

# **The power of translanguaging by Papuan non-EFL students during EFL virtual class**

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## **ABSTRACT**

The study focuses on addressing a knowledge gap in learning English for non-EFL students in higher education in Papua. Non-EFL students in Papua sometimes find English unattractive, if not frightening. Translanguaging helps non-EFL students to acquire and practice English skills in virtual classrooms. The purpose of this study is to investigate the process of non-EFL students' virtual EFL learning through translanguaging. A qualitative study was conducted through interviews and observations with EFL teachers and non-EFL students attending English classes. There are several non-English departments in one of the higher education institutions in Papua, which are sources of information in this study. The data are then analyzed qualitatively using a discourse analysis framework. The results of the study show that the power of translanguaging for non-EFL students is an option that is always used during virtual English learning. The process of virtual English learning uses different digital learning platforms such as Zoom meetings, WhatsApp groups and Google classroom. The use of this platform has its own privileges as long as it is used in virtual English learning with translanguaging. The process of learning English using different platforms can be described by two activities, such as teacher activities using translanguaging and student activities. Virtual English learning using translanguaging is also illustrated by the use of various language resources owned by students. This is an

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added value of virtual EFL learning using translanguaging. Therefore, it is highly recommended that EFL teachers use translanguaging during the virtual EFL teaching process to make it easier for non-EFL students to understand EFL subjects.

**Keywords:** *Translanguaging; Papuan Non-EFL students; EFL virtual class*

## 1. Introduction

Translanguaging is a strength for non-EFL students in taking EFL classes online. This strength is shown in the use of translanguaging by students who are able to provide more value in implementing virtual EFL learning. In the context of virtual EFL learning by non-EFL students in Papua, they show anxiety when they are not given the opportunity to be involved in using the national and local languages they have. Especially with a virtual learning system that uses several digital learning platforms at the same time with the availability of learning facilities that are less supportive, such as the condition of the internet network which is sometimes unstable. And it is not surprising that the virtual class situation is quiet and the interest of non-EFL Papuan students is very minimal to join the virtual class. Besides that, it cannot be denied that the ability level of Papuan non-EFL students in English is indeed very different from students majoring in EFL. However, a different situation occurs when virtual EFL learning is held by EFL lecturers by accommodating students' first language or local language. Non-EFL students are more active in following material in virtual classes so they become much more communicative. This is because translanguaging makes students feel more competent in responding to questions or instructions from EFL lecturers. Furthermore, translanguaging is the most comfortable zone for students to surf deeper while studying EFL. This is due to the use of translanguaging, which allows students to use their mother tongue or local language alongside English as the target language during virtual learning. In line with Rerung (2018), translanguaging is an approach that can excite students by integrating two languages during the learning process. According to Sahib, Ukka, Nawing, and Sari (2020), translanguaging is a safe and productive zone for students to communicate, a momentum to use mother tongue and local language in explaining material, a strategy to enhance and facilitate material understanding, and a strategy to enliven the classroom atmosphere.

So far, the few studies on translanguaging that exist tend to focus on three aspects. First, a study that focuses on investigating the function of translanguaging from a pedagogical, social, and affective perspective in the teaching process by lecturers (Genc, Yuksel, & Curle, 2023; Wei, 2023; Sahib, 2019; Jones, 2017). Second, studies that investigate the relationship between the domains of translanguaging and science, translanguaging and deaf students, translanguaging in science classrooms with deaf students, and the use of translanguaging by deaf learners (Duggan, Holmström, & Schönström, 2023; Scott & Cohen, 2023). Third, studies that focus on investigating the application and benefits of translanguaging in online teaching and learning because metalanguage features do not exist in classroom interactions (Al Arief, 2023). Based on

these three trends, it shows that translanguaging studies still require a more varied and comprehensive exploration. Therefore, this study intends to explore the use of translanguaging for non-EFL students in attending EFL virtual classes. And further adding to the repertoire of new information about the power of translanguaging through the context of this study, namely, Papuan non-EFL students.

The objective of this study seeks to answer the shortcomings of previous studies that generally frame understanding of translanguaging in the context of non-EFL Papuan students, by positioning translanguaging in virtual EFL classes. Therefore, the study tries to fill the gap by answering the question: how is the process of learning English virtually using translanguaging by non-EFL Papuan students? Through the answers to these questions, information is presented about the use and power of translanguaging for non-EFL students in Papua in learning English virtually.

This paper departs from the argument that translanguaging is a strength for non-English language students, which is reflected in three ways. First, translanguaging applied in EFL learning is virtually reflected through two activities. Translanguaging is not only used by EFL lecturers but is also part of the activities of non-EFL students in Papua. So that various processes of learning English virtually even though using various platforms are able to remain communicative. Second, non-EFL Papuan students face problems when translanguaging is not given space in virtual EFL learning. By providing space for the use of students' first language or local language, which is used in learning side by side with English as the target language, Papuan non-EFL students are confident in responding to questions from lecturers and classmates during virtual learning. Third, apart from providing a safe environment for students to be involved, translanguaging will have a negative impact on students' consistency in improving their English vocabulary. Thus, agreement and supervision from lecturers to students is mandatory during the virtual learning process. Thus, this research explores the virtual EFL learning process by Papuan non-EFL students using translanguaging.

## **2. Literature review**

### *2.1. Translanguaging*

Translanguaging in action is the activity of using two or more languages during communication. However, in terms of function in the classroom, translanguaging is a pedagogical strategy used by teachers to explain material so that it is easier for students to understand. In order to create a complete meaning of the data obtained by researchers in the field regarding the use of translanguaging as strength for non-English study program students in learning English virtually on campuses in Papua Province. Therefore, appropriate theories and conceptions are needed as ammunition. So that the information supplied is more credible as a scientific study. As a result, Translanguaging, a theory of language usage originated by Cen Williams and later refined by Ofelia García and Wei (2018) would become an analytical tool in researching and dissecting data in the area. Garcia and Wei describe translanguaging as the use of language as a

dynamic repertoire and as a system with socially and politically determined boundaries. Translanguaging is also presented as a helpful theory of language that may be viewed as a multilingual, multisemiotic, multisensory, and multimodal resource that people employ to think and convey thoughts (García & Wei, 2018).

However, in its application, translanguaging, whether methodically or spontaneously, is widely recognized to improve the effectiveness of the target language learning process. According to O García (2011), translanguaging is a procedure that teachers may utilize to help pupils grasp challenging subjects, which expands their thinking and knowledge. Given this, it is critical for instructors to understand how to implement this method in order to minimize student misconceptions regarding its implementation in practice. O García (2011) also mentioned that in order to maximize classroom resources, students can demonstrate the target language by using the first or local language, labeling class signs in the first language, and creating links with different cultures in the topic studied. Teachers and administrators are also encouraged to speak in their native language. In the case of students in Indonesia, their first language (L1) or mother tongue may be Indonesian and may be the local language. While English is a foreign language as well as the target language being studied, it is the second language (L2).

Translanguaging refers to the communication activities that people participate in when their biographical, historical, and linguistic contexts collide. Translanguaging has the potential to be revolutionary and creative because it transcends apparent divides, enabling individuals to communicate with whatever resources they have available to them rather than constraining them inside predetermined boundaries. As a result, translanguaging has a spatial component, as in 'translanguaging space' (Wei, 2011) or 'translanguaging zone' (Blackledge, Creese, & Hu, 2016). Translanguaging has an ideological component since it is based on local attitudes toward and ideas about communication practices. Attitudes and ideas about communication are not fixed and can be modified during and as a result of the communicative encounter. Translanguaging is a natural phenomenon that is thought to provide a fresh viewpoint in bilingual education. Furthermore, this is characterized as a pedagogical technique that allows for the development of a model to improve and value students' linguistic talents as becoming bilinguals, as well as the development of an alternative paradigm to standard perspectives on language instruction, particularly English.

Translanguaging in education refers to the use of one language to reinforce another in the area of education when instructional techniques actively shift the input and output language (Williams, 2002), it can improve student comprehension and engagement in both languages (Lewis, Jones, & Baker, 2012). Williams defines translanguaging as a pedagogical paradigm in which pupils acquire two languages through a process of profound cognitive bilingual involvement. According to Lewis et al. (2012), the process of translanguaging uses various cognitive processing skills in listening and reading, assimilation and accommodation of information, selecting and

selecting from brain storage to communicate in speaking and writing. As a result, translanguaging necessitates a more in-depth knowledge than just translating since it progresses beyond locating comparable terms to processing and transmitting meaning and comprehension.

## *2.2. Papuan non-EFL students*

In the context of studying English, particularly in the region of Papua, which is known for its huge variety of indigenous languages. The possible application of translanguaging is becoming increasingly widespread. Sahib et al. (2020) argue that translanguaging may accommodate students' native languages as well as students' national languages while studying English as a foreigner, which is also the target language in learning English. Not only do students employ translanguaging, but so do teachers. Where is translanguaging as a pedagogical method that might allow teachers to further dilute the learning environment? The passion displayed by pupils in receiving the explanation offered as a teacher may create a fluid atmosphere. According to Sahib et al. (2020), translanguaging is a safe and productive zone for communication. Of course, feeling safe and comfortable will provide a good energy to follow and carry out the learning process.

The ideas and concepts stated above will undoubtedly become the major indicators in protecting and supplementing the phenomena of Papuan non-EFL students using translanguaging when engaging in English language learning in higher education settings in Papua. Almost all translanguaging occurs organically in the classroom. Many academics examine translanguaging in most studies, using the classroom as the context. When instructors employ translanguaging in the classroom, it is for instructional purposes (García, 2011). According to Adrian and Angela's research in previous related findings from this research, the translanguaging phenomenon occurs not only in educational contexts but also in superdiverse cities, such as meat stalls at city markets, shops, market stalls, libraries, community centers, advice bureaus, and sports clubs. Translanguaging is also performative. As stated by Khubchandani (1997), translanguaging is not the application of linguistic predispositions. This is improvisational creativity based on the necessities of the local setting and scenario.

## *2.3. EFL virtual class*

English as Foreign Language Virtual classes are online English language learning sessions or courses that give teaching and practice in the English language to those who are not native English speakers. EFL virtual lessons can be held on a variety of online platforms, including Zoom, Skype, Google Meet, and specific language learning platforms and websites. The interaction of virtual EFL classes attempts to create possibilities for students to interact with the instructor and their classmates. This can involve public speaking exercises, group discussions, and joint projects. To participate in virtual EFL programs, students must have access to a computer or mobile

device with Internet connection, as well as any software or applications recommended by the teacher or platform. EFL virtual programs, like traditional classes, may demand students to complete homework assignments and practice outside of class to reinforce their learning. EFL programs may cover cultural features of English-speaking nations in addition to language skills to assist students comprehend cultural subtleties and enhance their ability to communicate effectively in English. Overall, EFL virtual classes may be a useful tool for people to acquire and enhance their English language abilities for academic, professional, or personal purposes. They provide ease and flexibility while still delivering organized language training, engagement, and practice.

### **3. Method**

#### *3.1. Research design and participants*

Qualitative descriptive is a research design that has been implemented in this study. This study was carried out to gather thorough and in-depth information regarding the use of translanguaging by Papuan non-EFL students in virtual EFL learning. Bogdan and Biklen (1997) stated that qualitative research is research that investigates the quality of relationships, activities, situations, or materials. Corbin and Strauss (1990) also stated that qualitative methods can be used to better understand any phenomenon that is not widely known. Besides that, Creswell (2017) suggested that the aim of this type of research is to gain insights that explore the depth, richness, and complexity inherent in the phenomenon. In this study, data were collected, analyzed, and interpreted and then described. This method aims to describe everything related to the focus of research. Where this research has focused on examining the process of learning English as foreign language virtually using translanguaging by Papuan non-EFL students.

#### *3.2. Data collection*

Researcher has collected data through observing the learning process for EFL courses virtually, and then conducting in-depth interviews with informants in this study. During the interview and observation process, the researcher took pictures (screenshots) of the platforms used and sound or video recordings. With the aim that all the information needed from participants can be collected properly through recordings. And then the recording of the interview has been processed into a transcript. Apart from that, student and lecturer document archives related to the virtual learning process which are considered important by researchers are secondary data in this study. The subjects in this study were EFL lecturers who taught non-EFL majors and first semester students from non-EFL majors at the Tarbiyah Faculty (Islamic Education, Tadris Mathematics), Faculty of Islamic Economics and Business (Sharia Banking, Islamic Economics), and the Faculty of Sharia (Constitutional Law, Sharia Economic Law) in the IAIN Fattahul Muluk Papua. Where the researcher has selected by purposive sampling several students from each non-English majors who are the subjects of this study. After the data collection process is complete, then it is analyzed.

### *3.3. Data analysis*

The data analysis is based on a discourse analysis framework which relies on data recording, data transcription, data selection, and data interpretation. Discourse analysis is the study of the language used; the study of the languages used in the world, not only to say things, but to do things (Gee, 2011). For this study, the analysis relied on the results of observations from the virtual learning process through the platform used by each lecturer and interview transcripts from students. Due to the long and voluminous transcriptions, the data were then selected based on the aims of this study, on the basis of content. The data is then interpreted and analyzed in the form of conversation extracts. In extracts, relevant data are identified, discussed, and analyzed to explore the aims of the study.

## **4. Findings**

### *4.1. The process of virtual EFL learning by non-EFL students via translanguaging*

The power of translanguaging is illustrated through the virtual English learning process using translanguaging. Translanguaging which are used in the English language learning process are virtually produced from various learning activities in non-English classes. The activities produced during the virtual EFL learning process include EFL lecturer activities and non-EFL student activities in class of non-EFL major. The EFL learning process virtually using translanguaging is illustrated through lecturer activities while teaching in non-EFL study programs.

#### *4.1.1. Lecturer activities in virtual EFL learning using translanguaging*

Some of the results of previous studies have very well reviewed the use of Translanguaging in various English learning contexts. One of the contexts that characterize the use of translanguaging in virtual EFL learning in non-EFL classes. As English is not one of the core subjects of non-EFL study programs in higher education settings in Papua, such as the IAIN Fattah Muluk Papua. So, this triggers the use of translanguaging during the process of learning English in non-English classes. Translanguaging is then used until it becomes part of the lecturer's activities while teaching English to non-English students.

Lecturer activities in holding virtual English learning for non-EFL students, of course, involve the use of various types of languages. As Sahib et al. (2020) state that accommodating students' local languages and students' national languages in learning English as a foreign language, which is also the target language in learning English, is known as translanguaging. The variety of teaching languages used is aimed at facilitating English material to be conveyed properly to non-EFL students virtually. Where in the context of virtual learning which involves the use of various languages, it makes lecturer activities in teaching more communicative. The type of language used with various activities by lecturers during virtual EFL teaching includes several

languages including English as the language being studied, Indonesian as the national language, and there are several local languages.

**Table 1**

Observation results on lecturer translanguaging during the virtual English learning process through Zoom meetings.

Platform	Lecturer Activities	The Language Used			Translanguaging	Extract	Utterances
		Eng	Ind	Local			
<b>Zoom Meeting</b>	Greeting Students	√	-	-	-	1	<b>Hello everyone.</b> (HP)
	Taking Attendance	√	-	-	-	2	<b>How many students are joining in this meeting?</b> (HP)
	Provide Instructions/ Information	√	-	-	-	3	<b>Please, switch on your camera and ask your friend to join soon!</b> (HP)
						4	<b>Did you hear me clearly, or</b> putus-putus? (HP)
	Ask Questions	√	√	-	√	5	<b>Did you hear me clearly, or</b> dotted? (HP) Simbol kalian apa yang andatahu? <b>For example.</b> (HP)
	Explaining Materials	√	√	-	√	6	What symbol do you know? <b>For example.</b> (HP) Minggu depan mom akan periksa itu, kalian sudah belum, terus nanti kalian analisis dan maju peresentasi seperti presentasi <b>short story</b> sebelumnya, <b>and then you also need to submit the paper</b> , nanti di print out yah. (HP)



						<p>Mom checks it out next week, you haven't yet, then you will analyze it and you will deliver presentation like the previous presentation of <b>short story, and then you also need to submit the paper</b>, it will be printed out later. (HP)</p>
					8	<p>Gagasan yang ingin disampaikan author kepada pembacanya biasa mengandung <b>moral value, example the common themes occurring in literature</b>, tema umum yang biasa ada dalam karya sastra adalah <b>about love, romance</b>. (HP)</p> <p>The ideas that the author wants to convey to his readers usually contain <b>moral values, for example the common themes that occur in literature</b>, common themes that usually exist in literary works are <b>about love, romance</b>. (HP)</p>
Responding Students	√	√	√	√	9	<p>Jadi dia gak menceritakan diri sendiri, <b>So the point of view, I, we, She, He</b>, atau</p>

						kalian. (HP)
						So, he doesn't tell himself, <b>So the point of view, I, we, She, He,</b> or you guys. (HP)
						Yang mana, nanti ibu posting yah juga dia punya materi di google. <b>Ok any question so far?</b> (HP)
				10		Which one, will you post later? Well, he has material on Google. <b>Ok, any questions so far?</b> (HP)
						<b>Mom</b> akhiri pertemuan ini yah, <b>mom</b> ada mau pergi vaksin ini di Aryoko. (HP)
Closing Class	√	√	-	√	11	<b>Mom</b> ends this meeting okay, <b>mom</b> is going to go for this vaccine at Aryoko. (HP)

Lecturer activities during the process of learning English in classes of non-EFL majors provide information that there are varied activities. As in table 1 shows various kinds of lecturer activities in three types of online learning platforms. In virtual English learning in non-English classes, the use of translanguaging can be seen through the zoom meeting platform. Where virtual EFL learning through a zoom meeting includes seven activities. The lecturer's activities are greeting students, taking attendance, giving instructions/ information, asking questions, explaining material, responding to students, and closing class. The seven activities carried out by lecturers during virtual learning, it appears that translanguaging is carried out only in certain activities. Where translanguaging is used by lecturers in non-English classes, such as when the lecturer is carrying out activities asking questions. This can be proven in table 1, in extract 4 that the lecturer (HP) said "Did you hear me clearly, or dotted?". In addition, translanguaging is used by lecturers when explaining material, responding to students, and ending class. Evidence of the next lecturer's translanguaging in table 1, extract 6

when the lecturer (HP) explains the material by saying "Mom will check it out next week, you haven't yet, then you will analyze it and you will deliver presentation like the previous presentation of short story, and then you also need to submit the paper, it will be printed out later". Some of the lecturer used translanguaging through several activities in virtual learning were found to be dominant in using English and Indonesian, as expressed by students:

What is often used during virtual English learning is a combination, there is English and Indonesian, because we are still not fluent in English, so the lecturer sometimes explains in Indonesian but we are also trained in English. (YG)

The use of translanguaging by lecturers during the virtual learning process is clear based on the illustrations provided by YG. Translanguaging then appears from the presence of Indonesian which is used with English in several activities carried out by lecturers. This gives us information that the process of learning English virtually involves various uses of language through various types of activities produced by lecturers to help the process of understanding related to the material presented during learning English itself. Lecturer activities in teaching English virtually are not only through one type of learning platform. However, the virtual English learning process also occurs through the WhatsApp group.

**Table 2**

Observation results on lecturer translanguaging during the virtual English learning process through the WhatsApp group.

Platform	Lecturer Activities	The Language Used			Translanguaging	Extract	Utterances
		Eng	Ind	Local			
WhatsApp Group	Greeting Students	√	√	-	√	12	Assalamu Alaikum, <b>Hi everyone. I just remind you. I will deliver middle test tomorrow. So, untuk next information will share</b> besok pagi. (RW)
							Assalamu Alaikum <b>Hi everyone. I just reminded you. I will deliver middle test</b>

						<b>tomorrow. So, for the next information will share tomorrow morning. (RW)</b>
					13	<b>I am waiting the link of YouTube from 2<sup>nd</sup> group. And saya berencana minta kalian join AICIS. (RW)</b>
Giving Assignments/Instructions/Information	√	√	-	√		<b>I am waiting for the link of YouTube from 2nd group. And I plan to ask you to join AICIS. (RW)</b>
					14	<b>So, kehadiran kalian akan saya data based on komentar anda di YouTube. (RW)</b>
						<b>So, I will data your presence based on your comments on YouTube. (RW)</b>
Ask Questions	-	√	-	-	15	<b>Ok are you ready? (RW)</b>
Responding to Students	√	√	-	√	16	<b>Ok kalau begitu keep going (RW)</b> <b>Ok then keep going (RW)</b>

Table 2 provides other important indications regarding how translanguaging is used during the virtual English learning process in non-EFL majors. In general, the virtual EFL learning process in the context of higher education in Papua is carried out through various learning platforms. As an example of a virtual learning platform apart from zoom meetings, there is a WhatsApp group which is also an alternative used by lecturers and students in participating in virtual English learning in higher education in Papua. However, in the virtual learning process, the use of translanguaging does not occur in all activities carried out by lecturers. As can be seen in table 2, there are four lecturer activities that are most often carried out during the virtual English learning process via the *WhatsApp* group.

Lecturer activities through WhatsApp groups consist of greeting students, giving assignments/instructions/information, asking questions, and responding to students. Four lecturer activities in teaching English as foreign language are seen translanguaging usage when the lecturer greets students. As extract 12 in table 2 the lecturer (RW) said “Assalamualaikum Hi everyone. I just reminded you. I will take the intermediate test tomorrow. So, for the next information will share tomorrow morning”. Besides that, the lecturers used Indonesian with English when giving instructions by saying "I am waiting for the link to YouTube from the 2<sup>nd</sup> group and I plan to ask you to join AICIS. Translanguaging is a strategy in teaching non-EFL study program students in order to make it easy for students to follow English material virtually. The virtual learning process carried out by lecturers and students makes translanguaging an important part that must exist in teaching and learning activities. Because lecturers asking questions can be more easily understood by students through Indonesian and English. In accordance with the delivery of students (NH) as follows:

For communication with lecturers when asking and answering on the WhatsApp group using Indonesian by typing via chat. And for Google classroom it is more about giving assignments or material by using English in writing. As well as for Google meet it is used for a virtual learning process orally. For friends, I personally communicate more in writing via WhatsApp. (NH)

However, the virtual EFL learning process which involves the use of Indonesian and English in classes of non-EFL majors do not only stop at learning through the WhatsApp group platform. However, lecturers in Papua have other platform options such as Google classroom. The process of learning English virtually through Google Classroom also found the use of translanguaging. The translanguaging used by lecturers in pedagogic activities through Google Classroom utilizes the same language as the language used in the learning process through the two platforms previously described. The process of learning English through Google Classroom can be understood through table 3 below.

**Table 3**

Observation results of lecturer translanguaging during the virtual English learning process through Google classroom.

Platform	Lecturer Activities	The Language Used			Translanguaging	Extract	Utterances
		Eng	Ind	Local			
Google Classroom	Greeting Students	√	√	-	√	17	<b>Hello Class. Welcome to my subject. Thanks for being here. You can access the materials of Bahasa Inggris</b>

						<p>untuk hari ini <b>Via This Google Classroom It is only for materials and for UTS and UAS.</b> (RW)</p> <p><b>Hello Class. Welcome to my subject. Thanks for being here. You can access the materials of English for today Via This Google Classroom. It is only for materials and for Middle Test and Final Test.</b> (RW)</p>
<p>Giving Assignments/Instructions/Information</p>	<p>√</p>	<p>√</p>	<p>-</p>	<p>√</p>	<p>18</p>	<p>Assalamu Alaikum Wr. Wb. Bagaimana Kabar Bapak/Ibu Mahasiswa Sekalian? Hari ini tepatnya Monday, 13 Desember 2021 merupakan pertemuan terakhir di mata kuliah bahasa Inggris untuk prodi PAI Kelas B. Tersisa satu pertemuan berikutnya yaitu Final Test (Menunggu Jadwal Dari Fakultas). <b>Urgently to inform you all. For the 12 Meeting can see at the</b> tugas kelas. (RW)</p> <p>Assalamu Alaikum Wr. Wb. How are you students? Today, Monday, December 13, 2021 is the last meeting in English courses for Class of</p>

						<p>PAI b. We have only one meeting left, namely the Final Test (Waiting for the Schedule from the Faculty).  <b>Urgently to inform you all. For the 12<sup>th</sup> Meeting you can see at the assignment.</b> (RW)</p>
					19	<p>Silahkan <b>open your laptop.</b> (RW)</p> <p><b>Open your laptop,</b> please. (RW)</p>
						<p><b>I will ask you to speaking practice next week related the material today. So very crucial</b> untuk kalian pahami File materi di atas. Mengenai materi <b>for next week.</b> Akan saya <b>share next week, So, just learn</b> materi yang ada. (RW)</p>
Responding to Students	√	√	-	√	20	<p><b>I will ask you to practice speaking next week related to today's material. So, it's very crucial</b> for you to understand the file material above. Regarding the material <b>for next week. I will share it next week, so just learn</b> the material. (RW)</p>

In addition to the virtual English learning process, it is held through zoom meetings and WhatsApp groups. English lecturers in Papua also organize virtual English lessons through Google Classroom. The learning process through Google Classroom is carried out with several activities carried out by lecturers including greeting students, giving assignments/instructions/information, and responding to

students. These lecturer activities were found to involve the use of translanguaging by lecturers in the teaching process in non-English classes. The translanguaging used involves the use of Indonesian and English. Where Indonesian is used with English in the activity of greeting students in extract 17 table 3 the lecturer (RW) says that "Hello Class. Welcome to my subject. Thanks for being here. You can access the materials of English for today Via This Google Classroom. It is only for materials and for the Middle Test and Final Test". The use of Indonesian and English in the process of learning English in non-English classes shows that translanguaging is a strategy for lecturers in creating responsive communication to students. The goal of creating effective and comprehensive communication through the use of translanguaging does not only occur in one activity. However, the use of translanguaging is also reproduced by lecturers when giving instructions/assignments to students. As stated in extracts 18 and 19 from table 3. Apart from that information from the student (W) also confirmed the existence of translanguaging in giving instructions/assignments as follows:

If for example the lecturer gives us assignments, the assignment is like the instructions are in English, but if we ask our friends, we should still use Indonesian. (W)

The opinion expressed by student (W) above, leaves one thing about the use of language other than English which is the target language or the language studied by non-English students. Where there is Indonesian which is an additional language for lecturers in conducting teaching during the virtual English learning process via zoom, WhatsApp group, and google classroom. These three platforms become virtual English learning tools that are used by lecturers in teaching their material and of course involve translanguaging as a pedagogic strategy. The virtual English learning process that occurs is not something that is so difficult for non-English students to go through while trans-linguaging gets space in non-English classes (Li & Shen, 2021). Translanguaging is also a safe zone for students in conveying their responses to material presented by lecturers in language learning (Sahib et al., 2020).

Based on the description above, in general a conclusion can be proposed; *first*, the process of learning virtual English in non-EFL classes uses translanguaging through a familiar platform used by lecturers in Papua. The platforms in question are zoom meetings, WhatsApp groups, and google classroom. *Second*, translanguaging used by lecturers during virtual English learning is generated through the use of several languages such as Indonesian, English, and local languages. *Third*, translanguaging used by lecturers during the virtual English learning process is produced through various lecturer activities and is influenced by the platform used. For example, learning through zoom meetings consists of seven teaching activities and there are four that involve the use of translanguaging. Meanwhile, virtual English learning through the WhatsApp group consists of four lecturer activities and three activities that involve the use of translanguaging. The next platform, namely Google Classroom, consists of three



activities and at the same time all three involve the use of translanguaging. Thus, it can be understood that most of the activities carried out by lecturers in the virtual learning process always involve the use of translanguaging. Everything is solely for the sake of continuing students' understanding of English material in non-English classes. And this further justifies the findings of a study conducted by Neupane (2021) that translanguaging increases creativity and student participation in class. And this is also the motivation of lecturers to present the use of translanguaging in the virtual English learning process in non-English classes. In this study, the virtual learning process that uses translanguaging does not only focus on lecturer activities in class of non-English majors. However, there is complementary information related to other activities involving translanguaging from other parties, namely students.

#### *4.1.2. Student activities in virtual EFL learning using translanguaging*

Translanguaging which is reproduced by lecturers in teaching English in non-EFL classes virtually causes the emergence of activities from students who also involve translanguaging as well. The activities produced by students during virtual English learning are quite varied. And various student activities are adjusted based on the learning platform used. Non-EFL students are known to use three sorts of platforms that are highly familiar during the virtual learning process. As the information submitted by the following student "Zoom, there is also a WA group specifically for English courses, there is also a Google classroom for assignment collection."(W)

The process of learning English virtually experienced by students in Papua through these three platforms makes the potential for using translanguaging even greater. This is due to the fact that learning English for non-English class students is not an easy task. In other words, English is a foreign language for them, which is not their everyday language. Therefore, the potential use of linguistic competence is very likely to be involved by these non-English language students. Various language interventions other than English will also be present in the process of learning English in non-English class student classes. This is what is meant by Ofelia García and Otheguy (2020) in his studies that teaching is not only in English or only in Spanish. But the language learning process can accommodate several languages simultaneously in order to provide space for language learners in learning, being, acting, imagining, and being creative. In line with what was found in this study where the virtual English learning process using translanguaging with the help of several languages as shown in table 4 provides information on student activities in virtual English learning through the following zoom meetings.

#### **Table 4**

Observations results on student translanguaging during the virtual English learning process through Zoom meetings.

Platform	Student Activities	The Language Used			Translanguaging	Extract	Utterances
		Eng	Ind	Local			
Zoom Meeting	Greetings Lecturer	√	-	-	-	21	<b>Hai mom....</b> (RK)
	Taking Attendance	√	√	-	√	22	<b>Yes mom,</b> hadir.... (WDY)
							<b>Yes mom,</b> present.... (WDY)
	Responding /Answering Lecturer's Questions	√	√	√	√	23	<b>Yes mom,</b> sudut pandang mom... (WDY)
							<b>Yes mom,</b> mom's point of view... (WDY)
	Asking question	√	√	√	√	24	<b>Third person mom,</b> dia menceritakan orang lain, gini gini gini, <i>gituloh</i> mom..... (FND)
							<b>Third person mom,</b> he told other people, like this like this, like that mom..... (FND)
	Interact/communicate with friends	√	√	√	√	25	Terus mom, <b>third person narrator</b> itu gak ada <b>we kah</b> mom? (FND)
Then mom, isn't there a <b>third person narrator,</b> mom? (FND)							
Interact/communicate with friends	√	√	√	√	26	<b>Kaya'</b> macam apa, <b>discourse analysis</b> begitu <b>mom?</b> (AHZ)	
						<b>Is it same with discourse analysis,</b> mom? (AHZ)	
Interact/communicate with friends	√	√	√	√	27	Astaga saya baru <b>download</b> zoom <i>e....</i> (AHZ)  Oh my God, I just	

						<p><b>downloaded zoom e... (AHZ)</b></p> <hr/> <p><b>I think not for this time</b>, lanjut saja, aduh putus-putus (AL)</p>
					28	<p><b>I think not for this time</b>, go ahead, ouch bad network (AL)</p> <hr/> <p>Gak gitu juga, Uje, jangan tambah-tambah sudah, <i>mama eee</i>, <b>Astagfirullah...</b> (FND)</p>
					29	<p>It's not like that, Uje. don't add more, <i>mama eee</i>, <b>Astagfirullah...</b>(FND)</p> <hr/> <p><b>Yes mom, thank you mom, have a nice day. Weee</b> ini direcord. (AL)</p>
Ending Class	√	√	√	√	30	<p><b>Yes mom, thank you mom, have a nice day. Weee</b> this is recorded. (AL)</p>

Based on table 4 which provides information on the virtual English learning process in non-EFL classes which is carried out through zoom meetings. The virtual English learning includes several activities carried out by non-English students. The student activities include six activities such as greeting lecturers, taking attendance, responding/answering lecturer questions, asking questions, interacting/communicating with friends, and ending class. These six activities are activities during English learning which of course involve the use of English because it is also the target language being studied. Apart from the use of English there are also other languages such as Indonesian and local languages or a mixture of Indonesian and local dialects as in extract 29 when students (FND) interact with their friends saying "It's not like that, Uje. Do not add more, *mama eee*, *Astagfirullah...*". A student interacts using Indonesian and the local Papuan dialect along with Arabic. This activity is one proof of the use of translanguaging in non-English classes. In addition, students (FND) in extract 25 also use translanguaging in virtual English classes when asking questions to the lecturer by

saying "Then mom, isn't there a (we) third person narrator, *kah* mom?". The translanguaging usage shows the use of English alongside Indonesian and is complemented by the local Papuan dialect marked with the word "kah". Of the six student activities in virtual English learning through zoom meetings, translanguaging was found to be used in five activities. This is proof that translanguaging dominates student activities in virtual learning. Information on the use of translanguaging in virtual English learning was also confirmed by the opinion of the informant (RDW) as follows:

For us, the implementation of English is still too minimal, secondly, the lecturers are always trying to communicate, but we ourselves are not ready, so indeed every language lecturer has tried, but yes, we are minimal, so the lecturers adjust us, right? We adjust the lecturers. So, if the language sometimes uses Indonesian and sometimes English is mixed word by word. (RDW)

The utterances conveyed by the informant (RDW) left one thing regarding translanguaging which was then used by students during virtual English learning. The use of several languages by students aims to facilitate the communication process carried out in virtual English classes. Because students realize that their English skills are still low. So that they always communicate in combination with Indonesian and English. In addition, students realize that lecturers are always trying to convey their material by adjusting the competencies possessed by their students in general. Even so, students are still trying to prioritize the use of English in order to be able to improve their linguistic competence during virtual English learning. As in the previous presentation, in the virtual learning process through zoom meetings there are various activities produced by students. As stated by the following informant "For presentations we use English, if we ask questions to the lecturer we use Indonesian. We only use two languages during lectures in learning English". (AMT)

The virtual English learning process is not only related to how students use translanguaging in communicating. However, students use translanguaging strategies when presenting in class. As with the delivery of informants (AMT), there is the use of Indonesian and English when students make presentations through virtual English classes. In addition to presentation activities, there are also questioning activities which of course involve the use of translanguaging. In line with what was conveyed by the informant (AMT), (NA) conveyed about the activity of asking questions in the virtual class which was conveyed as follows:

In learning, of course, with the lecturer, the lecturer often trains us in the interaction with English so that we get used to it, but if, for example, when we ask what is explained, we are allowed to use Indonesian. Polite language because we ask the lecturer. (NA)

Student activities in virtual English classes through zoom meetings provide an understanding that the use of translanguaging is not only focused on one activity.

However, through the descriptions conveyed by several informants regarding the virtual English learning process, translanguaging is present in every part of student activity starting from presentation sessions, asking questions, to interacting with other friends. However, translanguaging used by students is the main alternative in facilitating the process of learning English for students of non-English study programs. This is also the reason for lecturers allowing students to use languages other than the target language during virtual classes. None other than that the virtual English learning process is not something that can hinder non-English students from learning and participating in English classes. Translanguaging for non-English study program students is not only reproduced in the virtual zoom meeting room. However, it was found that non-English students also took part in learning English through other platforms as shown in table 5 below:

**Table 5**

Observation results on student translanguaging during the virtual English learning process through the WhatsApp group.

Platform	Student Activities	The Language Used			Translanguaging	Extract	Utterances
		Eng	Ind	Local			
WhatsApp Group	Ask question	-	√	-	-	3 1	Sorry sir, how do we answer those questions? English or Indonesia Lang sir? (AD)
	Responding / Answering Lecturer's Questions	√	√	-	√	3 2	I am not problem sama-sama belajar (IF) I'm not a problem study together (IF)

Non-English students in Papua participating in virtual learning via the WhatsApp group show findings related to the use of translanguaging which is quite minimalist. As in table 5 there are two student activities in participating in virtual learning. The process of learning English through the WhatsApp group provides an explanation regarding the use of translanguaging in only one activity, namely, when students respond/answer questions posed by the lecturer in the WhatsApp group. The translanguaging used appears when the student (IF) in extract 32 says "I am not a problem studying together". The responses submitted by students showed the use of Indonesian and English through the WhatsApp group. Where the learning process that occurs in the context of WhatsApp groups is in the form of written communication between lecturers and students. As in the presentation of the opinion of one of the following informants (DYH):

For those of us who in fact rarely learn English too. We usually use Indonesian but because our lecturers often intersperse with English, we ask Indonesian if the lecturer sometimes uses English. But in the end, it will be interpreted in Indonesian too. When we are in the WhatsApp group, we use type chat. When communicating with fellow friends, we sometimes use Indonesian more often. Although yes, a word or two we use English. We use chat more. (DYH)

In accordance with the description that was conveyed that learning English virtually through WhatsApp groups is more about learning activities in the form of written communication or termed chat. So that the form of translanguaging that occurs is the use of written communication/chat using several languages during the learning process through the WhatsApp group. Translanguaging is then used by students starting from the lecturer's habit of providing explanations of material in English and then interspersed with Indonesian. So that students become enthusiastic in listening and following the learning process that occurs on the WhatsApp group. This becomes a separate space for students to explore the material being studied by utilizing the language vocabulary they have (Sahib et al., 2020). Therefore, it is appropriate when translanguaging is utilized by non-English students and lecturers in holding virtual English classes. By translanguaging the learning process becomes more interactive, students are able to utilize all their linguistic sources in arguing, negotiating because of a sense of comfort and motivation in using English (Yasar & Dikilitas, 2022).

Even though the process of learning English is virtually through various types of platforms such as zoom meetings and WhatsApp groups. Class situations can still be more interactive with the use of translanguaging. Because students may express themselves more freely on the material delivered by their lecturers. However, non-English students find it difficult to understand English material like students from English study programs. Apart from the habit factor, non-English students have less vocabulary than English students. This is also one of the causes of lecturers and students utilizing a pedagogic strategy known as translanguaging (García & Leiva, 2014). Translanguaging non-English students doesn't only happen in virtual zoom meeting classes and WhatsApp groups. However, students also take part in virtual learning through the Google Classroom platform.

**Table 6**

Observations results on student translanguaging during the virtual English learning process through Google classroom.

Platform	Student Activities	The Language Used			Translanguaging	Extract	Utterances
		Eng	Ind	Local			
Google Classroom	Ask question	√	√	-	√	33	I'm sorry sir. Kita buat tugasnya dalam

						bentuk Video, atau di ketik? (RU)
						<b>I'm sorry sir.</b> Shall we make the assignment in video form, or type it? (RU)
Responding Lecturer's Questions	√	√	-	√	34	Assalamu'alaikum pak Dosen, saya menyerahkan tugas Bahasa Inggris. <b>Thanks</b> (AT)  Assalamu'alaikum, sir. I submitted an English assignment. <b>Thanks</b> (AT)

Translanguaging used by non-English students does not stop at zoom meeting classrooms and WhatsApp groups. However, students also use translanguaging as a pedagogic strategy in English classes through Google Classroom. However, Google Classroom is able to become a place for learning that involves the use of several languages. Like the use of Indonesian and English in virtual English learning in Google Classroom. The virtual learning process through Google Classroom is followed by non-English students with various activities in table 6. Where students carry out two activities, namely asking questions and responding to lecturers. The two activities are carried out by students using Indonesian and English. The use of these two languages during the process of learning English is known as a pedagogic strategy, namely translanguaging. This translanguaging can be seen in the two student activities in the Google Classroom virtual learning room. Like when a student (RU) in extract 33 asked a question by saying “I'm sorry sir. Shall we make the assignment in video form, or type it?”. The question shows non-English speaking students on Google Classroom using English and then continuing to use Indonesian. In addition, students (AT) on extract 34 used translanguaging when responding to the lecturer by saying “Assalamu'alaikum, sir. I submitted an English assignment. Thanks”.

In line with the use of translanguaging by non-English students while participating in the virtual English learning process. It appears that non-English language students in Papua have quite good opportunities to utilize various types of local languages and their national languages in attending virtual English classes. The use of these various languages can be accommodated by students through several digital learning platforms during the virtual English learning process. As told by a student (HMZ), who is one of the following informants:

For example, our English lecturer generally uses Zoom, if not Google Meet and Google Classroom, that's it, because the one who gives it more often is Zoom. For the Tik Tok application, it's an application used to

gather assignments. And one more thing, Google, what is it called? Google classroom is what Mr. RMS's class uses, sometimes he also uses zoom. Also, when you collect assignments, if you have assignments. The name of the lecture is that the assignment is always there, so the assignment is to go to google classroom but using English, there are questions and answers too and even then, you have to use English. But yes, I use Indonesian too. (HMZ)

Apart from information about the use of various types of platforms and various types of languages used by non-English students as a form of translanguaging applications in virtual English learning. It was found that non-English students reproduced various activities during the virtual English learning process. The activities produced by students during the virtual learning process affect the process of using translanguaging. In addition, the use of translanguaging is also influenced by the type of learning platform used. So that the platform used also has an impact on the forms of learning activities produced by students.

The process of learning English virtually using translanguaging can be understood in its application experienced by students and lecturers. Students and lecturers each have different activities in using translanguaging. Not only about various activities, but the use of translanguaging also varies because the types of platforms used by lecturers and students during virtual English learning consist of three types of platforms, such as Zoom meetings, WhatsApp groups, and Google Classroom. The findings regarding the use of translanguaging in virtual English classes lead to new information that translanguaging used as a pedagogic strategy by teachers or lecturers in carrying out the language teaching process, especially virtual teaching, must pay attention to factors other than the student's language repertoire, such as the type of digital learning platform used, as well as the activities created in the virtual classroom.

Because translanguaging can be used properly during the virtual English learning process, it depends on the accuracy of carrying out learning through the right platform. So indirectly it can be understood that the power of translanguaging makes non-EFL students able to carry out active participation as the purpose of learning English. In addition, the power of translanguaging can be used for the continuity of the English learning process depending on the extent to which the lecturer is able to provide space for students to explore the language vocabulary possessed by students. The findings of this study prove the truth of Ofelia García and Wei (2018) that translanguaging is a language theory that is useful because of the use of various languages owned by students which are then used to think and communicate thoughts during learning. It can be seen from the process of learning English by non-English students using the student's local language, the national language, and English. The process of changing language which is simply understood as a manifestation of the translanguaging phenomenon then occurs naturally in non-English study program classes in Papua. This is caused by the condition of the language repertoire of students,



as well as the obligations and motivation of students to participate during the virtual learning process. Not only in Papua, but similar findings were found in a study in Pakistan by Malik (2022) that the learning process that utilizes translanguaging is very beneficial for the teaching process by lecturers and learning by students. Because in addition to changing learning outcomes for the better it also benefits lecturers in teaching students who come from various regions which of course have different local languages. And also supported by the findings Wang and Kirkpatrick (2012), teachers should encourage multilingual students and respect students' first language for their learning in the classroom.

In connection with the results of this study where the power of translanguaging shows that virtual EFL learning is something non-EFL students need not fear anymore. Combining translanguaging can improve language learning outcomes. As Berlianti and Pradita (2021) found that translanguaging practices in EFL classrooms can help build an engaging dialogue for students, enabling them to understand complex learning materials. In line with Bartlett (2018) also found that integrating translanguaging techniques in the EFL classroom can have a positive impact on language acquisition and student motivation. However, Oliver, Wigglesworth, Angelo, and Steele (2021) argue that translanguaging is a helpful resource for multilingual learners, and that by using translanguaging in the classroom, children may be assisted to draw on the many language resources they bring to school. Overall, the studies imply that adopting translanguaging in English learning can assist institutions in valuing multilingualism as a resource and including students' whole language repertoire in their English instruction.

## **5. Conclusion**

It has been proven that translanguaging during virtual English learning is not only a pedagogical and communication strategy, but also a very important ammunition for non-English speaking students. Where translanguaging for non-English speaking students is the guarantee of the continuation of the process of education, communication and interaction between teachers and students, and between fellow students during the virtual English learning process. In addition, translanguaging can have an impact on the level of vocabulary mastery possessed by students if its use is not accompanied by proper management by the lecturer. The use of translanguaging by non-EFL students is at least reflected in the findings of this study. Thanks to translanguaging, the process of learning English virtually can be completed in a comfortable environment, which is an invaluable resource for non-EFL students. The process of virtual English learning using translanguaging tends to be shown in two ways: activities produced by lecturers and activities produced by students. Where several lecturer and student activities use translanguaging during virtual learning through several digital learning platforms, including zoom meetings, WhatsApp groups and google classroom. As well as the use of the platform, it appears that translanguaging is used in several languages, such as Indonesian with the local Papuan dialect, Indonesian as the national language, and

English as the target language. Based on these explanations, it shows that the use of translanguaging in virtual English learning needs to be given priority. In the sense that learning English using digital platforms requires a teaching and communication approach such as translanguaging. In order to create a process of communication and understanding of the transfer of knowledge in virtual English classes.

In this case, this study offers a perspective that sees translanguaging as a dynamic approach that goes beyond the concept of translanguaging as a pedagogical strategy. This is because translanguaging for non-EFL students with minimal language proficiency really needs space and an appropriate approach. Therefore, translanguaging is an unlimited tool that can create a continuous communication process while learning English. It not only accommodates linguistic sources, but also facilitates multiple epistemological attitudes that promote plurilingualism in language teaching. In other words, translanguaging is able to decolonize the learning of English as a medium of instruction for bilingual or multilingual students in Papua.

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