Translanguaging as a Pedagogical Tool in Open Distance Learning (ODL) Classrooms: A Case Study

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Abstract
In line with the expanding need of open distance learning (ODL) due to the COVID-19 pandemic, translanguaging has been perceived as a teaching aid that could resolve the deficiencies of online learning. Hence, through the theory of culture, this case study is conducted to investigate the effectiveness of using translanguaging in ODL classrooms. Data were collected by using a survey instrument that mixed qualitative (interview) and quantitative questions (questionnaire), and both forms of data were integrated and analysed. A total of 200 students and 10 lecturers were used as the participants for this study. This research aims to spread awareness on the advantage of using translanguaging strategy as a pedagogical tool in the teaching and learning process. The findings of this research showed that both lecturers and students of the Centre of Foundation Studies supported the usage of translanguaging as a pedagogical tool in ODL classroom as translanguaging will help them to embrace their identity as bilingual learners, enhance their understanding and help the lecturers to strategise better in the ODL classrooms learning process. Moreover, implications from this study are hoped to shed light on the education policy in Malaysia on the benefits of translanguaging strategy in ODL classrooms.
Keywords: Translanguaging, Theory of Culture, Online Learning, Bilingual Learners

Introduction
Translanguaging
The usage of one's mother tongue to learn a new language was seen as a hindrance rather than a successful acquisition strategy up until the late 1960's. In today's world, traditional ways of perceiving language are being questioned and diversity is seen as an advantage (Garcia & Seltzer, 2016). Recently, many researchers have investigated the use of one's full linguistic repertoire when learning a new language (Cummins, 2017). Using language learners' full repertoire to develop or learn the target language is what known as Translanguaging. Translanguaging is an emerging concept which was then first used by Cen Williams (1994) to describe the pedagogic practices used in bilingual classrooms in Wales. At

its first usage, it was referred to the practice in which the input was in one language (English) and the output in another language (e.g. Welsh) (Williams, 1996). As the concept of Translanguaging being popularized, it was then expanded to refer to multilingual practices used not only in classrooms but also in other kinds of communicative situations such as in shops, during events and so on. Baker translated the Welsh term *trawsieithu* as Translanguaging and defined it as "the process of making meaning, shaping experience, gaining understanding and knowledge through the use of two languages" (Baker, 2011, p. 288).

The term Translanguaging has been used in reference to education and for this reason, it has a specific development in bilingual and multilingual education studies. Garcia et al. (2011, p.389) defined it as "the process by which bilingual students and teachers engage in complex discursive practices in order to 'make sense of and communicate in multilingual classrooms". It refers to bilingual performances in teaching and learning activities such as reading, writing, taking notes, discussing and so on.

Daryai-Hansen et al (2017) conducted a study in Roskilde University Denmark, focused on the results of Translanguaging in a classroom. The researchers focused on teachers' and students' practices of Translanguaging as well as their attitudes towards teaching and learning. The results showed a positive attitude towards Translanguaging since it gave the students the opportunity to use their 'strong' language in order to develop and strengthen their 'weaker' language. Most of the students responded that they had more courage to participate in class as they were allowed to use their other languages and the teachers showed the willingness to use Translanguaging in classrooms.

In another study conducted by Cummins (2017) where students were encouraged to use their L1 when learning English, some interesting findings were revealed. The students responded that it was beneficial for them to use L1 while learning L2 (English) as they noticed that Translanguaging not only improves their L2 but also their L1.

Garcia and Li (2014) suggested that Translanguaging in bilingual classrooms is a two-way interaction. This is because for students, it is a learning process that allows the use of an extended range of language brought by students. On the other hand, for teacher, it is for the comprehension language practices for the purpose of teaching (Garcia & Li, 2015)

It is important to note that Translanguaging has become a topic of interest in the pedagogical world as researchers value the multiple repertoires that students bring to the classroom which can support students' development of multilingualism (Hornberger & Link, 2012).

Theory of Culture

Theory of culture can be used to analyse and comprehend the systematic process of language instruction among English language learners. Language culture in the United States makes one 'capable' when a person can communicate in English and engage with society that utilises English as the communication language, meanwhile, a person will be considered as 'incapable' when communicating in languages other than English because of the absence of English language proficiency. Learners with vast amounts of knowledge in their first language will be at a disadvantage since they do not speak the dominant language which is English when entering academic settings. It would make sense that the best technique to help English language students as they learn in other language is to make use and focus on the abilities that they have in their first language (L1), as they socially adapt and "acquire their second

language (L2)" (Champlin, 2016, p. 9) thus, giving them opportunity to success in their academic.

For effective cross-cultural encounters, tolerance to students' communication behaviours should be considered for their adaptation process (Jones & Bond, 2019). Code mixing, code switching and translanguaging are some of the approaches used by teachers in aiding their bilingual or multilingual students with English language acquisition. Code mixing refers to language mixture in speech while code switching is a process of shifting from one language to another in a specific communicative episode. On the other hand, translanguaging is the usage of autonomous languages to optimise communicative potential. Translanguaging encourages students to use their full repertoire to learn academic content in a new language.

The theory of culture stated the approach that a translanguaging strategy has to offer embraces bilingual learners in their entirety (Champlin, 2016). Rather than suppressing their first language, the translanguaging strategy proposes that the bilingual learner's first language should be perceived as an advantage in helping the students to understand better in their learning process. Thus, translanguaging is an essential strategy to be utilised as a pedagogical tool since this will benefit the bilingual learners to have better understanding in classrooms.

Translanguaging in Open and Distance Learning (ODL) Classrooms

In the current case of COVID-19 pandemic where teaching and learning process will be done online, there will be changes in teaching and learning styles that need to be addressed by both teachers and students. In regards to the recent situation, the teaching and learning process has changed from the traditional face-to-face method to more virtual or Open Distance Learning (ODL). Instead of perceiving translanguaging as a hindrance, it can be considered as a teaching aid that will provide solutions to the deficiencies of online learning such as poor internet connection and delayed communication. The need to make extra searches online will only dampen students' learning progress as it will now take more time considering the internet connection. Hence, numerous educators and scholars have dynamically implemented and studied the ideology of translanguaging as an alternative to traditional monolingual classrooms (Garcia & Wei, 2014; Gort & Sembiante, 2015; Karlsson et al., 2020).

Furthermore, students can take advantage of the multiple languages used in the classroom for a better learning experience. As stated by Rivera and Mazak (2017), students' needs and educators' goals can benefit from incorporating more than one language in classrooms. In addition, another study by Karlsson et al. (2020) highlighted that with the availability of language resources in translanguaging classrooms, students are able to relate their science subject matter to their prior knowledge and correspondingly increase their understanding of the subject. Indeed, translanguaging may be beneficial as teaching resources, especially in content-based courses and hence should be destigmatised by teachers and students (Rivera & Mazak, 2017). Translanguaging as a pedagogical tool is viewed as scaffolding one language with another. Garcia et al. (2011) explained that Translanguaging refers to various teaching and learning activities by bilinguals which include reading, writing, taking notes, discussing, signing and so on. Baker (2001, 281-282) listed and discussed four potential educational advantages of translanguaging and its importance as a pedagogical practice

    a)   *it may promote a deeper and fuller understanding of the subject matter;*
    b)   *it may help the development of the weaker language;*

    c)   *it may facilitate home-school links and co-operation;*
    d)   *it may help the integration of fluent speakers with early learners.*

Thus, the study of possible effects of translanguaging towards Open and Distance Learning (ODL) classrooms can be optimised as an opportunity to improvise the monolingual traditional settings of learning.

Translanguaging as a Pedagogy for Education Equity

Language learning strategies can be utilised if learners are having difficulties in learning language in classroom settings. Language classroom is depicted as a problem solving setting when the language learners are having difficulties in understanding the input and output process of the academic instructions given by their teachers (Hismannoglu, 2000). The learners will then plan a way to overcome such circumstances and one of the techniques that they resort to is translanguaging. Translanguaging are viewed as one of the categories in metacognitive learning strategy and it is can be illustrated as the "kind of control one has when processing subject matter which, for instance, can be identified by a more self-regulated or externally regulated monitoring of the learning process" (Donche et al., 2013, p. 239). According to Joseph (2015), learners will adopt at least one learning strategy to adapt with the task difficulty. In academic context, learners will utilise different and appropriate learning strategies according to the purpose, setting and their personal interest. Considering this, translanguaging works as an adapting learning strategy for bilingual learners that are having difficulties in understanding the language.

Moreover, as stated by Joseph (2015), another significant factor that should be considered by learners while receiving suitable learning strategies is academic motivation. Academic motivation is assumed to utilise learning strategies; students who have high level of interest will manage to embrace more strategies contrasted with students whose level interest is low (McWhaw & Abrami, 2001). To assist the students to achieve their academic goals, learning interest built by them can work as the convincing force. This implies that students should be mindful of the significance of the learning strategies where students concentrate on a specific learning strategy to gain advantage for their learning process. In a study by Douche et al. (2013) found that the first-year students may encounter learning difficulties due to absence of certain regulatory skills or like the findings in this study, low language capability in understanding the instructions although they enrolled in that program based on their own interest. Therefore, it is essential to acknowledge and emphasise the importance of utilising translanguaging as a coping learning strategy and pedagogy for bilingual learners to facilitate their learning process.

Methodology
Conceptual Framework

The study draws upon the principles of the learning theory: Translanguaging Theory. Translanguaging refers to multiple discursive practices in which bilinguals are ordinarily engaged to make sense of their bilingual; words. (Garcia, 2009a), the term was coined by Williams (1994) as cited in Wei (2018) based on the Welsh word *trawtsieithu* (translanguaging).

Translanguaging reflects people's use of language and is a pedagogy rooted in a practice where people finely tune the uses of multiple languages according to their needs and proficiency level. In a classroom setting where translanguaging is used as a pedagogy, bilingual students hear lessons in one language and develop their work in the other.

Translanguaging has many implications for education. The learners need not be bounded by socially constructed systems as they bring their own experiences and subjectivities to the learning process. Secondly, translanguaging challenges the traditional disciplinary boundaries, encouraging us to find learning opportunities in all areas of academic interest and inquiry. (Garcia & Wei, 2014). Students demonstrate increased participation, better relationship between each other and deeper understanding (Creese & Blackledge, 2010; Lin & Martin, 2005). Students are best served when they are allowed and encouraged to use all of their linguistic repertoire.

This study looks into the effectiveness of translanguaging in ODL classrooms and draws upon the principles of the abovementioned theory. Essentially, it is proposed that due to the presence of the translanguaging method in ODL classrooms, the students' participation will be increased resulting in ease of deeper understanding and comprehension of the subjects taught. (as illustrated in Figure 1).

Figure 1: Conceptual Framework of the study
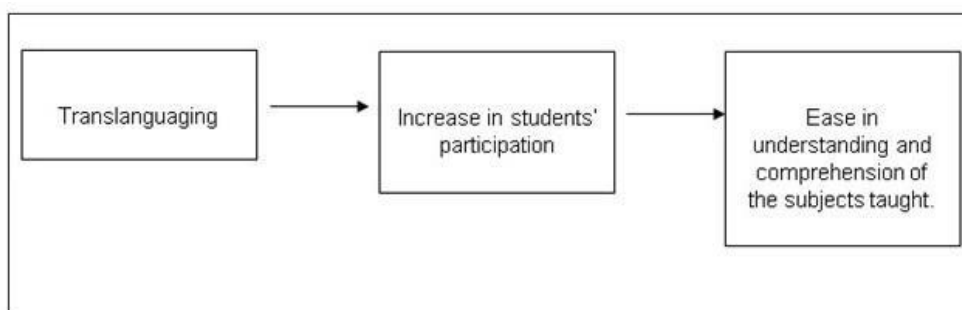
Research Design
Obtaining information from multiple sources and reflecting on various perspectives can provide great understanding about the effectiveness of Translanguaging in ODL classrooms. This study adopted the case study design as it involved systematic and detailed collection of data on the actions of an individual, his social environment and specific events to find out how the individual reacts and the changes in his social behaviours (Chua, 2020). This study employed a mixed method in data collection. Quantitative data is obtained from the questionnaire and qualitative data was from semi-structured interviews. The aim of this Explanatory Case Study is to investigate the effectiveness of using Translanguaging as a pedagogical tool in ODL classrooms of bilingual learners.

Participant
This investigation was carried out on 225 students and 54 lecturers from the Center of Foundation Studies, UiTM, Cawangan Selangor, Kampus Dengkil, Selangor. The sampling method that was used in this study is the probability sampling method, specifically random sampling. The students are from two foundation programmes namely Foundation in Science and Foundation in Engineering and the lecturers are from various departments (Biology, Chemistry, Physics, Mathematics and Computer Science) teaching those students of the two programmes. The participants included both male and female students. However, female participants outnumbered male participants (54.2% and 45. 8%) respectively but it was not of too much concern since the study did not consider the variable "gender". The age of the participants is 17 years old (students) and years of teaching experience ranged 1- 15 years and above for lecturers.

225 students answered a questionnaire consisting of 19 questions and 10 were chosen randomly for the interview session. Meanwhile, 54 lecturers were given the questionnaire consisting of 11 questions and 10 were chosen randomly for the interview session. Participants were reminded of the confidentiality of the data collected.

Research Instrumentation

Hammersley (1987), "validity is represented in the agreement between two attempts to measure the same trait through maximally different methods" (Campbell & Fiske, 1967: 277). The quantitative findings for this research are complemented with qualitative findings in order to have diverse perspectives and views (Jamshed, 2014) to develop thorough findings. Thus, this study employed a mix-method design to ensure its credibility and validity. Quantitative data are collected by using a questionnaire and qualitative data are gathered through a semi-structured interview. Both of the questionnaire and interview questions are adopted from Joseph (2015) and Champlin (2016) respectively. The questions are presented in Appendix 1.

   a. **Questionnaire (for Students)**

   This study made use of the questionnaire adopted from Joseph (2015). There are 19 items in this questionnaire. Part A (Demographic Background) consists of 5 items, meanwhile for Part B (The Usage of Translanguaging as a Pedagogical Tool in Open Distance Learning (ODL) Classrooms) consists of 14 items. The items for demographic background are gender, course taken, living area, first language and age when first learning English. The researchers reworded the items used to make sure that the students can easily understand the items. Example of items in this questionnaire would be 'I feel there is a need to use Malay language during any classes that are taught in English language' and 'I prefer to use Malay language in class when I discuss any topics with my friends even though the subject is taught in English'. All the items for Part B in this questionnaire are measured by using a 4-point Likert scale with "Strongly Agree" at point 1, "Agree" at point 2, "Disagree" at point 3 and "Strongly Disagree" at point 4.

   b. **Questionnaire (for Lecturers)**

   This questionnaire that is adopted from Joseph (2015) consists of two parts; Part A is for Demographic Background of the participants while Part B is The Usage of Translanguaging as a Pedagogical Tool in Open Distance Learning (ODL) Classrooms. There are 11 items for this questionnaire; Part A consists of 3 items of demographic background which are gender, subject taught and year of teaching, and Part B consists of 8 items regarding lecturers' point of views and perceptions on using translanguaging as a pedagogical tool in ODL classrooms. The items were reworded to ensure that they are suitable for lecturers' context. Example of items in this questionnaire would be 'I noticed my students respond more in ODL classrooms when I use both Malay and English language in my ODL classrooms' and 'I noticed that my students ask more questions when I teach them using Malay and English language'. All the items for Part B are measured by using 4-point Likert scale: "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree".

c. Semi-structured Interview (for Students and Lecturers)

This study utilised semi-structured interview protocol to precisely obtain information from the participants and "to match certain questions to specific informants, reduce redundancy and maximize comprehensiveness" (Gugiu & Rodriguez-Campos, 2007, p. 340). There are 7 questions for lecturers and 13 interview questions for students which were adapted from Champlin (2016). The 7 interview questions for lecturers were regarding their experiences and knowledge on the use of translanguaging as a pedagogical tool in their open distance learning (ODL) classes. Examples of questions in the interview for lecturers would be 'How long have you been using translanguaging in your ODL classroom?' and 'How has the use of translanguaging changed your teaching in ODL classrooms and your view on bilingual education?'. Meanwhile, the 13 interview questions for students were asked on their feelings and point of views about using translanguaging (Malay and English languages) in their ODL class. Example of questions in the interview for students would be 'Do you understand better in English when you've heard the explanation before in Malay?' and 'Can you explain how you feel when you don't understand something when your lecturers only use English in class?'. All the students and lecturers were interviewed individually by the researchers.

Research Procedures

In order to conduct this study, the researchers have submitted the ethics clearance documents to the Research Ethics Committee of Universiti Teknologi MARA (UiTM). This is to ensure permission given to conduct the research in the Centre of Foundation Studies, UiTM and the documents that are used in this study have been approved by the Research Ethics Committee of Universiti Teknologi MARA (UiTM).

This study used a purposive sampling, where the participants are chosen for being able to provide data that are most relevant to the study. The case study involved a total of 200 students from Foundation in Science and Engineering and 20 lecturers from the Centre of Foundation Studies, Universiti Teknologi MARA Cawangan Selangor, Kampus Dengkil. The 20 lecturers selected for this study are the ones with at least 5 years of teaching experience who are teaching Physics, Chemistry, Biology, Mathematics and Computer Science. Data were collected by using a survey instrument that mixed qualitative (interview) and quantitative questions (questionnaire), and both forms of data were integrated and analysed.

In order to collect data during Conditional Movement Control Order (CMCO), the questionnaires were administered to the participants via Google Form. The researchers have included the introduction to the research, instructions to answer questions and contact numbers for any enquiries from the participants in the Google Form. The time required to answer the questionnaire was approximately 5-10 minutes. The mean score of each item in the questionnaires were analysed using Statistical Package for Social Science (SPSS) v.25 to report the percentage for each of the responses.

A total of 10 lecturers and 10 students are selected for the semi-structured interview to elicit deeper understanding on the effectiveness of translanguaging in ODL classrooms. The researchers conducted the semi-structured interviews individually via Google Meet platform due to CMCO. Participants will be reminded of the confidentiality of the data collected. The interviews were recorded and transcribed by the researchers. Each interview will be conducted approximately for 20-30 minutes. The responses of the participants were

transcribed and analysed to arrange those responses into the same groups of themes for analysis.

Findings and Discussion
Qualitative Data
In obtaining the qualitative data, the method of inquiring in a form of interviews was conducted for both the lecturers and the students. A total of 10 lecturers and 10 students were interviewed and the sessions were recorded and transcribed.

Lecturers' Interview
A set of qualitative data is derived from the lecturers' interview session. The analysis of the data is categorised under three themes which are; translanguaging allows the students to embrace their identity, lecturers use translanguaging effectively to teach bilingual learners in ODL classrooms and translanguaging enhances students' understanding in ODL classrooms. The findings are presented by themes.

Theme 1: Translanguaging allows the students to embrace their identity
Translanguaging has changed the lecturers' views on bilingual education. Interestingly, the lecturers agreed that the implementation of translanguaging had made the students embrace their identity by being more responsive and turned the class to be more interactive. Lecturer 8 had made a strong remark that "The approach of translanguaging improves the students' performances. The assessments and quiz results have improved compared to the first quiz conducted." (Lecturer Interview, 2020). She compared the first quiz's result in which she did not apply translanguaging with the second one in which she opted for translanguaging. Through translanguaging, these students are finding a positive way to be smart, helpful and competent rather than considering themselves as "limited," or a "learner,". Hence, language resources can be identified and leveraged by these emergent bilingual students which make them feel smart, useful, caring and creative. (García & Kleifgen, 2018). In contrast, when it comes to the subject, Mathematics and Computer Science lecturers did not experience much of the difference because the terms were more familiar in English language. On the other hand, when it comes to subjects like Physics and Chemistry, translanguaging has made a significant difference in the teaching and learning landscape. Lecturer 8 had related the translanguaging with the students' mother tongue, "Translanguaging approach is necessary due to the students' background (mother tongue is Malay)." (Lecturer Interview, 2020).

For the overall experience in implementing translanguaging in ODL classrooms, the lecturers viewed the translanguaging approach positively and the benefits of it not only in terms of understanding the lesson better but also in terms of communication between the lecturers and students. This is proven when Lecturer 2 mentioned that "Translanguaging helps the students and for the lecturers to communicate better with them. The students feel more comfortable and warmer with the lecturers. The students feel like the lecturers do care about the students." (Lecturer Interview, 2020). In addition, Lecturer 6 also shared the same point of view in which she shared her experience on the first day, first hour ODL session, when she fully used English and noticed that all the students were very quiet because the students maybe felt that she was very strict and would use English all the time. However, when she used a bit of Malay language, she could see the environment changes, they tend to smile and interact, they felt more relaxed, they could easily comprehend the knowledge and they even

asked more questions. Thus, it is apparent that from the implementation of translanguaging, it has given the opportunity for the students to embrace their identity by being more responsive, comfortable and communicative during the learning process.

Theme 2: Lecturers use translanguaging effectively to teach bilingual learners in ODL classrooms

All the lecturers agreed that translanguaging supports a student's overall development in understanding the subject that they are teaching. Lecturer 1 agreed and strongly emphasised that, "Yes, because the students are more confident and active in classrooms. The students understand better." (Lecturer Interview, 2020). The main focus for the lecturers is on the output or the students' understanding so regardless of what language is being used, as long as the students can comprehend the lesson, most importantly the objective of the lesson can be achieved by the end of the session.

In dealing with technical difficulties in ODL classrooms faced by both the lecturers and students, the lecturers agreed that translanguaging had helped throughout the journey. Lecturer 5 confidently stated that "Yes, of course. Again, with the little time spent for ODL, the teaching was not fully in English. Usage of Translanguaging is a need to make them understand fast in a short period of time. For example: a two-hour class cannot be conducted fully for two hours online, So, within one hour, we must make sure they understand the topic. So, translanguaging really helped." (Lecturer Interview, 2020). Thus, the implementation of translanguaging will not only assist the students' understanding but also ease the overall process of learning.

Theme 3: Translanguaging enhances students' understanding in ODL classrooms

For ODL classrooms, all of the lecturers interviewed used translanguaging in their classroom. Lecturer 7 explained that "Yes, I used it most of the time because the students requested for me to explain again using Malay language. I definitely used Malay because from what I noticed; the students prefer Malay language as compared to English. This is because they are more familiar with Malay terms because they learnt it in Malay at school. When I use the term that they are not familiar with, it will take time for them to understand the term. Personally, I prefer translanguaging." (Lecturer Interview, 2020). This lecturer herself mentioned that it was requested by the students to use both languages at the same time. In addition, there were lecturers who did use fully English at first but made changes at the second week of the lecture or after the mid semester test because they finally realised that it was hard for the students to catch up with just 1 language used. However, the lecturers also realised that the medium of instruction required by the university is English so the adjustments and the changes were made accordingly for instance, using English in the first hour and apply translanguaging in the second hour and also using English for lecture and translanguaging for tutorial sessions. The responses given by the lecturers are related to Garcia et al. (2017) that propose the 3 components in pedagogy of translanguaging which involves ideological stance particularly on bilingualism, the explicit design in establishing connections across languages and the willingness for the students and the lecturers to be engaged in translanguaging shifts during lesson. All the lecturers being interviewed had shared the same agreement that translanguaging strategy would be useful for students who are bilingual.

Hence, it is proven here that from the interview conducted with the lecturers, they are positively in favour of translanguaging in their teaching process. By practicing translanguaging

strategies, the lecturers have utilised not just their own but also the students' entire linguistic repertoire in more dynamic, flexible and intentional ways. This strategy is used in order to maximize interactions especially in the ODL classrooms which also supports the complexity in thinking and learning.

Students' Interview

In the process of obtaining the qualitative data from the students, a series of questions on translanguaging were asked to understand their choice of language in Open Distance Learning (ODL) classroom and their level of comfort with the English language as compared to their mother tongue which is Malay Language. For the interview data from the students, there are also 3 themes that are used as the analysis. The first theme is translanguaging gives the students the permission to be themselves which allows them to be more comfortable to learn in class. The second theme is translanguaging is deemed as a benefit for a bilingual student. Lastly, the third theme is translanguaging can enhance students' understanding in ODL classrooms. The interview findings are presented based on the themes.

Theme 1: Translanguaging gives students permission to be themselves that allows them to be comfortable to learn in ODL classrooms

The nature of an online classroom is different from a face-to-face learning process because the students are present virtually in the classroom. In order for the students to interact, they will need to turn on the camera and mic but most of the students are reluctant to do so. Thus, when the lecturers are using both Malay and English language during the learning process, it shows that the students feel more at ease and comfortable to learn the subject. The table below shows their responses to a question about their language preference for the interview:

Table 1
Students' Language of Choice for Interview

Question	English	Malay and English (Mix)
Do you want to do this interview in English or Malay?	40%	60%

This table indicates that the majority of students preferred to be interviewed in both languages which are Malay and English (60%). These responses signify that even though the students are bilingual, they need to hear the question or term in both languages in order to fully comprehend the interview questions. The following table shows students language preferences in the classroom.

Table 2
Students' Language Preference in the Classroom

Question	English	Malay and English (Mix)
Do you prefer to use English or Malay in class?	90%	10%

Table 2 demonstrates the majority of the students' desire to use English language in the classroom because in the university, it is clearly stated that the medium of instruction for all the subjects taught are English. Some of the students also felt that when they are learning the subject in English, it can help them to improve their English language proficiency. Hence, the

presence of both languages during the learning process allows the students to feel more comfortable in learning.

Students' Comfort with Using English in Class

The students responded that they felt more comfortable to converse in English in the classroom even though it is not their mother tongue. In addition, it also reflects that they can embrace the culture of learning a second language positively. In their learning environment, the bilingual background of the students makes them comfortable to use more than 1 language in their interaction. Student 8 agreed to the statement by stating that "Yes, I am comfortable because some of my friends speak English and at the same time, I can improve my proficiency." (Student Interview, 2020).

Students' Likeliness to the usage of English Language

This interesting result is opposite from the previous response on the comfort of speaking English in class. It indicates that although the students were comfortable to use English in class, they were fonder of using both languages in their everyday conversation. Student 5 emphasised on using both languages at the same time because when he tended to forget some of the words in English, he could use Malay language. In addition, Student 7 likes to use "Both Malay and English languages but is not confident to speak in English. I think English words are shorter and easy as compared to Malay." (Student Interview, 2020). This student made a comparison in terms of the length of English words which he believed to be shorter than the Malay words. Hence, it can be said that English is more accepted in a formal setting like in the ODL classroom but not informally in day-to-day conversation whereby the students preferred to use both languages at the same time.

Feelings with the usage of English in the classroom

For this interview, the students were asked about their feelings when they speak English in the classroom. One of the students (Student 9) who responded positively about speaking English in the classroom expressed that "I feel more comfortable constructing the sentences in English than Malay because when I speak formally in Malay, I feel like it sounds so 'formal'." (Student Interview, 2020). There was also an element of comparison between the two languages involved to indicate that the students take into consideration their background as bilingual learners throughout the learning process.

Students' Feeling when Lecturer used only English

When the lecturers did not apply translanguaging strategies in teaching, all the students had negative feelings about it. They felt sad, confused, stressed and clueless throughout the learning process. Student 3 clearly mentioned that "I feel lost. I have to approach the lecturer again to ask or I have to ask my friends again. It is a bit uneasy to approach both parties to re-teach." (Student Interview, 2020). Apart from that, Student 8 and 10 shared the same feedback in which they needed to put extra effort to google or Google Translate the terms in Malay to be able to fully understand the topic. These statements have shown that the students actually rely on their lecturers to explain in both languages to assist their understanding in ODL classroom.

Theme 2: Translanguaging as a benefit for the bilingual students

When the students are bilingual, it should be considered as an added advantage to the students because they have the knowledge of more than one language. In this situation, when the students understand both Malay and English languages it has become very helpful to them.

The helpfulness of Translanguaging in Classroom

All of the students agreed that translanguaging strategies are very helpful and beneficial to them to aid their understanding of certain subjects. All of them also agreed that there is a need of using both languages in the online classroom and the students need a transition period to get to know the term in English because they were taught in Malay in their secondary school. According to Mwinda and Van Der Walt (2015), this situation indicates that the bilingual students see both languages as equally effective and important, not just in favor of the dominant language. They added that translanguaging is given a chance to low status languages to have a voice in education and encourages and liberates students to learn in a low status language and produce the output in the dominant language or vice versa. Student 2 had emphasised on the importance of using translanguaging for foundation level students where the person highly commented that, "For degree, I don't think we have to use translanguaging, but in foundation yes. As it is a preparation which is related to the secondary school and to the degree level." (Student Interview, 2020). In terms of the benefits of listening to explanations from both English and Malay regardless of using English as the first or vice versa, all the students agreed that it was indeed very helpful.

Theme 3: Translanguaging enhances students' understanding in ODL classrooms
Students' Response about the use of Translanguaging Strategies

The students agreed that translanguaging plays a major role in assisting their understanding. As bilingual learners, they need the present of both languages which complement each other to help the students to understand better. Student 5 noted that "I can understand better because not everyone is proficient in English. So, to explain in Malay first before in English can actually help the ones who are poor in English to understand the subject better." (Student Interview, 2020). Student 2 also shared the same opinion which stated that the usage of Malay words is necessary, "Yes, because some English words are quite difficult to understand. So, when the lecturer translated it, I can understand better." (Student Interview, 2020). However, Student 6 expressed that he was a little bit concerned about the usage of Malay terminology in class because in the exam, the questions are asked in English. This indicates that both languages need to play an equal role in getting the students to understand the lesson being taught and also to ensure that they can answer the examination questions.

Conclusively in the current academic climate, with new online learning methods, many students struggle to meet the rigorous learning standard and expectation. The current academic standards should take into consideration the numbers of emergent bilinguals in the classroom. However, this does not mean that the standards have to be lowered or discarded but the instructions or teaching strategies must be adapted to fit in the unique learning strengths, needs, and abilities of emergent bilingual students. This is because there are more students now who can speak languages other than English and we should not instruct the students blindly as though they are English monolinguals. The ODL classrooms should allow a space for language fluidity to deepen the understanding of the lesson being taught.

Quantitative Data
Questionnaire: Lecturers
3 themes are used in analysing the questionnaire data of the lecturers. The first theme is translanguaging allows the students to embrace their identity as the students are given the permission to use their mother tongue in the ODL classrooms. The second theme is the lecturers use translanguaging to strategically teach bilingual learners in ODL classrooms without disregarding any course outcomes. Lastly, the third theme is translanguaging enhances students' understanding in ODL classrooms. The questionnaire findings are presented by theme.

Reliability Test
Table 3
Reliability Statistics

Cronbach's Alpha	N of Items
.913	8

A reliability analysis was carried out on the usage of translanguaging as a tool in ODL classrooms among lecturers which comprises of 8 items. Cronbach's alpha showed the questionnaire to reach acceptable reliability, α = .913.

Theme 1: Translanguaging allows the students to embrace their identity
The first theme that emerged in the translanguaging questionnaire is that the usage of translanguaging as a pedagogical tool in ODL classrooms allows the students to be themselves. This is in line with the Theory of Culture (Champlin, 2016) which was mentioned earlier, where the students are accepted with the languages that they know without having to leave behind their mother tongue. Through the use of translanguaging, the students can embrace their identity as a bilingual learner (Sayer, 2010) as students in Malaysia were exposed to at least two languages since they were small.

Moreover, due to the change in the teaching method which was from physical class to online class, translanguaging also gives the freedom to the students to express themselves in the classroom in either English language or their own mother tongue, Malay language. The table below shows the responses from the lecturers about the students' reaction when they use translanguaging in ODL classrooms.

Table 4

Lecturers' Awareness on the Positive Outcomes of Translanguaging on Students

Item	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I noticed my students respond more in ODL classrooms when I use both Malay and English language in my ODL classrooms.	1.9%	9.6%	50%	38.5%
2	I noticed that my students ask more questions when I teach them using Malay and English language.	3.8%	7.7%	57.7%	30.8%
3	I noticed that my students are more engaged in ODL classrooms when I introduce a topic in Malay language first before English.	5.5%	53.8%	21.2%	19.2%
4	I feel that my students are comfortable to ask questions when I allow them to ask questions in Malay language.	3.8%	5.8%	46.2%	44.2%

According to the percentages represented in Table 2, most of the lecturers agree with the positive outcomes of using translanguaging as a pedagogical tool in ODL classrooms. This is proven where most of the lecturers agree that the students did respond more and ask more questions when the lecturers used translanguaging as they are given the permission to be themselves. However, in Item 3, despite the positive outcomes of translanguaging, the lecturers showed that their students did not engage more when they introduced a topic in Malay language first before English. This shows that the usage of translanguaging will not disregard English language as the main medium of language in the Centre of Foundation Studies but still provides a medium for the students to comfortably ask questions to their lecturers. Hence, it can be seen that translanguaging provides a medium for the bilingual students to be themselves in ODL classrooms.

Theme 2: Lecturers use translanguaging to strategically teach bilingual learners
The usage of translanguaging has been actively used since the start of online learning in the Centre of Foundation Studies. Hence, lecturers have used this tool strategically to teach their bilingual students. As mentioned earlier, the students are those who have been exposed to two languages since they were small which are Malay language and English language. By using translanguaging as a pedagogical tool in ODL classrooms, lecturers have the chance to use both languages in a classroom effectively and make sure that the objectives of the course can still be achieved. The following percentages show the responses from the lecturers on their usage of translanguaging in ODL classrooms.

Table 5

Lecturers' Comfort Level using Translanguaging as an Effective Strategy in ODL classrooms

Item	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
6	I feel comfortable implementing translanguaging strategy in my ODL classroom.	3.8%	21.2%	51.9%	23.1%
7	I feel that translanguaging is an effective strategy to use in my ODL classrooms.	1.9%	9.6%	65.4%	23.1%

Based on the table above, majority of the lecturers do feel comfortable in using translanguaging and they do believe that translanguaging is an effective strategy to be applied in ODL classrooms. This shows lecturers are aware of the bilingual students in their classrooms and they see the importance of using translanguaging as a pedagogical tool in teaching these students (Duran & Palmer, 2014).

Theme 3: Translanguaging enhances students understanding in ODL classrooms
The findings from this research indicate that translanguaging can enhance the students' understanding in ODL classrooms. The table below shows the responses of lecturers to two questions on the effectiveness of using translanguaging.

Table 6

Lecturers' Awareness on Translanguaging enhances students' understanding

Item	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
5	I noticed my students can do exercises better when I use translanguaging strategy in my ODL classrooms.	1.9%	26.9%	44.2%	26.9%
8	I noticed improvements in my students' understanding as a result of using translanguaging strategy in the ODL classrooms.	1.9%	21.2%	55.8%	21.2%

Item 5 shows that most of the lecturers do agree that translanguaging strategy has helped their students to do exercises better. Due to various connection problems where some of the students claimed that they cannot hear their lecturer's voice and there is a delay in receiving information through online classes, translanguaging has indeed helped the lecturers to ensure their students' understanding despite all the connection problems. This shows that translanguaging has improved students' understanding in ODL classrooms as the students are able to do the exercises given by their lecturers. This is then supported by Item 8, where more than a half of the lecturers who answered the questionnaire did notice improvements in their students' understanding in ODL classrooms through the usage of translanguaging.

Questionnaire – Students
Similarly, to the questionnaire data of the lecturers, there are 3 themes that are used to analyse the questionnaire data of the students. First and foremost, the first theme is translanguaging allows the students to embrace their identity which allows them to be more comfortable to learn in class. The second theme is translanguaging is deemed as a benefit for a bilingual student. Last but not least, the third theme is translanguaging can enhance students' understanding in ODL classrooms. The questionnaire findings are presented based on the themes.

Reliability Test
Table 7
Reliability Statistics

Cronbach's Alpha	N of Items
.777	14

A reliability analysis was done on the usage of translanguaging as a tool in ODL classrooms questionnaire for the students which comprises of 14 items. Cronbach's alpha showed the questionnaire to reach acceptable reliability, α = .777.

Theme 1: Translanguaging allows the students to embrace their identity which makes them to be comfortable to learn in ODL classrooms
The first theme is on the usage of translanguaging in ODL classrooms that allows the students to embrace their identity as a bilingual learner which helps them to feel comfortable learning in online classes. Translanguaging, a teaching method that allows the lecturers to use both English and Malay language has indeed made the students of Centre of Foundation Studies feel at ease when they are learning their Science subjects as shown in the percentages below.

Table 8
Students' Feelings about Translanguaging in ODL Classrooms

Item	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I feel there is a need to use Malay language during any classes that are taught in English language.	5.3%	17.3%	60.1%	17.3%
2	I prefer to use Malay language in class when I discuss any topics with my friends even though the subject is taught in English.	7.7%	18.8%	57.2%	16.3%
3	I feel there is a need to express my thoughts or questions in Malay language during classes that use English as a medium of teaching.	5.3%	25.0%	53.8%	15.9%
4	I feel more comfortable to express my thoughts or questions in Malay language during classes that use English as a medium of teaching.	7.2%	23.1%	50.5%	19.2%
5	I feel more comfortable to learn subjects that use English as a medium of teaching if I am allowed to use Malay language in class.	4.3%	16.8%	56.7%	22.1%

From the findings above, more than half of the students agreed that there is a significant need to use Malay language in any subjects that are using English language as the main language.

Moreover, majority of the students also agreed that they prefer to use Malay language to discuss with their friends in class. Plus, through the usage of both Malay and English language in ODL classrooms, the students do feel more comfortable to express their thoughts and ask questions to their lecturers. This is aligned with the findings from the lecturers' questionnaires, where the lecturers also claimed that when they use translanguaging in ODL classrooms, students tend to ask more questions and participate more. This shows that the use of translanguaging as a pedagogical tool in ODL classrooms has allowed the students to be themselves in class and make them, the bilingual learners, to feel more comfortable to learn.

Theme 2: Translanguaging as a benefit for the bilingual students
Particularly in Malaysia, most of the tertiary institutions use English as the language of teaching. That is why, Malay language is sometimes deemed as a disturbance in tertiary institution classes. Students who are less proficient in English face difficulties in understanding the content of a lecture and even more so now, when the classes have been changed from a physical class to online class. Hence, the use of translanguaging as a pedagogical tool in ODL classrooms is seen as an effective teaching method because it gives benefit for the bilingual students. This can be seen through the percentages shown below:

Table 9
Students' Feelings about Translanguaging as a benefit for the bilingual students

Item	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
6	I feel that I can benefit by using Malay language during any lessons.	4.3%	23.6%	54.8%	17.3%
7	I feel that I will not excel in a subject if I use Malay language during the lesson.	21.6%	53.4%	20.7%	4.3%
8	I feel that I will misinterpret any terms if I use Malay language in class.	5.3%	38.9%	44.7%	11.1%
12	I like it better when my lecturers use both Malay and English languages to explain any topics.	2.4%	2.9%	40.4%	54.3%
13	I prefer for the lecturers to explain to me any new topics in Malay first before in English.	2.9%	39.4%	45.2%	12.5%
14	I think it would benefit me if my lecturer could speak both Malay language as well as English language in class.	1.9%	8.2%	44.2%	45.7%

According to the percentages represented in Table 7, most of the students agreed that they do feel it will be beneficial for them if the lecturers use both Malay and English language in ODL classrooms. In addition, Item 7 shows that more than half of the students disagree that they will not excel in a subject if they can use Malay language during the lesson. So this shows that translanguaging does benefit the students rather than giving them negative outcomes. However, Item 8 shows that there are mixed opinions from the students where some of the students are worried that they might misinterpret the terms if they use Malay language in

class and another half disagree with the statement. This is probably because the scientific terms might have different meanings if they are translated to Malay language. Even though it is a verified concern of the students, it does not disregard translanguaging as a benefit for the bilingual students as Item 12 shows that majority of the students agreed that they would like it better if the lecturers can explain the topics in both Malay and English language. As a result, the students can avoid any misinterpretation of the scientific terms and help them to understand the topic better. Hence, the findings show that translanguaging is indeed a benefit for bilingual students.

Theme 3: Translanguaging can enhance students' understanding
This theme is in conjunction with the theme used to describe the questionnaire data of the lecturers. The percentages in the table below help to validate the lecturers' questionnaire data.

Table 10
Translanguaging helps the students to understand better

Item	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
9	I think that it will be harder for me to understand a topic if the lecturer uses both Malay and English language to teach the topic.	30.8%	59.1%	7.7%	2.4%
10	I can understand better when my lecturers use only English language in online classes.	9.1%	67.3%	21.2%	2.4%
11	I can understand better when my lecturers use both Malay and English language in online classes.	1.9%	3.4%	39.5%	55.3%

Based on the findings above, most of the students disagree with the statement that it will be harder for them to understand a topic if a lecturer uses both Malay and English language. This shows that the students can learn and understand better if translanguaging method is used in ODL classrooms. This is supported by Item 10, where the majority of the students disagree that they will understand better if only English language is used in online classes. Moreover, almost all of the students agreed that they can understand better if translanguaging is used in online classes. Hence, this shows that the usage of translanguaging as a pedagogical tool in ODL classrooms will enhance the students' understanding.

Conclusion
This study aims to validate the usage of translanguaging as a pedagogical tool in ODL classrooms. Due to various technical and personal problems faced by the students, this study shows translanguaging can be a help to not only the students, but also the lecturers of the Centre of Foundation Studies to accomplish their course learning outcomes. Notably in Malaysia, English language is mostly used as the medium of instruction in classrooms. Even though Malaysians have been exposed towards English language since the early 90s, Malaysians still have difficulties in mastering the language. Thus, through the translanguaging method, students with low English proficiency, especially in the context of ODL classrooms,

would be able to cope better with the online lessons. As translanguaging deals with the exchange of L1 and L2, and not the mixing of the grammatical structures of the two languages, it will not cause confusion among the students. This is supported by the findings of this research, where students agreed that they would be able to understand better and embrace their own native language in ODL classrooms. Moreover, based on the data obtained from interviews and questionnaires, both educators and students perceived translanguaging as a helpful tool in the ODL classroom. The findings of this study suggest that translanguaging will not only help the students to embrace their identity, but also be deemed as a benefit for the bilingual learners to have better understanding in ODL classrooms. Conclusively, translanguaging is an effective tool to be used in ODL classrooms. Further research is needed to extend the role of translanguaging as a tool in ODL or physical classrooms with a larger population.

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