Translanguaging in the Discourse of Malaysian ESL Lessons: A Look into the Practice

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The occurrence of codeswitching or translanguaging is evident from recent studies of Malaysian English as a Second Language (ESL) education due to reasons influenced by localisation of languages seen in society, linguistic landscape and media of the country. However, ESL teachers and pupils face stigma when translanguaging between their first language (L1) and the target language (L2) in the ESL classroom. This is heavily influenced by the purist language approach found in Malaysia's education policy. Hence, this study seeks to bridge the gap on translanguaging practices in countries with similar institutional education policies. The study aims to investigate the purposes of translanguaging discourse by teachers in ESL lessons. Teachers from Malaysian secondary and primary schools were chosen to participate in this case study. Video observations and questionnaires were carried out then analysed qualitatively and quantitatively. Findings showed that translanguaging is essential among teachers for an array of reasons to facilitate effective language learning, build healthy student-teacher relationships, encourage use of target language, manage classroom instructions or activities and facilitate teachers' self-talk. This study is substantial in providing further information on ESL pedagogy and learning as a guide for ESL educators and researchers on the recent use of translanguaging for developing ESL skills as well as recommendations for future research.

Keywords: *Translanguaging, English as a Second Language , L1, L2, Code-switching*

INTRODUCTION

Translanguaging (TL) is the act of alternating between languages often between and within sentences for systematic teaching and learning of a lesson that was termed by Cen Williams in the 1980s (Lewis et al., 2012). It is considered typical and common among Malaysians to have a broader range of language repository to express their feelings, ideas and thoughts internally and interpersonally (David & McLellan, 2014; Kärchner-Ober, 2011). This may be due to reasons influenced by localisation of languages seen in society, linguistic landscape and media in Malaysia.

The current Malaysian education policy has aspirations of developing talented individuals who are proficient bilinguals in the Malay national language and English as the second language (Ministry of Education Malaysia, 2013). The Malaysian Ministry of Education (2013, 2017, 2020) dictated that languages used for instruction from preschool to post-secondary education must be grammatically accurate with emphasis on use of appropriate level of formality in language so pupils could learn effective communication.

In contrast, Malaysia had shown a constant dip in rankings and proficiency in the global Education First English Proficiency Index survey over the last 5 years (Education First, 2020). English teaching and learning strategies employed and recommended by the ministry were not helpful enough for ESL teachers to maintain and produce high proficiency English users despite their efforts witnessed in reforming the English curriculum. TL in the Malaysian ESL classroom was continually perceived to be a last resort which often branded teachers and students as the inefficiency of teaching and learning English as a Second Language (ESL) respectively if the practice is used (Tan & Low, 2017; Wong & Yoong, 2019).

In spite of the negative views, TL practices were proven beneficial among Malaysian ESL learners for enhancing their comprehension, self-efficacy, discipline and communication when learning in L2 in the classroom. However, teachers, students, policy makers and the general public have diverse opinions over the significance of translanguaging practices on learners' language learning process. Hence, the purpose of this study is to explore the practices of translanguaging by Malaysian ESL teachers in lessons distributed to pupils for language learning. This research seeks to bridge the gap on translanguaging practices in countries with institutional education policies similar to Malaysia. This is due to the fact that translanguaging in English language teaching or ESL pedagogy is still a novel concept in institutions that regard monolingualism and language purism as the norm for medium of education instructions (Allard, 2017).

LITERATURE REVIEW

This literature review opens with general discussions on the use of translanguaging which then focuses onto translanguaging in the Malaysian ESL context.
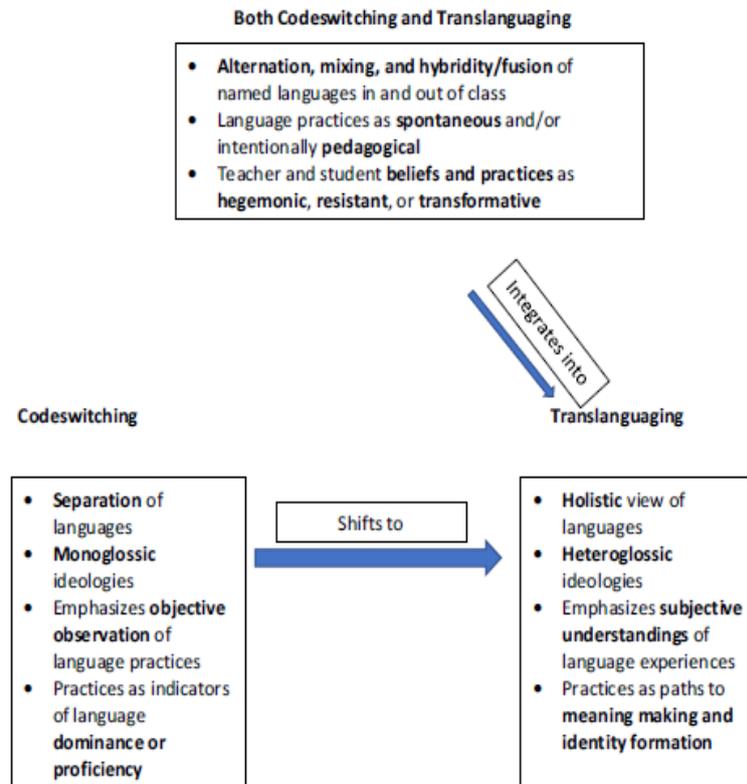
Shifting from Code-Switching to Translanguaging

Code-switching has received backlash previously although the practice is common among multilinguals and bilinguals in education. Creese and Blackledge (2010) concurred that research conclusions of code-switching as a concept for education was contradictory to which many believed the use of L1 in L2 education to be a learning hindrance and for the most part disregards an individual's linguistic background as a learning resource.

For this reason, translanguaging was made known by Williams (1994, 2000) in bilingualism research conducted at Welsh-English schools. Translanguaging is a prospective concept looking beyond the limits of code-switching for research by viewing all forms of language switching, mixing and meshing through a heteroglossic lens, taking into account all languages to be interrelated for the development of target language in education (García, 2009). As seen in Figure 1, Goodman and Tastanbek (2021) proposed researchers and educators a detailed framework and rationale to transitioning from code-switching to the use of translanguaging. The framework explained the similarities and differences between both conceptions with emphasis on translanguaging as the preferred practice. When compared to characteristics of code-switching (e.g Creese & Blackledge, 2010; Del Valle, 2000; Ferguson, 1959; Gardner-Chloros, 2009; Lewis et al., 2012), translanguaging is holistic and inclusive of all language experiences for subjective understandings. The heteroglossic view of translingualism considers that all languages are linked to multilinguals' purpose of conveying meaning, communication, sound identity development and making sense of new information by employing their linguistic repertoire and resources available (MacSwan, 2017). In essence, this research will focus on the study of translanguaging as an effort to shift from code-switching in order to observe the progressive and flexible practice of multilingual learners' and teachers' language mixing in the classroom.

Figure 1

Framework of the conceptual shift from code-switching to translanguaging

Both Codeswitching and Translanguaging

- **Alternation, mixing, and hybridity/fusion** of named languages in and out of class
- Language practices as **spontaneous** and/or intentionally **pedagogical**
- Teacher and student **beliefs and practices** as **hegemonic, resistant,** or **transformative**

Integrates into

Codeswitching

- **Separation** of languages
- **Monoglossic** ideologies
- Emphasizes **objective observation** of language practices
- Practices as indicators of language **dominance** or **proficiency**

Shifts to

Translanguaging

- **Holistic** view of languages
- **Heteroglossic** ideologies
- Emphasizes **subjective understandings** of language experiences
- Practices as paths to **meaning making and identity formation**

Note. This framework was produced by Goodman and Tastanbek in 2021, a conceptualization of similarities extending along code-switching and translanguaging, their differences and change towards translanguaging. From "Making the shift from a codeswitching to a translanguaging lens in English language teacher education," by B. Goodman and S. Tastanbek, 2021, *TESOL Quarterly*, 55(1), 29-53. Copyright 2021 by TESOL International Association.

Recent Studies Related to ESL Translanguaging in Malaysia

Recent literature related to translanguaging in the Malaysia ESL context within 5 years of this research from year 2017-2021 were reviewed.

Researches have shown code-switching behaviours to be common and useful in Malaysian ESL education (e.g. Lachmy Narayana & Nur Syuhada, 2018; Noor Azaliya et al., 2019; Tan & Low, 2017; Wong & Yoong, 2019).

Ting and Jintang (2020) centered their research on the translanguaging practices in a preschool. Fieldwork research was conducted with two preschool teachers and 15 preschoolers in Malaysia. In English lessons, the researchers concluded a great amount TL in teacher talk were used to affirm students learning to speak English since they had a harder time in replicating

simple English expressions. In students' case, they used TL half the time in English lessons since their English was still at beginners' level. This can infer that students and teachers in Malaysian preschools use TL on to conduct lessons smoothly.

Lastly, Rajendram (2021) examined factors that limits and possibilities of translanguaging practices among 31 Year Five Malaysian pupils in the ESL classroom using critical discourse analysis on their interactions within collaborative learning and interviews. Findings indicated the pupils were active TL users as they alternate between languages to learn L2, clear up disagreements, build positive relations, affirm their social identity and access all their linguistic resources. Yet, students were externally affected by the influences of teachers, peers, parents and the general society to avoid TL because of strict language policies, assumptions regarding negating linguistic capital together with conflicts against ethnicity, nationality. As a result, the author managed to portray the contradicting views on TL practices in Malaysia.

In short, the existing empirical research showed that translanguaging studies were sparse as with two papers directly discussing on the concept of translingualism in Malaysia (e.g. Rajendram, 2021; Ting & Jintang, 2020). The remainder papers discussed on code-switching as their main concept which were related to TL in general. All researches provided insights on possible functions, perceptions, factors of TL in the Malaysia ESL classroom. From this, the researcher will contribute knowledge on ESL translanguaging practices in the Malaysian context. This study aims to investigate the purposes of translanguaging discourse by teachers in ESL lessons.

METHODOLOGY

This study employed case study research design where processes, groups, events, activities or individuals in a system bounded by time or place are explored using extensive data collection (Creswell, 2012; Neuman, 2014). Discourse analysis was used to study the language-in-use and how it is used in real world situations (Gee, 2011). In this case, discourse analysis was done to analyse how translanguaging is used in the Malaysia ESL education context.

The research selected its participants through purposive sampling where a sample chosen is informative for the researchers' unique case to gain an in-depth understanding of a phenomena (Neuman, 2014). Hence, the participants in this research were English teachers performing translanguaging in their lessons. Relatively, the researcher decided to gather data for discourse analysis from four teachers who disseminated their ESL lessons on YouTube. Qualitative data was gathered by transcribing said videos with Nvivo. The researcher proceeded to note instances of translanguaging then code relevant data based on themes related to translanguaging purposes. The four teachers' details can be seen in Table 1 where all teachers speak Malay as their L1 and use translanguaging between this L1 and English as the L2. The teachers all taught ESL according to specifications of official English curriculum documents prepared by Ministry of Education Malaysia for primary and secondary school learners. Questionnaire data was gathered from 4 translanguaging teachers in ESL lessons that can be easily contacted off-site in this research. Questionnaires were adapted from Yeoh (2017)

focusing on the functions of translanguaging from teachers. Data collected from the questionnaires was analysed quantitatively using descriptive statistics.

Table 1 Background of teachers as research participants

Teachers	School and Area	Gender	Age	English Teaching Experience (Years)	Teachers' Ethnicity and L1	Highest Education Qualification
Mr. Halim	Primary school, Johor	Male	27	3	Malay, Malay	Bachelor's Degree
Mdm. Yati	Primary school, Pahang	Female	43	12	Malay, Malay	Bachelor's Degree
Ms. Athirah	Secondary School, Johor	Female	28	4	Malay, Malay	Bachelor's Degree
Mdm. Aifaa	Secondary school, Pulau Pinang	Female	31	7	Malay, Malay	Bachelor's Degree

RESULTS AND FINDINGS

The analysis from the video observations and questionnaires data collected for this study were synthesized and discussed according to the theme of purposes of translanguaging discourse by teachers in ESL lessons.

According to the findings, teachers from national primary schools and secondary schools in Malaysia use TL when teaching pupils to learn English language as their second language. This can be seen in Figure 2 where the number of words uttered by four teachers were analysed descriptively based on the languages spoken in their respective ESL video lessons. Three out of four videos were recorded with a focus on delivering ESL teaching and learning content without pupils' live participation or interaction except for Mdm. Aifaa's video which included pupils joining her lesson on Google Meet.
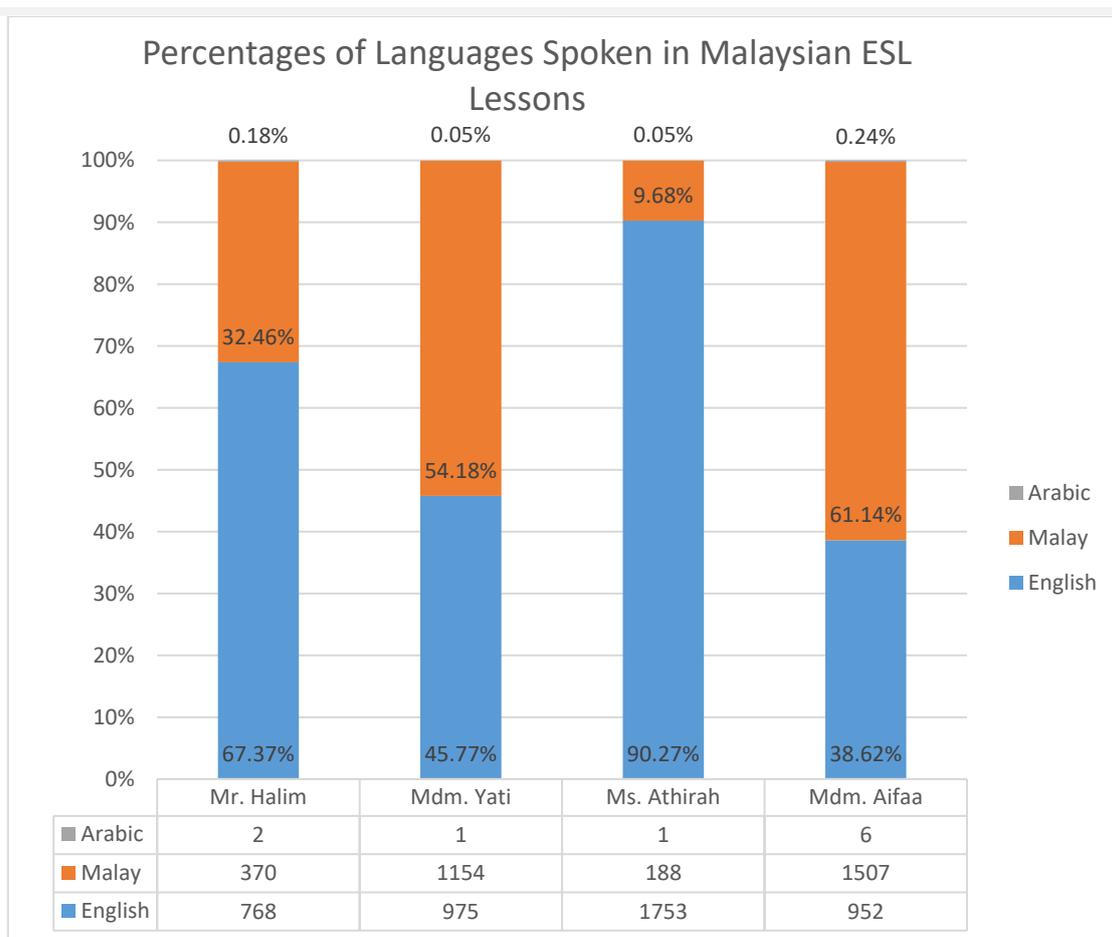
Figure 2 Languages spoken in observed ESL video lessons

This analysis revealed that all teachers performed TL often during English language classes by switching between the English, Malay and Arabic language. Among the teachers, Mdm. Aifaa spoke the most Malay during her English lesson with Form 1 secondary school pupils which amounted to 61.14% of Malay, 38.62% of English and 0.24% of Arabic followed closely by Mdm. Yati who used 54.18% of Malay, 45.77% of English and 0.05% of Arabic in her Year 4 primary school lesson. Both Mdm, Aifaa and Mdm, Yati utilized TL frequently by switching to Malay when speaking to pupils for more than half of their ESL lessons. Subsequently, Mr. Halim sometimes used the Malay language (32.46%) in his discourse when teaching English in which he spoke 67.37% of English and 0.18% of Arabic. The figure also indicated that Ms. Athirah had spoken the least number of words in Malay (9.68%), the most number of words in English (90.27) with a little Arabic (0.05%). This data has proven that ESL teachers consciously use TL as a strategy to supplement pupils' learning of the English language.

Further analysis from the research data collected allowed the researcher to determine emergent subthemes related to the purposes of teachers' who use TL in Malaysian ESL lessons. The eight subthemes are as follows.

Teachers' translanguaging between English and pupils' L1 to facilitate comprehension of English vocabulary

The questionnaire item analysis in Table 2 shows that teachers most frequently use translanguaging to explain English vocabulary when teaching English in their lessons with 50% of teachers always utilizing TL and 50% of the remaining teachers often utilizing TL for this purpose.

***Table 2** Teachers translanguaging to explain meaning of words and sentences*

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Explain meaning of words and sentences	Often	2	50%	50%
	Always	2	50%	100%

This result is aligned with the analysis from video observations where teachers were found translanguaging when speaking to pupils in efforts of clarifying the meaning of words and sentences by giving direct translations or elaborations about the target vocabulary. The examples of this purpose of TL are provided in Table 3.

***Table 3** Examples of teachers explaining meaning of words and sentences through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Providing direct translations of words or sentences	Mdm. Aifaa: And for adults. Adults *adalah* (is) Eight point nine five pound. *Lapan perpuluhan sembilan lima pound.* (eight point nine five pound)
	Mdm. Yati: Ok. Next sentence. After school, she does her homework. *Apa maksud ni? Selepas sekolah, dia buat kerja rumah.* (What does it mean? After school, she does her homework)
Providing elaborations of words or sentences	Mr. Halim: This is olive. *Yang kat* pizza, *yang warna hitam macam cincin tu.* (The ones on the pizza, the ones that are black like those rings.) Those are olives.
	Ms. Athirah: This week's bestsellers. Bestsellers means… books that so many people have bought.

Ok. *Yang paling banyak dibeli.* (The most that were bought.)

Teachers' translanguaging between English and pupils' L1 to manage classroom instructions and activities

The percentages of each item shown in Table 4 demonstrated the frequency of respondents use of TL for the purpose of classroom management. 75% of the respondents often switch between English and pupils' corresponding L1 when giving classroom instructions while one of four respondents (25%) would always do so. Secondly, half of the teachers responded they would often (50%) and sometimes (50%) use TL as an approach to check pupils' comprehension of instructions and lesson content. In contrast, the teacher respondents employed TL least frequently when managing pupils' discipline during ESL lessons. The teachers' responses were scattered between three frequency scales mainly rarely (24%), sometimes (50%) and often (25%). Overall, the results showed teachers frequently use TL when handling classroom instructions and activities.

Table 4 Teachers translanguaging to manage classroom instructions and activities

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Give instructions	Often	3	75%	100%
	Always	1	25%	
Check for comprehension of instructions and lesson content	Sometimes	2	50%	100%
	Often	2	50%	
Manage pupils' discipline during lessons	Rarely	1	25%	100%
	Sometimes	2	50%	
	Often	1	25%	

Various examples of teachers translanguaging for the above purpose were also validated in the observations of teachers' ESL lessons. The examples of alternating languages when giving instructions, checking for comprehension of instructions or lesson content along with managing pupils' discipline are deliberated below in Table 5. These results suggest that translanguaging between L1 and L2 by Malaysian ESL teachers is useful when managing classroom instructions and activities so pupils could respond correctly according to directions given about learning preparations or language tasks. Teachers could also check pupils' grasps of instructions or

learning content intermittently during their ESL lesson to decide on effective follow-up activities. Lastly, pupils' discipline could be managed through teachers' TL by reiterating instructions, reasoning with pupils and demonstrating the ideal behavior.

Table 5 *Examples of teachers managing classroom instructions and activities through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Giving instructions to pupils	Mr. Halim: First, I've got some snack. I love chips and what? Maybe you love some… *kacangkan?* (nuts right?) Ok. Can put nuts. *Ataupun* beans…. *Ini idea cikgu jangan tiru. Buat idea awak sendiri.* (Or beans… This is teachers' idea so don't copy. Do it with your own idea.)
Checking pupils' comprehension of instructions and lesson content	Mdm. Aifaa: Awak nampak kan? (You can see it right?) Awak nampak la tu. Ok nampak. (You can see it. Ok, you can see it.)
	Pupil A: Nampak. Nampak. (I can see it. I can see it.)
	Mdm. Aifaa: Ok. The second one, who was King Arthur? … Ok, saat. Ada soalan ke? (Ok, wait. Do you have any questions?)
Maintaining pupils' discipline	Mdm. Yati: Mesti ada di tangan sekarang. (You must have this at hand now) Ok. Mesti ada ini. (Ok. You must have it.) Kalau tak ada macam mana nak baca? (If you don't have it, how can you read?) So teacher ada ini. Teacher pun bawa. (So, teacher have this. Teacher have also brought it.) *Teacher shows and points to her textbook*

Teachers' translanguaging between English and pupils' L1 to facilitate comprehension of novel or difficult topics in English

Table 6 presents the analysis of questionnaire items related to the frequency of teachers' TL for the purpose of improving pupils' comprehension regarding novel or difficult topics in English. The analysis indicated that teachers also frequently employ translanguaging for the aforementioned purpose. This can be seen among teachers where three of four teachers (75%)

often explain difficult concepts by TL along with one teacher (25%) who would always do so. 50% of teachers would often introduce unfamiliar topics using pupils' L1 and L2 while the remainder 50% of teachers would sometimes employ TL for this intent.

Table 6 Teachers translanguaging to facilitate comprehension of novel or difficult topics in English

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Explain difficult concepts	Often	3	75%	100%
	Always	1	25%	
Introduce unfamiliar topics	Sometimes	2	50%	100%
	Often	2	50%	

The instances observed from the teachers' ESL video lessons are displayed in Table 7 when teachers translated and elaborated complex English terms based pupils' prior knowledge or experience. The findings in this subtheme revealed that ESL teachers perform translanguaging for the purpose of assisting pupils to familiarize with difficult concepts or foreign topics. Teachers would translate the explanations of the concepts or topics into pupils' L1 or provide examples pupils' could relate to achieve the purpose.

Table 7 Examples of teachers facilitating comprehension of novel or difficult topics through translanguaging

Purpose	Examples of teachers' translanguaging discourse
Explaining difficult concepts	Mr. Halim: Ok. After that, I've got these fun egg salads for the starter Starter *rasanya macam…pemanis mulut…macam kuih-kuihan la gitu* (Starter is like…desserts… like various types snacks or cakes)
Introducing unfamiliar topics	Ms. Athirah: Now comic novel here means… a funny novel. Something that involves comedy. *Benda yang lawak-lawak* like *novel yang lawak.* (Funny things like a funny novel.) You call it comic novel. *Yang* you s*elalu baca komik tu.* (The comics which you always read.) It's called comic book or graphic novel. Ok so *ada beza.* (Ok so there is a difference)

Teachers' translanguaging between English and pupils' L1 to improve interpersonal relationship with pupils

The table below (Table 8) provides an insight on teachers' frequency of translanguaging to establish interpersonal relationship with pupils. These results have determined that teachers regularly use this method when building rapport with pupils in the ESL classroom. To clarify, respondents would sometimes (25%), often (50%) and always (25%) chat with pupils through translanguaging with pupils' L1 as well as L2. In relation to teachers performing TL for the sake of bonding with pupils, half of the respondents (50%) would sometimes whereas the other half of the respondents (50&) would often give praises, feedback, personal remarks to pupils by switching to their first language.

Table 8 Teachers translanguaging to improve interpersonal relationship with pupils

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Build interpersonal relationships between teacher and students (chat with students)	Sometimes	1	25%	
	Often	2	50%	100%
	Always	1	25%	
Give praise/ feedback/ personal remarks about pupils	Sometimes	2	50%	100%
	Often	2	50%	

This subtheme is evident in the teachers observed discourse during their ESL video lesson available in Table 9 where results suggest that translanguaging between L1 or languages familiar to pupils and L2 help teachers to accomplish their purpose in building a friendly interpersonal relationship with pupils during the teaching and learning of ESL. Teachers could convey their positive thoughts about pupils while letting them be aware of teachers' good intentions by conversing, praising and giving helpful remarks or feedback.

Table 9 *Examples of teachers improving interpersonal relationship with pupils through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Initiating conversations or chat with pupils	Mdm. Aifaa: *Saya rasa macam mana pun rindulah pula dengan perangai yang picit-picit awak semua tu.* (I still miss all of you in spite your cheeky behaviour.) Ok. *Jadi kita haraplah* COVID *ini akan berakhir dan PKP ini akan berakhir supaya kita boleh bersemuka…* (Ok. So let's us hope that this COVID will end and this PKP will end too so we can meet face-to-face.)
Giving praise, feedback or personal remarks about pupils	Mdm. Yati: *Assalamualaikum* (Peace be upon you) and good morning. Hi. I am your teacher. My name is Teacher Yati. *Ahh kan… Selalunya jumpa awak pukul dua hingga pukul tiga tapi hari ini teacher buat* recorded class *supaya awak boleh pagi-pagi lagi dah belajar Bahasa Inggeris.* (Usually I meet you from two o'clock to three o'clock but for today teacher has prepared a recorded class so you can learn English early in the morning.)

Teachers' translanguaging between English and pupils' L1 to prompt and encourage learning of English among pupils

As shown in Table 10, the translanguaging was occasionally done by teachers for prompting as well as encouraging English learning among pupils. In fact, three teachers (75%) would often whereas one teacher (25%) would sometimes prompt pupils' participation for answers and responses through TL respectively. In contrast, three teachers (75%) sometimes use TL to draw pupils' interest in the lesson while one teacher (25%) often use it. Half of the teachers (50%) use the technique often by motivating and giving pupils confidence in English learning while another half of the teachers (50%) use it sometimes. Finally, the teachers' response about the frequency of TL for reducing pupils' English learning anxiety were rather spread out. When managing pupils' anxiety about learning English, teachers would often (50%), sometimes (25%) and rarely (25%) utilize TL for this function.

Table 10 *Teachers translanguaging to prompt and encourage learning of English among pupils*

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Prompt pupils' participation for answers and responses	Sometimes	1	25%	100%
	Often	3	75%	
Draw students' interest to the lesson	Sometimes	3	75%	100%
	Often	1	25%	
Motivate and give pupils' confidence in learning English	Sometimes	2	50%	100%
	Often	2	50%	
Reduce pupils' anxiety when learning English	Rarely	1	25%	100%
	Sometimes	1	25%	

The occurrence of this TL purpose corroborated with the findings from video observations of teachers' lesson and are demonstrated in Table 11.

Table 11 *Examples of teachers prompting and encouraging English through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Prompting pupils' participation for answers and responses	Ms. Athirah: Second, a traditional story about magical events. Ok so what is it that has magical events. *Tadi* teacher *dah cakap* (Teacher had said it before) something magical… So which one is it?
Drawing pupils' interest to the lesson	Mr. Halim: Just chop some fruit, cook for ten minutes with some sugar and serve with ice cream. *Potong buah, masak buah itu selama 10 minit dengan gula dan hidangkan dengan aiskrim.* (Chop some fruits, cook the fruits for 10 minutes with sugar and serve with ice cream.) *Tak tahu lah macam mana bentuknya, nanti kan? Macam mana buah tu boleh masak?* (Not sure how the shape will turn out right? How are the fruits cooked?)

Motivating and giving pupils' confidence in learning English	Mdm. Aifaa: *Ok.* So that's why *kalau cikgu kata kalau awak berpeluang untuk sambung belajar di luar negara.* (So that's why when I said if you have the opportunity to continue your studies abroad.) *Ambillah peluang dan ambillah pengalaman di sana.* (Take that chance and gain experience over there.) *Sangat seronok. Sangat membuka mata sebenarnya.* (Very fun. Very eye-opening in fact.)
Reducing pupils' learning anxiety	Mdm. Yati: *So jawab dengan pertolongan ibu bapa atau orang yang dekat rumah tu lah tapi kalau pandai boleh jawab sendiri.* (So answer with the help of your parents or anyone at home but if you are clever, you can answer by yourself.) *Senang je kan.* (Easy right.)

The observations revealed teachers translanguaging hints, extra information, simple questions, words of encouragement as well as helpful language task instructions to pupils in order to persuade their learning in the English language and increase active participation in ESL lessons.

Teachers' translanguaging between English and pupils' L1 to facilitate language tasks

The results obtained from the quantitative analysis of questionnaire are presented in Table 12. In general, teachers would carry out translanguaging from time to time for the purpose of assisting pupils in their language tasks. Two of the four teachers (50%) often use TL when asking pupils Higher Order Thinking Skills (HOTS) questions with the remainder half of the teachers (50%) using TL for this specific function sometimes. In contrast, only one teacher (25%) often ask Lower Order Thinking Skills (LOTS) questions while half the teachers (50%) would sometimes and 25% of teachers would rarely do so.

Table 12 *Teachers translanguaging to facilitate language tasks*

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Ask Higher Order Thinking Skills (HOTS/ KBAT) questions	Sometimes	2	50%	100%
	Often	2	50%	
Ask Lower Order Thinking Skills (LOTS) questions	Rarely	1	25%	100%
	Sometimes	2	50%	
	Often	1	25%	

This analysis is substantiated by the observation data of teachers' ESL video lessons although the examples were limited since three of out of the four involved teachers were teaching without their pupils' immediate presence. Teachers LOTS and HOTS questions by switching to pupils' L1 with the intent of engaging pupils in learning from their language tasks. Teachers used LOTS questions so pupils would recall, summarize or apply lesson content taught for improved English comprehension while HOTS questions were asked in Malay too as means of stimulating pupils' logical and creative thinking. Some examples of this TL purpose are shown in Table 13.

Table 13 *Examples of teachers facilitating language tasks through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Asking Higher Order Thinking Skills (HOTS) questions.	Mr. Halim: I love making these. *Saya suka buat ini. Kenapa?* (I like making these. Why?)
Asking Lower Order Thinking Skills (LOTS) questions	Mdm Yati: *Soalan seterusnya pula. Yang keenam.* (The next question. The sixth one.) Does Megan do her homework after school? *Betul tak* Megan *ini buat kerja rumah* after school? *(*Is it correct that Megan does her homework after school?) *So kita tengok balik.* (So we look back.)

Teachers' translanguaging between English and pupils' L1 to facilitate teaching of English grammar

In Table 14, the results from the analysis of final questionnaire items are shown. It is apparent that teachers mostly utilized translanguaging sometimes to support the teaching and learning of English grammar in the ESL classroom. As a matter of fact, 50% of teachers often explained English grammar by switching between pupils' L1 and L2 while 50% of teacher had sometimes done so. Subsequently, teachers would rarely (25%), sometimes (50%) and often (25%) practice the strategy of comparing pupils' L1 grammar with English grammar.

Table 14 *Teachers translanguaging to facilitate teaching of English grammar*

Item	Frequency Scale Descriptor	N	Percent	Cumulative Percent
Explain grammar	Sometimes	2	50%	100%
	Often	2	50%	
Compare pupils' L1 grammar with English grammar	Rarely	1	25%	100%
	Sometimes	2	50%	
	Often	1	25%	

This data is consistent with the qualitative analysis from teachers' ESL video lessons demonstrated in Table 15. The observed teacher exhibited how translanguaging could be functional to expand pupils' understanding of English grammar. Teachers were able to encourage pupils in establishing links between languages they are knowledgeable in with English grammar studies either inductively or deductively.

Table 15 *Examples of teachers facilitating teaching of English grammar through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Explaining grammar	Mdm. Yati: *Dalam ini contohnya* always. (Always is used in this example.) Always means *selalu* (always)*. Yang kedua* usually. (The second is usually) *Yang ini* usually… *dia kurang sikit daripada selalu contohnya kalau always itu sepuluh kali,* usually *itu lapan kali*. (For usually… it is lesser than always, for example if always means ten times, the word usually would mean eight times.)
Comparing pupils' L1 grammar with English grammar	Which sequencing words to use? First, after that, next or finally? We've already used first. First *ini maksudnya mula-mula jadi dia tak boleh kat tengah-tengah*. (First means at the beginning so it cannot be used in the middle.)

Teachers' translanguaging between English and pupils' L1 to facilitate teachers' self-talk during ESL lessons

The last subtheme emerged as a result from the thematic analysis of teachers' TL discourse during observations of their ESL video teaching and learning sessions. In particular, two teachers were seen to engage in self-talk. These findings provide an insight on how teachers switched to their own L1 while teaching English. To clarify, self-talk was apparent as teachers verbalised their thoughts aloud to regulate and organize their own behaviour when teaching in the classroom such affirming or correcting their own actions. Additionally, the pupils were able to understand and anticipate teachers' actions during the ESL lessons for a smoother learning experience. The examples of this self-talk purpose are included in Table 16.

Table 16 *Examples of teachers facilitating self-talk during ESL lessons through translanguaging*

Purpose	Examples of teachers' translanguaging discourse
Verbalising own thoughts	Mdm. Aifaa: Ok *sekejap eh.* (Ok wait a moment.) *Cikgu nak kena buka guna fon juga. Saat eh. Sebab nanti senang bila… bila apa… bila kawan awak nak masuk cikgu boleh tekan accept je dekat cikgu punya fon.* (Teacher has to open her phone too. A second please. Because it will be easier when…. when what…when your friends come in teacher will need to press accept only on her phone.)
	Ms. Athirah: For example, this one Gulliver's Travels. So Gullivel… Gullivel *pula* (again)… Gulliver travels to this one place and helped the people solve a lot of things at their place.

DISCUSSION

The findings indicate ESL teachers who shared the same L1 with pupils or were familiar with pupils' first language would utilize translanguaging when teaching English in their lessons as opposed to avoiding the practice upon propositions by education policy makers which emphasized the accurate and appropriate use of languages when delivering classroom instructions (Ministry of Education Malaysia, 2013, 2017, 2020). The use of TL by all the four teachers involved in this study corroborate with the research findings from Lachmy Narayana & Nur Syuhada (2018) to which Malaysian ESL teachers and learners commonly alternate between L2 and other prior known languages during and outside of formal ESL learning. In light of the considerations proposed in Goodman and Tastanbeks' (2021) TL conceptual framework, teachers' flexible practice of language mixing, fusion and switching between L1 or other languages known by pupils and L2 had proven that TL practices are linked to the heteroglossic view of translingualism where multilinguals strive to express their intent, communicate, develop their identity holistically and find coherence of new information (MacSwan, 2017). Essentially, TL allows teachers and pupils alike to make use of all their linguistic knowledge and resources when attempting to accomplish the eight purposes identified in ESL teachers' translanguaging discourse.

First, translanguaging frequently served as a purpose for teachers to improve English comprehension of new vocabulary, concepts or topics among young and adolescent ESL learners. By directly translating and offering detailed elaboration of target language content in pupils' L1, teachers could bolster pupils' understanding and learning of English. These findings are in agreement with previous research which showed teachers switching between L1 and L2

to provide repeated explanations of unfamiliar target language content as means of reinforcing new knowledge (e.g. Noor Azaliya et al., 2019; Rajendram, 2021; Ting & Jintang, 2020; Wong & Yoong, 2019). Thus, pupils could make sense of the English and consolidate the content teachers taught by relating L2 to their equivalent explanations from L1.

Secondly, translanguaging was often utilized to manage classroom instructions and activities by teachers in ESL lessons. Teachers switched to pupils' L1 when giving instructions, checking for pupils' understanding of instructions and focused L2 content along with maintaining classroom discipline so pupils would be able to give appropriate responses, provide feedback for teachers to determine apt follow-ups for their lesson and behave when learning. In addition, this study revealed that teachers also practiced TL occasionally for the purposes of facilitating language tasks. As demonstrated previously, teachers assisted pupils in performing language learning tasks by asking LOTS or HOTS questions using L1 as means of stimulating pupils to practice ESL at various levels of cognitive skills. The present findings are consistent with other research which found language switching to be acceptable among educators and learners for classroom instructional purposes in order to cut down on instructional time while allocating sufficient time for the teaching and learning of L2 (Lachmy Narayana & Nur Syuhada, 2018; Tan & Low, 2017; Wong & Yoong, 2019). Accordingly, one possible reason of teachers' opting to perform TL for classroom instructions and activities was to optimize pupils' time for English study.

Thirdly, TL functions as a process for teachers to build rapport with pupils by initiating conversation and expressing positive or constructive comments to pupils regularly. With reference to the results, previous studies have demonstrated that switching languages is positively perceived in the ESL classroom to promote socialising, relationships and the flow of conversation between students with students or students with teachers (Lachmy Narayana & Nur Syuhada, 2018; Rajendram, 2021; Tan & Low, 2017). Particularly in Lachmy Narayana and Nur Syuhada's (2018) along with Noor Azaliya's et al. (2019) study, the authors highlighted that the alternation of L1 and L2 in classrooms could be used to create a supportive learning environment by maintaining mostly English conversations with attempts of substituting English vocabulary pupils might not know with L1. These findings from the past research could be additional factors contributing to teachers' TL habit in the ESL classroom.

Next, teachers use TL sometimes to encourage pupils' response and confidence in learning ESL such as switching to pupils' L1 when giving language learning tips, prompts and inspirational words during a lesson. This result mirrors the findings of Ting and Jintang's (2020) research on preschool educators' usage of TL during teacher talk to engage pupils' learning participation, assess learning progress and instill learning motivation of ESL.

The subsequent findings in this study revealed that teachers were practicing TL occasionally for the purpose of teaching English grammar by explaining in pupils' L1 and comparing L1 grammar with L2. The outcome is consistent with past studies which examined the teaching

of English grammar using the L1 of pupils to develop cross-linguistic awareness and further familiarizing themselves with grammar rules of the target language by discerning similar or contrasting characteristics between languages. (Rajendram, 2021; Wong & Yoong, 2019).

Surprisingly, observations from teachers' TL discourse in ESL lessons found two teachers who switched to their L1 in order to facilitate self-talk which suggested TL as a process to organize their thoughts and regulate ideal behaviours for teaching was ongoing in the classroom. At the same time, the verbalisation of teachers' self-talk enabled the possibility of pupils to comprehend and prepare for classroom instructions efficiently. It is likely that teachers were composing themselves to best carry out their roles such as facilitators or role models for language learning which manifested Macswan's (2017) contention of teachers acting as multilinguals tended to perform TL in establishing a well-grounded identity.

CONCLUSION

In this case study, all four teachers from primary and secondary schools employed translanguaging between the L1 of pupils and L2 during Malaysian ESL lessons. In accordance to the research aims of this study, the findings identified eight purposes where teachers would use translanguaging when teaching ESL for pedagogical, instructional, managerial and social-affective advantages to benefit young as well as adolescent pupils' English language learning. Therefore, this research may contribute in demystifying the use of TL and reveal the realities of teaching and learning in the Malaysian ESL classroom. These findings further enable teachers to look beyond conventional ESL teaching and learning strategies and encourage the development of a wider teaching repertoire by using translanguaging as a resource. Likewise, authoritative policy makers should consider TL as a plausible strategy when devising the language curriculum with hopes of improving ESL learners' communicative skill whilst catering to learners' learning preferences. Teacher training programmes may need to examine the inclusion of TL as an essential skill for pre-service and in-service ESL teachers. However, this research is limited to the investigation of translanguaging discourse solely from a small sampling of teachers. Thus, some recommendations for future study would include a larger sample of teachers or pupils to determine the common purposes of TL in ESL lessons across educational institutions of various age groups. Also, an inclusion of semi-structured or open interviews to gather in-depth information and triangulate relevant data to explore the rationale along with perceptions towards translanguaging.

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