boost their confidence in articulating questions and understanding when they know what they are saying. Students in EFL classroom have hardly time in speaking English. Thus, it will be very hard to make them speak up in only English. However, most of the students in EFL classroom especially in Indonesia has already given English subject for several years about six to nine years experience in learning English in the classroom context. Actually they already have much of previous knowledge that in Cummin theory illustrated as

Iceberg Theory. When teacher gives space for them to discuss in group or partner using their native language in which they are proficient in the process of getting knowledge, it will trigger participation and their engagement in the classroom activities. Language users can improve their form through practice. Translanguaging allows students to use language practices that they already possess, and use them to perfect their English.

Cummin's Theory to Support Translanguaging

Interdependence theory support the idea that there is interdependency factor between L1 and L2. Both languages has a common framework of structures and function which is the base for the development of both L1 and L2. Thus, the expansion of Common Underlying Proficiency (CUP) which belongs to one language will affect the acquisition of the other languages. The theory clarifies how the additional languages will be easier to learn after the mastery of first languages. The proficiency will occur if there is adequate exposure and motivation in learning L2. When teacher can provide meaningful exposure and experience through the two languages learnt the CUP skills could be developed and build up cognitive, academic and linguistic competence from L1 to another. The description always presented visually in the iceberg picture to explain the position of two languages underneath common underlying proficiency or operating system that is symbolized as the waterline underneath. The theory also describes about language proficiency in terms of surface and deeper levels of thinking skills. It stated that deeper levels of cognitive processing such as analysis, synthesis, and evaluation are necessary to academic progress. It distinguishes these aspects of proficiency from what he describes as more explicit or superficial realization of linguistic and cognitive processing.

Higher Order Thinking Skill (HOTS) in Language Teaching

Anderson and Krathwohl considered two dimensions in the revised Blooms' taxonomy as Figure 1 shows. The two dimensions are: 1) knowledge (the kind of knowledge to be learned) and 2) cognitive process (the cognitive processes to be used in acquiring knowledge). Based on Anderson's perspective, the Knowledge Dimension on

the left side is composed of four kinds: Factual, Conceptual, Procedural, and Meta-Cognitive knowledge. The Cognitive Process Dimension consists of six levels: Remember, Understand, Apply, Analyze, Evaluate, and Create.(Darwazeh & Branch, 2015).

Table 1. Knowledge and Cognitive Dimensions of Revised Bloom’s Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension					
	1.Remember	2.Understand	3.Apply	4.Analyze	5.Evaluate	6.Create
A. Factual	List	Summarize	Classify	Order	Rank	Compile
B. Conceptual	Describe	Interpret	Experiment	Explain	Assess	Plan
C. Procedural	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
D. Metacognitive	Appropriate use	Execute	Construct	Achieve	Action	actualize

Teaching language means entangle students with any assignments using the target language contains elements such as personalisation, investigation, and problem solving which make them think critically. In modern language methodology these kinds of communicative task are commonplace because they engage the student in authentic communication. Success in such tasks requires effective use of language along with some measure of critical thinking (Hughes, 2014). Critical thinking plays a key role in the deeper processing and production of language. Critical thinking activities are the practices in the classroom which is the lesson require students to gain deeper understanding in the exercise accomplishment (Kratwohl, 2002).

Method of Research

Yin’s theory explain about the natures of case study those are the data is from

multiple sources, it examines something in a real-life context, and it uses theory to generalize results. Yin's theory stated that a case study design is used when it is difficult to differentiate between the object of the study and the context of the study (Griffie, 2012). Yin describes five components of Case Study: questions, propositions, analysis, linking of data to propositions, and criteria for interpreting the findings. Questions include the research question or questions, especially how and why questions. Propositions are the object that is to be studied in the case.

There are four steps in analysing data of a case study in this research. The first step was creating a data repository using basic relational database theory. The second step was creating codes to identify the respective 'chunks' of data. The codes are then analysed and rationalised. The third step was analysing the case study data by generating a variety of reports. The fourth step generates the final propositions by linking the rationalised codes back to the initial propositions and generate new propositions. The outcome of these steps is a series of propositions that reflect the nature of the data associated with the case studies data (Atkinson, 2002).

Case study design is aimed at investigate the multifarious phenomena that constitute the life cycle of the unit in order to make generalizations about the wider population to which that unit belongs. The investigation is meant to probe deeply and analyze intensively phenomena that may produce not only surface data at face value but a deeper explanation of the data. Multifarious phenomena in this research is any explanation which comes out from deep analysis of the teaching English for Business in Higher Education context by implementing translanguaging pedagogy which shows multiple aspects of critical thinking. The researcher has no idea whether all of the phenomena have been investigated, but she can report the ones have been found that is HOTS in the implementation of translanguaging pedagogy. The unit of analysis is focus on the research questions study; How is the implementation of translanguaging pedagogy in the teaching of English for Business? and How is the translanguaging pegagogy promote HOTS of students?

Learning is approached as an integrated and systematic process. HOTS were

developed as the driving force of foreign language learning with the help of implementing translanguaging pedagogy. In this sense, the English foreign language is learnt as a form of thinking as students learn to reflect, investigate, evaluate, analyse, and question about real world problems, activating not only the linguistic structures of the foreign language but also pragmatic and sociolinguistic components. Translanguaging applied in a research which attempt to expand the understanding of language development and science learning in varied contexts, including those that seek to maintain the use of the minority language for science instruction. It allows the researcher to focus on the dynamic use of languages in the academic context (Garza & Arreguín-Anderson, 2018)

Data collection instruments include field logs, successive drafts of essays, textbook, assignments and activities, a peer commentary, participant observation and interviews on speaking development and analysis of written lesson plans for one semester in 2019. Some qualitative data is provided along the description of the process. Actually, as the teacher is the researcher in this study, it is difficult for the authors, to adopt a neutral position on learners' performance.

Guidelines underlying the research falls within our aims. In this particular study, the researcher address herself to foster students' HOTS in the classroom activities which is guided on the learning outcomes. HOTS and translanguaging pedagogy were integrated and developed in the process of teaching simultaneously. Two factors in HOTS; knowledge dimension and the cognitive dimension were categorized based on the students thinking strategies and universal intellectual standards which is explicitly developed throughout the practice of translanguaging pedagogy in the teaching of English for Business in the EFL classroom.

Result

1. The analysis of learning outcomes toward Revised Blooms' Taxonomy

This study was started from the construction of syllabus of English for Business in which needs analysis has been conducted previously. The university where the current study run was the only business school in town with the vision of producing human

resources with entrepreneurial spirit and global outlook. Thus, the syllabus was aimed at preparing students to succeed in complex business communication tasks in writing, reading, speaking and listening. The learning outcomes were constructed using some action verbs taken from Revised Blooms' Taxonomy to guide teacher in promoting HOTS in the learning process.

Table 2. Syllabus of English for Business

	Topic	Learning outcomes (Students will be able to)
	Cross cultural understanding	<ol style="list-style-type: none"> 1. Compare differences of cultures among business partners from different countries 2. Discuss about different cultures from each region in Indonesia.
	Welcoming visitor	<ol style="list-style-type: none"> 1. Demonstrate how to welcome visitors. 2. Identify how to make people feel relaxed and comfortable in a new environment.
	Small talk, keeping the conversation going	<ol style="list-style-type: none"> 1. Assess what topics are useful for small talk. 2. Interpret the conversation normally arises from the immediate physical environment 3. Conclude that small talk helps develop good relations and a good atmosphere
	Inviting, accepting, declining	<ol style="list-style-type: none"> 1. classify students' own views on what is likely to provide acceptable local entertainment for professionals visiting their home town.

		<ol style="list-style-type: none"> 2. Demonstrate the indirect, very polite invitation to allow for the possibility of the visitor declining the invitation
	Eating out	<ol style="list-style-type: none"> 1. Express some phrases in recommending what to eat, expressing preferences, ordering, commenting on the food, asking for the bill, offering to pay, insisting on paying, inviting, thanking. 2. Conclude about differences culture in Dinner
	Preparing to make a telephone call	<ol style="list-style-type: none"> 1. identify what is required in preparing to make a phone call. 2. Achieve the understanding of well prepared phone call
	Receiving Calls	<ol style="list-style-type: none"> 1. Estimate the change of context to incoming calls. 2. Create expressions of good respond even has been caught unawares of the incoming call.
	Taking and Leaving Messages	<ol style="list-style-type: none"> 1. Create dialogue of taking and leaving messages on the phone 2. Express the dialogue of taking and leaving messages
	Asking For and Giving Repetition	<ol style="list-style-type: none"> 1. Conclude the importance of asking and giving repetition 2. Formulate a suitable phrases of asking and giving repetition

	Cross Cultural Communication on The Telephone	<ol style="list-style-type: none"> 1. Critize the reading text about ethique of conversation around the world 2. Planning preparation for a business visit to other countries
	Making Arrangement	<ol style="list-style-type: none"> 1. justify the important informations in making arrangement 2. Apply some expressions in making arrangement
	Changing Arrangement	<ol style="list-style-type: none"> 1. Justify the important informations in changing arrangement 2. Actualize some expressions in changing arrangement
	Ending A Call	<ol style="list-style-type: none"> 1. Justify important things to consider before ending a call 2. Apply some expressions in ending call
	Complaints, Problem Solving on the Telephone	<ol style="list-style-type: none"> 1. perform complaints and 2. making plan to solve the problem

Taxonomy Table

Table 3. The Analysis of Student's Critical Thinking based on Learning Outcomes

The Knowledge Dimension	The Cognitive Process Dimension					
	1.Remember	2.Understand	3.Apply	4.Analyze	5.Evaluate	6.Create
A. Factual			(11.2) (13.2) (4.1)		(1.1) (11.1) (13.1)	(12.1)
B. Conceptual		(3.2)		(3.1)	(1.2) (3.1) (10.1)	(14.2) (10.2)
C. Procedural			(7.1) (4.2) (5.1) (8.2)	(2.2) (6.1)	(3.3) (9.1) (5.2)	(7.2) (8.1) (9.2)
D. Metacognitive				(6.2)	(7.1) (2.1)	(12.2) (14.1)

The taxonomy table shows data of the classification of the learning outcomes toward the cognitive process dimension and the knowledge dimension. Most of the categorization is in the level of Higher Order Thinking Skill (HOTS).

Rather than simply helping students to remember this set of verb-noun collocations and then apply them in a personalization activity, learning outcomes (11.2), (13.2), (4.1), (7.1), (4.2), (5.1), and (8.2) shows how teacher could encourage greater analysis and understanding of how some phrases work in practice. Some activities could come either after the students have matched the words to pictures, or after the controlled practice activity. Learning outcomes (3.1), (2.2), (6.1), (6.2) facilitate students to break down materials into

component parts to understand its organizational structure. Students were required to understand of both the content and the structural form of the material. The analysis in this activities able students to distinguish between facts and inferences and determines how the parts relate to one another and to an overall structure.

Learning outcomes in (1.1), (11.1), (13.1), (1.2), (3.1), (10.1), (3.3), (9.1), (5.2), (7.1) and (2.1) ensure deeper processing by having students use the language to think critically about ideas. Elements of critical and creative thinking have been combined to stimulate learners to produce their own more considered and authentic output as in the learning outcomes in (12.1), (14.2), (10.2), (7.2), (8.1), (9.2), (12.2) and (14.1). These simply presenting a freedom to enter the activities in a more thoughtful and potentially creative space. The activities aid fluency and the production of authentic language, they do not restrict learners to right and wrong answers, and they are motivating and often fun. Teacher facilitates students to think about a new topic in their own language construct.

3. The Analysis of Translanguaging Pedagogy Implementation in Classroom

The translanguaging pedagogy was design into five phases. The researcher elaborated the analysis of revised Taxonomy Table which shows the position of Higher Order Thinking Skill (HOTS) toward the learning outcomes in the implementation of translanguaging pedagogy in the classroom.

1. Explore; student explores ideas for building background on a topic.

First topic of Business English syllabus shows position of critical thinking in The Cognitive Process Dimension in the level of Evaluate. The first learning outcomes which is ask to explore ideas for building background on the topic by searching the information from the internet and then compare the differences of business cultures in a dialogue forum in the class. The Knowledge Dimension of the first learning outcomes is in factual level where the students were asked to compare information they got. The second

outcomes is conceptual, students were asked to discuss about cultures in business of their own region.

	Topic	Learning outcomes
	Cross cultural understanding	<ol style="list-style-type: none"> 1. Compare differences of cultures among business partners from different countries 2. Discuss about different cultures from each region in Indonesia.

Taken from Table 2. Learning outcomes of first meeting

Digital texts became resources for students to explore ideas in building background on a topic. However, students was told to be critical toward the sources of the texts that students deal with because many of them do not necessarily come from guaranteed sources. It could be part of the content or even all is untrue when they are blindly open the search engine without any question. Students will be able to learn the basic concepts of information on the Internet provided they are proficient enough to understand the texts. It means that they do critical thinking in order to comprehend the texts (Daud, 2017). The students were taught to evaluate documents by asking critical questions, assessing credibility, comparing sources, and tracking the origins of information. A great deal of this critical literacy will be undertaken in English or other languages so the language teacher is therefore in a unique position to develop the skills needed in younger minds alongside their language skills (Hughes, 2014). Student should also be taught to develop sense of scepticism in consuming information from their environment through classroom activities (Setyarini, Muslim, Rukmini, Yuliasri, & Mujianto, 2018). Teacher is the facilitator to create deep engagement of students in the whole classroom activities.

Within the condition that most of students were limited to knowledge and use of English, they are taught business content with fully English in the handbook. However, even they sometimes did not understand the teacher talk in English, they found out what

the topic is because of the labeled diagram on the board and the handbook of visual content, so they applied what they already knew about the knowledge, information they have learnt in Indonesian language from other subjects contained business information, to make sense of the instruction in English language.

Teacher did not shame a student for not knowing vocabulary in a second language when they were trying to give argument. This could discourage them from learning and negatively affect their self confidence. Teacher gave all students a moment to share their knowledge by using all their languages repertoires. Students commonly stop speaking when they have no ideas about the words they are going to say, teacher helped by saying the words whether in English or Indonesian. Students will repeat the teacher utterance and continue to speak to elaborate their arguments. Students retrieved first language at the time difficulties to find words in target language and they shifted back to English easily. Students easily expressed feelings and opinion, verbalize thought accurately in L1 and to be understood by listeners (Fontiveros & Malana, 2018).

2. Evaluate; students build ideas for critical engagement with the theme.

Authentic texts contain the writer's or speaker's original meaning which is challenging for students because they confronted by the need to approach the text critically. By present a text which is spoken or written expresses facts and opinion, teacher challenge students to comprehend the meaning, analyse the fact from the opinion, match the argument to the supporting evidence, and then express their own view in response to the text (Hughes, 2014). Teaching with no direct translation of the content can help all students use their full linguistic resources as they read, write, and discuss academic subjects.

Some teachers do translating to help their students learn academic subjects by translating everything spoken. This concurrent translation, however, does not help students. There is not enough time to translate everything that should be taught, and even if there was enough time, students would tune out the English and just wait for the translation into their new language. They wouldn't acquire much English, and they wouldn't learn much academic content either. Students did vice versa in this research,

data shows students commonly translate everything they read, and everything they were going to say before utter the sentences in English. They were not used to think in English, thus translation always become a way of understanding the subject content. When students think in English, it helps to internalize the language. Internalize information means students learn it so well that it is no longer need to think about it. Internalizing English means that students did not have to remember the rules and pronunciations every time when speaking. Students were asked to give time to his mind speak in English without any worries of whether saying things right or whether being understood by others. They make mistakes and still understand of what being said. It is a low pressure way to retrieve words they already have. Bilingualism is considered as one of the factors that can increase or trigger children's cognitive abilities (Mantasiah, Yusri, & Jufri, 2019).

Translanguaging practices were taking place when student find Indonesian language and English are related, they might even recognize some words, especially academic words with a Latin base like precipitation and evaporation. Students recognize the words, read the sentences fully, correlated with other sentences, trying to understand the context and guessing the meaning. They do the process with Higher Order Thinking Skills (HOTS).

Construct 1:

A : *siapa yang curhat inikah?*

B : *Gerd*

A : *Gerd curhat kepada Celia tentang...tentang perasaannya bagaimana...sakit (laughing) tapi..tapi Gerd lagi sibuk lagi mau meeting.*

B : *celia*

A : *Ce..Celia..oo Celia yang mau meeting bu, lagi sibuk mau meeting bu. Eee Gerd Gerd lagi nda bae perasaannya bu jadi.. jadi dia mau curhat bu tapi.. Celia lagi sibuk mau meeting bu jadi dia bilang besokpi saya nelpon*

B : *tomorrow*

(Students A takes time trying to express in English)

A :Gerd want to.. want to *curhat kepada* Celia.. to Celia and Celia busy meeting, is busy meeting. *Apalagi* ee..Celia will ee.. Call me..tomooooorow..Gerd, call Gerd tomorrow.

Construct 2:

Question 1 : What is Celia's problem?

Answer 1 : Celia's problem is she wants to ending a call because she has a meeting but Gerd never stop to talking

Question 2 : How does she resolve it?

Answer 2 : Celia *berusaha* explain it that she has a meeting and finally Gerd can understand it

Question 3 : Why does Celia end the call?

Answer 3 : Gerd *menelpon* to Celia for *curhat* for *curhat tapi* Celia busy. She will have meeting *lalu* Celia *meminta* to call Gerd tomorrow.

From the two constructs above show data of student A with low English proficiency trying hard to construct meaning of a dialogue given firstly in her own language and expressed the meaning then in English. In construct 1, a peer was helping besides to ensure his understanding toward the dialog given in audio and written form. He was trying hard to construct meaning regarding the dialog and produce understanding in spoken by using firstly in his own language (combining of heritage language dialect and Indonesian language) and finally he can construct his understanding by using target language. Construct 2 shows teacher was slowly ensure the comprehension of students about the dialogue by giving questions in form of 'What' and 'How' but the third question challenge the critical thinking of students by giving form of question 'Why'. After the three questions were answered correctly, teacher gave deeper engaged questions of the students' critical thinking with question 'what if Celia continue talking with Gerd?' and

'How if Gerd insist to tell his problem to Celia on the phone?'. From these two questions were collected different opinions based on their critical thinking.

When the teacher mostly give questions by using form of questions who, what, and when means that they taught their students with the low order cognitive levels. When students retrieve information with ability to apply or synthesize the information they receive from their environment by answering question of why, what if, and how if, the highest stage of HOTS those are evaluating some phenomenon or creating a new object or idea could be achieved, moreover the use of open-ended questions such as why, how if, and as if can improve students' speaking ability (Setyarini et al., 2018). The use of first language were applied as a strategy to met understanding of the dialogue. A strategy used by teachers in bilingual classrooms to alternate between languages, for example reading a text in one language but discussing it in another (Sayer, 2013).

3. Imagine; teacher help student to create, design, redesign and form a new understanding of the theme,

No.	Topic	Learning outcomes
4.	Inviting, accepting, declining	<ol style="list-style-type: none"> 1. classify students' own views on what is likely to provide acceptable local entertainment for professionals visiting their home town. 2. Demonstrate the indirect, very polite invitation to allow for the possibility of the visitor declining the invitation

Taken from Table 2. Learning outcomes in fourth meeting.

Taken from Table 3. Table of knowledge and cognitive dimension of the fourth learning outcomes

The Knowledge Dimension	The Cognitive Process Dimension					
	1.Remember	2.Understand	3.Apply	4.Analyze	5.Evaluate	6.Create
A. Factual			(4.1)			
C. Procedural			(4.2)			

The fourth meeting of the teaching stated the learning outcomes by using verb ‘classify’ and ‘demonstrate’. The cognitive process dimension categorized the learning outcomes in ‘apply’, it demands the students to use the information in a new way. The first learning outcomes with ‘classify’ as verb means the position of knowledge dimension of this instruction is factual which shows the ability of students to know the specific details and elements of the local entertainment in their neighborhood which is suitable for professionals to visit students’ hometown. Students explore ideas on what they already know about local entertainment in their hometown for welcoming visitors. They classify all the important and necessary things to prepare on it. The second learning outcomes use initial verb ‘demonstrate’ whereas the level of knowledge dimension is procedural. It is knowledge of subject-specific techniques and methods as well as knowledge of criteria for determining when to use appropriate procedures. Learning outcomes ask students to be able to demonstrate the indirect, very polite invitation to allow for the possibility of the visitor declining the invitation. In the process of learning students were given the understanding of how and when to use these procedures.

4. Present; collaborative work, peer editing, and some activities of getting feedback on ideas.

Teachers should focus on developing the critical thinking skills of students in social interaction peers (Setyarini et al., 2018). Interaction with peers in this research was lied on the activities in collaborative groups. Meaningful

knowledge has been achieved from a collaborative work in groups through activities with relationship oriented. Students were facilitated to think in multiple perspective, they learnt to see mistakes of their way of thinking, they learnt to appreciate others opinion and was able to make the best decision due to better understanding. Besides cooperative teams led the knowledge processes in a meaningful way and retains longer (Bastos, 2017).

Thinking with cognitive tools and working on a knowledge construction process require students to think in new ways which run collaboratively and cooperatively among students (Toyoda, 2015). When grouping students for collaborative work, teacher allowed students to use Indonesia language to work together in order to give them time to receive a full and deep understanding of the assignment. Students may be able to fumble through the assignment, but they would not learn much without any outside context. They elaborated the task by giving feedback on some ideas, peer editing, they discussed each other, they did scaffold. To let them translanguange means they were able to more deeply discuss the subject content and they deeply discuss a text in English later on with all their language resources.

Language learning in EFL context of Higher education is mostly run in a classroom context where students are engaged wholly in the class activities. They acquire knowledge and language from their interaction with peers and teacher. They criticize and accept information due to cognitive involvement into the activities. Higher-order thinking skills are those which involve mental effort, which may take various forms such as problem-solving, contrasting, applying, synthesizing (Ur, 2013). HOTS is easily develop within social group rather than individual activities like group projects or other collective problem solving activities (Setyarini et al., 2018).

5. Implement; ideas and opportunities for student to take their final design and new understanding and then apply them.

The final assignment were given to students on this stage to see all of the ability they have had from the learning experience of 14 meetings in the

classroom. This task asked students to explore all their knowledge dimension (factual, conceptual, procedural and metacognitive) in cognitive process of 'creating' which demand students coming up with something wholly original or unique using language and concepts they have learned.

They were given some examples of videos from YouTube. By having digital resources in English languages in the classroom, teacher gave students motivation and confidence with their vocabulary in English they had. They were given some videos from several countries in doing all of the activities that were described in the learning outcomes. Student found out that different countries have different dialects even in the same target language that is English. It did trigger their confidence in speaking without any worries of making mistakes or not being native.

The class were given final assignment of making business chain which students divided it into ten business activities; manufacturer, agent, shop, retailer, advertisement, dropship, maintenance service, delivery service, finance, and customer.

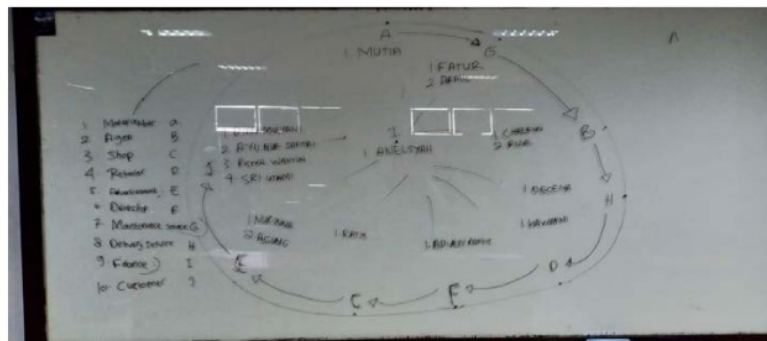


Figure 1. Business Chain (The final assignment)

Students were having a role play of business activities that they did it live inside and outside the classroom. They create their own dialogue based on the role and situation they have chosen in the business chain. The activities were recorded on a video.

Translanguaging Promotes Higher Order Thinking Skills

HOTS is applicable across disciplines, some studies indicate that it can also be developed in non-science majors like English language learning. components of strategic thinking skills can be applied in the effort to improve language learning such as questioning, collecting information, and investigating (Setyarini et al., 2018). Language strongly relates to writing and reading activity, verbal, linguistic, and logic. Thus language learning can serve as a good place for the development of critical thinking skills among learners (Setyarini et al., 2018). Current research has shown that the flexible use of two or more languages in the same lesson can serve a number of communicative purposes, the use of all linguistic repertoires flexibly may help the development of L2. Students' first language could be useful in accomplishing some instructional, managerial and/or affective purposes (Portolés & Martí, 2017)

The central rationale for integration across languages is that critical thinking of students can be achieved when teachers explicitly draw student's attention to similarities and differences between both languages and reinforce HOTS in a coordinated way across languages. Thus, the main goal of any effective multilingual instruction would be to develop students' language awareness in order to find developmental use in bilinguals, variations in input and output, relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding, and the role of children (Lewis, Jones, & Baker, 2012c).

As Cummin's theory stated that conceptual knowledge developed in one language helps to make input in the other language comprehensible. More specifically translanguaging able students to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system which contrast to monolingual perspective believes that languages were conceived as bound systems located in separated boxes in the brain. If student already understands one concept of life in her own language, all she has to do is acquire the label for these terms in English. She has a far more difficult task, however, if she has to acquire both the label and the concept in her second language. In the effort of students trying to define task elements mutually, understand each other by

helping of scaffold and delivering message, L1 plays role in these situations (Antón & DiCamilla, 1998a). L1 serves a critical function in students' attempts to mutually define task elements, provide each other with scaffolding help, and externalize inner speech.(Antón & DiCamilla, 1998b). New language items are better imprinted on our memory if we use deep processing. This means relating the item meaningfully to its meanings and to other items previously learnt (Ur, 2013).

The pedagogic nature of translanguaging should consider language proficiency of students. Translanguaging is a spontaneous, everyday way of making meaning, shaping experience and communication by bilinguals. It can give advantages in classroom through a planned use of translanguaging in pedagogy and dual literacy can be gained by an extended conceptualization (Lewis, Jones, & Baker, 2012b). Teacher can take benefits from translanguaging practices the students mostly do in the EFL classroom. It can help teacher and students find much more understanding to the content of the subject rather than forcing the teaching and learning in a monolingual context. Translanguaging approach is the most potential in developing monolingual voice in writing activity that is become the expectation of general schools or bilingual schools, even though the translanguaging applied here is not as a pedagogy but tend to be as a self regulating mechanism that bilingual students can used (Velasco & García, 2014b). Duarte considers some of the pedagogic nature of translation in his research including of language proficiency of children, developmental use in emergent bilinguals, variations in input and output, relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding, and the role of children and in the use of translanguaging in educational activity. The conceptualisation of translanguaging is also shown to be ideological. The study reveal about the relationship of translanguaging in the classroom context with codeswitching and translation which indicate variation in sociolinguistic, ideological understandings and classroom processes (Duarte, 2018)

Bilingual instructional strategies can be applied in teaching where the two or more languages are applied in the classroom instruction interchangeably. (Creese &

Blackledge, 2010). Translanguaging conceptualization in the classroom context means variation of sociolinguistic and ideological understandings which appeared in the nature of translanguaging in terms of language proficiency, developmental use in emergent bilinguals, variations in input and output relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding, and the role of children and in the use of translanguaging in educational activity (Lewis, Jones, & Baker, 2012a). Bilingual teacher and student can engage in the social meaning in school through translanguaging by using home language in mediating academic content and standard languages so that TESOL educators can benefit from students' understanding fully of their linguistic repertoires (Sayer, 2013).

Conclusion

From the analysis of the research result, there is only one proposition obtained from the study; translanguaging facilitate the language learning becomes effective and engaging to trigger higher order thinking skills. The findings can be applicable to students across EFL classroom. Teacher may consider translanguaging pedagogy as resolution for the teaching of English that commonly bored for students because of the lack of comprehension and entanglement of students toward the subject content. Therefore, the implementation of Translanguaging pedagogy promotes Higher Order Thinking Skill of students.

Translanguaging pedagogy implies the encouragement of students' language repertoires they have to find much more understanding to the content of the subject rather than forcing the teaching and learning in a monolingual context in order to involved students cognitively in the classroom activity. Translanguaging proves that conceptual knowledge developed in one language helps to make input in the other language comprehensible. To let them translanguage means they were able to more deeply discuss the subject content and they deeply discuss a text in English later on with all their language resources. This study encourages teachers to provide safe spaces for students to use all language repertoires they have in order to engage students' cognitive skill into the

understanding of the meaning of materials instead of memorizing and recalling knowledge in surface learning.

In the teaching of English as foreign language, a set of monolingual instruction is only to lead nativeness of the target language, but sometimes lose the teaching target of getting the understanding of students to the subject content. Instead of forcing students to be native of the target language but not capable in making meaning, shaping experiences, understanding, and knowledge, to think critically, the instruction should consider the multilingual competent of students.

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