



Utilizing Translanguaging in teaching ESP for Culinary Art Students in Indonesia

Tatu Zakiyatun Nufus

UIN Syarif Hidayatullah Jakarta

tatuzakiyatun2G@gmail.com

Ade Mahmud

Universitas Islam Nusantara

ademahmud44@gmail.com

Abstract

Translanguaging is a pedagogical strategy that can be used to assist students in understanding material in the classroom and this strategy plays an important role for teachers in conducting class of English for specific purposes (ESP) in culinary art classroom. The study was conducted to examine the Translanguaging utilization in teaching ESP for culinary art students and find out the challenges and effort that teachers have in the classroom. The research used a case study in a culinary art classroom and descriptive analysis to analyze data that has been collected through classroom observation and interview to a teacher and 15 students. The result explained that utilizing translanguaging in the classroom raise student's understanding about the material given, because students can use the home language (L1) to understand the context and elaborate to the target language. In other side, the utilizing Translanguaging invites teachers to let students' use home language in the target language but it against to the teachings' policy of the school. In line with the case, the teacher provided the material and please them to understand the context through home language and present it through target language. Finally, the Translanguaging as pedagogical strategy can be utilized to assist students in understanding English as specific purposes for culinary art classroom in Indonesia.

Keywords: Translanguaging, pedagogical strategy, culinary art.

Introduction

Translanguaging is a new term in language education, it is considered as a process that teacher can use as pedagogical strategy to utilize learner in language learning to introduce English as specific purposes for culinary art. this strategy has emerged as a new term within bilingual and multilingual education (Garcia, 2009) where the teacher can use foreign language to explain material in classroom and switch it into learners' first language to ease them in learning, it is also argued by Canagarajah (2013) that



translanguaging is considered as the ability of multilingual speakers to shuttle between languages, treating the diverse language that form their repertoire as an integrated system, it is related to Garcia (2009) who affirms that translanguaging is a process that teachers can use to make rigorous content more comprehensible for students deepening their thoughts and understanding. In addition, Garcia, and Wei (2018) describe that translanguaging is considered as pedagogical strategy that enable to utilize bilingual students and teachers to be directly involved the construction of knowledge through easy and fast use.

The success of teaching and learning process depend on how the teacher's pedagogical strategy to deliver material in the classroom. Nowadays, Teachers use translanguaging not only as teaching strategy for the teacher in classroom, but translanguaging has been implemented in out of classroom (Sahib, 2019). In the early primary school years (grades 1-3), learners are taught using first languages (L1) as the primary Languages of Learning and then introduce English as foreign language from fourth grade onwards, Although, teacher includes English language within the translanguaging practice for learning in class, students still use L1 or their local language in interaction with their teacher. As a result, English is not included within a compulsory subject in Indonesia's primary education curriculum (Cahyani, de Courcy & Banett, 2018).

Translanguaging as pedagogical strategy that can assist student's understanding. English for specific purposes needs the tools to ease delivering material in classroom setting. Culinary art students have difficulty in understanding English in general. The efforts that must be prepared to deliver English as ESP for culinary art need appropriate strategy which can simplify student's understanding. Translanguaging is a pedagogical strategy that enables to help bilingual students and teachers to be directly involved in the construction of knowledge easily in a bilingual classroom.

Translanguaging

Translanguaging is a teaching strategy that used students' local language (L1) to help them learning target language in the classroom (Sahib, 2019). Translanguaging will optimize the students' mastery in L2 when teacher can use this strategy appropriately. An English teacher in primary bilingual classroom can use



translanguaging as one pedagogical strategy in classroom, it is not only utilized to assist the process of English teaching as EFL but also involve the use of students' heritage language, in other word, translanguaging can be used successfully in classroom to encourage primary students' ability in English.

The popularity of translanguaging since the 1990s in education has begun to grow internationally, particularly driven by the view of the development of the concept of bilingualism with its advantages (Carsten, 2016). Classroom can be said as a place where language can easily be found from local language, national language, and foreign language. Basically, the students in primary classroom usually used translanguaging unconsciously. Especially when they interact with other students out of classroom. It shows that the students do not aware of the functions and outcomes of the translanguaging process, and it may be regarded as an automatic and unconscious behavior (Rahmawansyah, 2019) which utter the language unconsciously in their environment.

English for specific purposes (ESP)

English for specific purposes (ESP) is the teaching of English that focuses on developing communicative skills in a particular field or occupation. ESP courses are designed to meet the specific needs of the learners, with reference to the particular vocabulary and register they require. This process enable teacher to train students gain the objectives of learning specifically.

The implementation of English for Specific Purpose or ESP in the classroom needs the good method and strategy in designing the classroom atmosphere that deals with students need, Therefore, the teacher should have good ability in communication skill. designing the material creatively and conduct the classroom activity effectively. ESP concentrates more on language in context than on teaching structure and it covers subject varying with accounting, culinary art, fashion, and business management, the teaching of ESP is not taught as a subject separated from the student's real worlds and it is integrated into a subject matter area which is important for another.

The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and



relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills. (Fiorito, 2020)

Based on the Strevens, (1998) cited in Agustina (2014) that there are four absolute characteristics of ESP consist of English language teaching, they are:

1. Design to meet specific needs of the learners,
2. Related to content (i.e. in its themes and topics) to particular disciplines, occupations, and activities,
3. Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc and analysis of this discourse, and
4. Differentiated to General English.

The aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to focus as based on student's need, especially for non-English department students of Indonesia university, being able to communicate English as well as use it for learning their subjects effectively would be considered as their main needs of having English. A matter of fact of ESP is that combining subject matters and English language in the instruction, in which the students are able to apply what they learn in their English classes right away in their study, whether it be economics, education, accounting, business management, sciences, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields are of a great help to English acquisition (Agustina, 2014).

Culinary Art

Culinary art is the study which covers everything from the preparation, cooking, plating, presentation and serving of food. These can typically include:

- chef
- food and beverage manager
- restaurant manager



- catering manager
- product development manager
- culinary consultant.

The program of culinary arts provide the students' knowledge that deals with how the students prepare everything and served them into the clients, the culinary art program are appropriate for students who want to step into entry level hospitality management jobs, the industry requires managers in all restaurants and hotel department from the kitchen to dining room.

Research Methodology

The research used qualitative approach which focus on the utilizing Translanguaging as the pedagogical strategy in teaching ESP for culinary art students, the research is a case study in a university at Tangerang which has culinary art program. Case study is considered as an effective means of illuminating the ways that L2 learning, and content learning interact for learner (Johnson, 1992). To get data, the researcher did classroom observation in culinary art classroom and conducted interview with an English lecturer and 20 students in one university in Tangerang

In this study, the researcher observed the students during teaching and learning process in the classroom and did interview about the challenge and strategy that can be applied to lessen the teaching strategy. The instrument that used to get data is naturalistic observation and interview, the observation used note taking and video recording to record the process of teaching and see how Translanguaging is utilized in teaching ESP for culinary art students in Indonesia. The interview has been done in semi-structure, and this interview asked about the challenges that the lecturer found on teaching ESP and the efforts to apply the Translanguaging in ESP class. In the term of students, they got the questions that related to the activity that they have in English classroom during learning English as a specific purpose.

After doing data collection, the researcher used some data gotten from observation and interview to be analyzed and interpreted, in this stage, the researcher prepared data by transcription, then the researcher read data and code them based on



the theme of the instrument that relate to translanguageing process as pedagogical strategy in teaching ESP for culinary art students in Indonesia

Result and Discussion

1. How to utilize Translanguageing for teaching ESP at culinary Art students?

Utilizing translanguageing in the ESP classroom raise student's understanding about the material given, because students can use the home language (L1) to understand the context and elaborate to the target language. The utilizing Translanguageing invites teachers to let students' use home language in the target language but it against to the teachings' policy of the school.

Teaching activity	Translanguageing activity for ESP	
	Speaking	Writing
Greeting	<ul style="list-style-type: none"> Teacher greet students with the English 	
Delivering material	<ul style="list-style-type: none"> Student use the L1 to substitute the target language Students try to understand material with their L1 	<ul style="list-style-type: none"> Students fill in the blanks with the home language and explain them through English. Students understand the meaning with L1
Instruction	<ul style="list-style-type: none"> Share the experience in cooking and serving in English Describe the new receipt and menu 	<ul style="list-style-type: none"> Write the food that you cooked and complete the receipt for that in target language.
Interaction	<ul style="list-style-type: none"> Use the L1 in understanding the interaction among students 	
Conclusion	<ul style="list-style-type: none"> Students use L1 to ease them understand materials 	<ul style="list-style-type: none"> Students understand the content using the L1 to understand materials

2. Challenges and effort of implementation translanguageing in ESP of culinary



Conducting the culinary art programs needs the appropriate strategy to deliver materials to students joyfully, the teacher are expected to provide the materials that deals with students need and focus on the skills integration, because to teach English in ESP programs it focus on how we organize students want to be utilized with good methods in learning, the following are the challenges that the lecturer and students found in conducting ESP for culinary art program.

Challenge	Efforts
<ul style="list-style-type: none"> • The students use more their first language. • The students like to translate the content. • the teacher has lack strategy in conveying the ESP for students 	<ul style="list-style-type: none"> • The lecturer provide pictures and allow students to describe with their target language. • The lecturer provides the table and the students fill them with the language that they have. • the teacher provided the material and please them to understand the context through home language and present it through target language

Conclusion

The Translanguaging as pedagogical strategy can be utilized to assist students in understanding English as specific purposes for culinary art classroom in Indonesia. English for specific purposes will be more joyful to learn when the teacher provides good strategy in conveying materials. Translanguage is a teaching strategy which the teacher can use both languages (L1 & L2) simultaneously. The culinary art students learn English not in general English but in English for specific purposes with focus to vocabulary enrichment and communication skill.

Conducting ESP class by utilizing Translanguaging gives the impact for students in understanding material, especially for whom admire the English for special needs.. this Translanguaging ease students to communicate with their L1 although the students use the English in classroom interaction. Translanguaging is a tool that can be utilized in teaching not only for English as general English but also English for specific purposes which the lecturer can modify the strategy in balancing student' needs in English..



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