

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Translanguaging**

Translanguaging is a pedagogical approach that has arisen in response to the rigid division of language policies in schools. It argues that an effective educational method should reflect the flexible language practices of bilingual individuals (Sánchez, García, & Solorza, 2018).

Li Wei (2018) has emphasized multiple times that translanguaging should not be seen as something static that can be simply described and analyzed. Instead, it should be viewed as a dynamic perspective or lens that offers fresh perspectives on language and language education (Li Wei, 2019).

##### **2.1.1 Translanguaging as a Pedagogical Lens**

García (2009) has expanded the concept of translanguaging beyond its initial pedagogical context of language switching between Welsh and English in bilingual settings. It has now become a pedagogical framework that aims to transform the process of teaching and learning. In a general sense, translanguaging as pedagogy refers to the intricate and dynamic ways in which both bilingual students and teachers engage in discourse, incorporating the home language practices of students as a means to comprehend and navigate the educational experience. This approach facilitates effective communication, acquisition of subject knowledge, and development of academic language skills (García, 2014).

Hence, translanguaging pedagogy requires teachers to navigate between two approaches. Firstly, teachers are encouraged to create inclusive spaces that embrace the linguistic diversity and bilingual knowledge of students, promoting their socio-emotional growth and nurturing their bilingual identities. Secondly, teachers should also provide opportunities for students to expand their linguistic repertoires by incorporating new "academic" elements. This

enables students to effectively navigate various contexts of literacy and subject knowledge within the school environment (García, Johnson, & Seltzer, 2017).

### **2.1.2 Translanguaging in TESOL**

Translanguaging in TESOL refers to the practice of utilizing students' bilingualism or multilingualism in the language learning classroom. The concept of translanguaging has sparked numerous academic works that explore the theoretical and practical aspects of this inclusive approach to language education. It is considered a transformative method that fosters bilingualism and empowers individuals to freely apply their linguistic abilities, without being limited by societal or political language boundaries (Otheguy, et al. 2015). Translanguaging is an important concept in TESOL as it encourages educators to leverage students' linguistic assets and create meaningful and engaging language learning environments.

## **2.2 TESOL (Teaching English to Speakers of Other Language)**

TESOL is an abbreviation for Teaching English to Speakers of Other Languages. It is a widely used term that refers to the field of education and instruction dedicated to teaching individuals whose native language is not English. TESOL covers a diverse range of teaching settings, including the instruction of English as a Second Language (ESL) and English as a Foreign Language (EFL).

Traditionally, the TESOL field has focused on English-only approaches to assist students in learning English for social and academic reasons, often overlooking students' backgrounds and their language use (Taylor & Snoddon, 2013).

### **2.2.1 Teacher Identity in TESOL**

Teacher identity refers to the beliefs, values, and commitments that a person holds in relation to their role as an educator. It encompasses both personal and professional aspects of their identity and influences their teaching practices, interactions with students, and overall approach to education.

Language teacher identity in TESOL is viewed as a continuous and evolving journey, whereby teachers consistently engage in the negotiation and development of their identities through interactions with students, colleagues, and the wider educational environment. Numerous factors, such as personal experiences, cultural and educational background, and societal expectations, contribute to shaping this process (Yazan & Lindahl, 2020).

In TESOL, the identity of language teachers is acknowledged as an ongoing and dynamic process, characterized by constant negotiation and construction. This process occurs through their interactions with students, colleagues, and the wider educational environment. The formation of language teacher identities in TESOL is a fluid and continuous process that involves ongoing negotiation and construction. Teachers shape their identities through interactions with students, colleagues, and the broader educational landscape, which are influenced by factors like personal experiences, cultural and educational background, and societal expectations (Yazan & Lindahl, 2020).

### **2.2.2 Teacher Agency in TESOL**

Teacher linguistic agency refers to a teacher's ability to make decisions and take actions regarding language use and instruction in the classroom. It includes their proficiency in using language effectively, selecting appropriate teaching strategies, and creating a supportive learning environment for language development. According to Hamid,

Zhu, and Baldauf (2014), the concept of teacher agency in TESOL can be understood by examining language management theory (LMT). LMT focuses on how teachers navigate and negotiate language norms and varieties in their teaching practice, emphasizing their active role in making decisions regarding language use, curriculum design, and pedagogical approaches.

### **2.3 Systematic Review**

Systematic reviews are characterized by a meticulous and comprehensive plan and search strategy developed in advance, aimed at minimizing bias by identifying, evaluating, and synthesizing all pertinent studies on a specific topic (Uman L. S., 2011).