CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I discuss the salient aspects of interest to this research in several sections, which consists of: (1) Bilingualism and Multilingualism, (2) Translanguaging (TL), (3) English Medium Instruction (EMI), (4) Perspective, (5) Students Admission Requirements to Become Part of an International Class and (6) Previous studies.

2.1 Bilingualism and Multilingualism

Multilingualism and bilingualism are distinct in certain ways, according to studies on language acquisition. As opposed to multilingualism, which refers to a person using three or more languages, bilingualism is the study of using two languages in one's mind. The understanding of bilingualism and multilingualism has advanced significantly, according to Jessner (2014) people who are multilingual are those who are fluent in at least three languages and have mastered them completely. Conversely, they may be described as those who speak enough of another language to get by or engage in conversation. It also alludes to how languages are used in daily life.

Accordingly, depending on their backgrounds and the specifics of the study, researchers frequently give different definitions and explanations of multilingualism. According to Aronin & Hornsby (2018), multilingualism is an interdisciplinary area of study that examines how people and groups of people pick up and use three or more languages. It encompasses a broad spectrum of related fields, including linguistics and applied linguistics, pedagogy, education, L2 and L3 acquisition, psychology, and sociology. According to certain additional studies, multilingualism refers to both individual and societal human languages as a phenomenon that affects everyone at once (Aronin, 2019). Since language is a social norm, it is impossible to study individual multilingualism without taking into account its societal dimensions, and the opposite is also true.

The ability to master and use two or more languages is a human skill that is related to individual multilingualism. Canagarajah (2011) makes the assumption that multilinguals are able to communicate using two or more languages not because of a shared grammar, but because of communicative practices and strategies used to negotiate their language differences. Furthermore, he claims that these strategies do not represent a type of cognitive ability or knowledge. It's a way for speakers to be creative in the face of erratic communication circumstances. People learn the language as they use it. Since one could not predict the language situation, they are involved in, they interact, and decode the other's grammar. They draw conclusions about the other's language system take them into account when they compose their utterances. According to Cenoz (2013), learning multiple languages simultaneously is possible if a person is exposed to two or more from birth or is exposed to additional languages later in life. The feelings and attitudes of language learners and multilingual speakers toward their own and other languages are the main topics of research on individual multilingualism. Researchers typically examine or contrast users' life trajectories as they interact with other languages, as well as the benefits and challenges of being multilingual.

Societal multilingualism, on the other hand, describes the conditions, situations, patterns, and ways in which various communities, organizations, and groups employ their various languages. By interacting with the languages, they are familiar with people can often become conscious of and control their language usage. For an individual to be accepted as a member, a society has specific language expectations for that person. This behavior is linked to a certain position or status that languages have within a family, school, community, and nation. Cenoz (2013) distinguishes between subtractive and additive multilingualism as the two main sociocultural forms of multilingualism. When speakers acquire a language while their L1 is still developing, this is known as additive multilingualism. The second form, subtractive multilingualism, describes instances in which people learn a new language and use it in place of their L1.

According to Aronin (2019), proximal multilingualism refers to the presence of multiple languages in an area, whether or not all residents utilize them. As an illustration of proximal multilingualism in Europe, Switzerland's residents are not

required to speak all four of the official Swiss Confederation languages, which are German, French, Italian, and Romansh. People who only speak immigrant languages without being fluent in the official majority language may live in linguistic and cultural bubbles. In this case, a few fluent speakers of significant languages will act as translators between the various language groups.

Integrative multilingualism is the other type of societal multilingualism. The integrated form, which has gained popularity recently, describes a situation in which people actively use various languages present in the setting. Thus, as a result of the globalization process, including migration and technology improvements, integrative multilingualism is typically on the rise.

2.2 Translanguaging (TL)

English is regarded as a foreign language in Indonesia. The usage of English in everyday situations is relatively uncommon in Indonesia. This issue requires educators to offer pupils with a suitable strategy. The use of English-only instruction and the integration of first language (L1) are still debated in the context of education in EFL classrooms. In accordance with this, researchers have increased their focus on using students' native language in the classroom to study target language. It is believed that in an second language (L2) classroom, students are permitted to draw on their native language repertoire in order to develop connections between their dominant language and the one they are learning, as well as to build on linguistic knowledge in order to become fluent speakers in English (Cook, 2001). The phenomena being described is now known as translanguaging.

In general, the concept of translanguaging means allowing students to use their native language repertoire to support language learning in the target language classroom. The term "translanguaging" was first used by Cen Williams (1994, 1996) and is derived from the Welsh word "trawsieithu". When first used, the term refers to an educational strategy in which pupils were required to switch between languages for receptive or productive use; for instance, they would be instructed to read in English and write in Welsh and vice versa (Baker, 2011). He defined translanguaging as a purposeful use of two languages which are designed systematically and strategically (Lewis et al., 2012). Baker describes

translanguaging as "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (2011: 288). Baker was the one who originally translated the Welsh phrase into English. Canagarajah (2011a) gives us a definition of translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the varied languages that form their repertoire as an integrated system". Nearly everything of these definitions is acceptable to us. Translanguaging as pedagogy supports instructional strategies that combine two languages or more in the classrooms (Cenoz & Gorter, 2017).

The term *translanguaging* has strengthened academic attention due to advances in our comprehension of multilingual communication. A neologism, it has evolved to represent ideas such as these: that languages are not distinct and isolated but rather constitute an interconnected system for multilinguals; that languages are part of a repertory that they access for their communicative objectives; for these reasons, proficiency for multilinguals is focused on repertoire building, or developing abilities in the various functions that different languages serve, rather than complete mastery of every language. Multilingual competence arises from local practices where multiple languages are negotiated for communication. Competence does not consist of separate competencies for each language, but rather a multicompetence that functions symbiotically for the different languages in one's repertoire. In translanguaging activities, the input and the output are done in two different languages (Baker, 2001). To exemplify, educators create learning activities that employ first language (L1) in discussion and target language in writing. Then, this study has further continued by Garcia (Garcia, 2009). The study posited that translanguaging is an act performed by bilinguals who draw on their languages to access new languages or to convey the message using more than one language in order to maximize communicative potential (Garcia, 2009).

Additionally, translanguaging emphasizes on flexible use of languages. It suggests that students may gap-fill the words from their first language (L1) with the words that they do not know in their target language (Garcia, 2009). The students may also use a specific word or concept from their first language (L1) because it does not exist in their target language (Garcia, 2009). Such simultaneous use of languages show that languages are not separated but they are drawn to create

meaning or to convey the message (Blackledge & Creese, 2010). They took the most effective words from a single linguistic system to accomplish their intended communication. It is further asserted that they select language features from their overall repertoire that help them fulfill their communicative needs and assert their linguistic and cultural identities (García & Wei, 2014). Thus, it may be inferred that translanguaging transcends flexible discursive strategies for meaning-making.

Translanguaging affords learners opportunities to utilize what is commonly referred to as their full language repertoires. Translanguaging is said to allow learners to utilize their full linguistic repertoires without rules of separation in order to achieve greater overall academic success. Translanguaging provides emerging bilinguals access to curriculum content (García & Kano, 2014), and can allow greater classroom participation (Allard, 2017). According to García and Li Wei's (2014) study, bilinguals employ their whole language repertoire in a dynamic and flexible way. This is evident from their language practices. Haukas (2016, p. 2) describes multilingual pedagogies as a collection of principles that are used in different ways and to varied degrees dependent on the curriculum, learners, and teaching situation. They are founded on a dynamic understanding of bilingualism. Among these are language awareness approaches and tertiary language didactics that encourage the analysis of similarities and differences between languages. Accepting a response, regardless of language, increases student voice as compared to circumstances that limit access to language-related resources (Arthur & Martin, 2006). In this research, I discuss, for instance, the educators and researchers who worked with bilinguals primarily in mainstream and complementary schools, such as Creese and Blackledge in the U.K., and around García in the U.S.A., to build inclusive and meaningful language teaching methods. These pedagogies demand that educators provide every student an equal chance to engage and become bilingual, and they also draw on social-constructivist theories that emphasize high-quality communication, engagement, and teamwork (García & Flores, 2011). This approach has been shown to raise student achievement (García & Sylvan, 2011). Translanguaging is a cornerstone of this approach because it helps educators and students to make sense across languages.

Translanguaging, according to Contch (2018), was developed as an approach for the planned and systematic use of two languages for teaching and learning in the same session. It allows pupils to establish connections between their experiences outside and within the classroom. Translanguaging occurs naturally in courses without professors realizing it. There are two types of translanguaging strategies, according to Lewis et al. (2012) and Garcia and Li (2014): (1) teacher-directed translanguaging to give voice, clarity, reinforce, manage the classroom, and ask questions, and (2) student-directed translanguaging to participate, elaborate ideas, and raise questions. As a result, translanguaging provides extensive frameworks for how instructors and students can interact with multiple languages in various circumstances.

After knowing the explanation above, it can be concluded that translanguaging is an individual's ability to make meaning, get knowledge, and obtain understanding through the use of two languages in the repertoire as a unified system.

2.2.1 Translanguaging Practices

Language serves as a tool for meaning-making. According to García (2009) concept of translanguaging suggests that linguistic resources (i.e., knowledge of multiple languages and dialects) are a component of a single language system that a person uses to create meaning and accomplish objectives. According to Cummins (2007), Martin-Beltrán (2014), and Jiménez et al. (2015), students can enhance their reading comprehension toolkits by strengthening critical skills like summarizing and vocabulary comprehension, as well as by developing their proficiencies in multiple languages and translanguaging, or moving flexibly between languages and registers of speech.

Nonetheless, language, on the other hand, is not something that a student simply "has," but rather a repeated and expansive practice in which he or she is constantly engaged. Code-switching, translating, and language brokering, or interpreting between culturally and linguistically diverse individuals are all examples of translanguaging practices (Tse, 1996). Educators can benefit from the daily translanguaging of multilingual youth (Martínez, Orellana, Pacheco, &

Carbone, 2008) by making links between activities that are valued in the classroom and students' actual language practices.

Tabel 2.1 Characteristics of Translanguaging (From a Teacher Perspective)

• Students are allowed to use their entire linguistic repertoire to make meaning in the classroom. • Teachers are dynamic bilingual educators who are adding to the linguistic repertoire that students bring into the classroom while working toward content mastery. • Teachers across the continuum of bilingualism provide home language support as scaffolding when appropriate in adding to students' linguistic repertoires and facilitating content mastery.

Table 2.2 Examples of Translanguaging (TL) Practices

Activity 1. A teacher introduces 2–3 key vocabulary words and their definitions at the beginning of the lesson and asks studentsto translate the definition into their home languages.	Activity 2. A teacher has students listen to a song in Spanish about the topic of the day. She then has them answer a series of questions about the song in English.
Activity 3. A teacher allows a student who is struggling to say something in English during a presentation to ask a classmate to translate what they are trying to say into English, which the student is then asked to repeat.	Activity 4. A teacher has students look at a series of pictures and asks students to discuss in small groups what they see and what they can infer. They can discuss in any language they wish but are asked to share with the whole class in English.

2.2.2 The Two Dimensions of The Translanguaging Classroom

Students and educators are the direct participants in all school-based educational activities. The translanguaging classroom framework addresses both

dimensions, including who the students are and what they can do with language, as well as how teachers use the translanguaging corriente to teach and assess those students. Translanguaging corriente refers to the flow of bilingual practices among students in all aspects of classroom life.

Teachers and students in translanguaging classes do not just do as they like; there is order and structure. Instead, they are created based on activities that the instructor has prepared and arranged while interacting with the students, families, and communities. This guarantees that the children' whole language repertoire is utilized. Whether the classroom is designated as bilingual or English-medium, teachers in translanguaging classrooms intentionally and strategically design their instructional materials as well as their assessment systems to mobilize all aspects of their bilingual students' linguistic repertoires, accelerate language learning and content development, increase bilingualism and ways of knowing, fortify their bilingual identities and socioemotional development, and advance social justice.

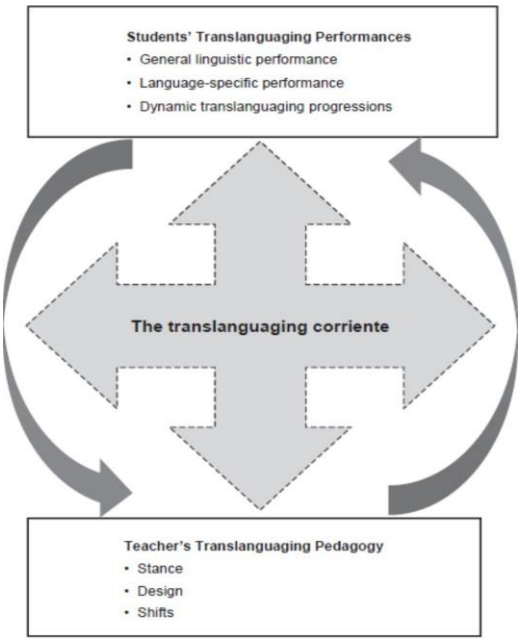

Figure 2.1 The Translanguaging Classroom Framework

Figure 1 illustrates how a translanguaging classroom is constructed by weaving together the two dimensions—the students' linguistic performances and the teacher's pedagogy. The translanguaging corriente generates the dynamic flow, or movimiento, between these two dimensions. The students' linguistic

performances shift the instruction and assessment, and the teacher's instruction and assessment shift the students' linguistic performances.

The first dimension of a translanguaging classroom focuses on students' translanguaging performances. The translanguaging corriente takes us from the concept of linguistic proficiency, which is assumed to develop in a relatively linear path that is more or less the same for all bilingual learners, to one of linguistic performance in situated practice, or according to the task at hand.

Both Haugen (1953) and Weinreich (1979), pioneers in the study of bilingualism in the United States, saw even basic proficiency in two languages as a sign of bilingualism. However, today's students' bilingual performances are broader and more complex. Bilinguals today acquire and use a wide range of linguistic features as a result of increased mobility and technological access to texts and speakers whose repertoires differ from their own. In bilingual communities and homes, speakers do not hesitate to use all of their linguistic features to communicate. In most schools, however, bilingual students are frequently required to suppress half of their language repertoires in order to perform solely in English or Spanish.

Teachers in translanguaging classrooms take a holistic approach to their students' linguistic performance. They evaluate the students' performances while keeping in mind what they (the teachers) know about the translanguaging corriente in their classes. Students' linguistic performances are valued not only when the features they use correspond with the official language used in school, but also when they use their entire linguistic repertoire to learn.

In contrast to the concept of language proficiency as demonstrated on a standardized test, translanguaging classrooms emphasize task-based performance in situated practice. It is possible that some tasks require emergent performance while others require more experience. For example, in immigrant communities where bilingualism is undervalued in schools, youth oracy performances in a home language may be more prevalent. However, the same students may not have prior experience with literacy in their native language, making the literacy dimension more emergent. A Deaf bilingual child may exhibit varying levels of signacy,

literacy, and even oracy. All bilinguals are emergent bilinguals in some way, depending on the situation and the interlocutors. Students' linguistic performances change in very dynamic and creative ways depending on different contexts and factors, which cannot be captured by a single proficiency score.

To view students' translanguaging performances, teachers pay attention to two elements—the dynamic nature of students' and the difference between their general linguistic and language-specific performances.

Dynamic bilingualism refers to how bilinguals use all of their language abilities to make meaning and communicate in a variety of circumstances. Meanwhile, general linguistic performance is an oral, written, or signed performance that utilizes the entire language repertoire of a bilingual speaker to show what the speaker is capable of knowing and doing with language and content (e.g., to explain, persuade, argue, compare and contrast, or evaluate). Bilingualism does not require bilingual speakers to suppress certain linguistic features (of the LOTE, of the vernacular variety of a language, etc.) when they utilize the entirety of their language repertoires.

Language-specific performance is an oral, written, or signed performance that only uses features associated with a specific language; here, will focus on standard language features associated with school contexts. To demonstrate what they know and can do, bilingual speakers use only the features in their language repertoires that correspond to the language of the content-specific task, and they produce only what schools consider standard language features. A bilingual speaker always uses his or her entire language repertoire to make meaning, even if only using features of one specific language.

Teachers can monitor students' translanguaging performance using dynamic translanguaging progressions. The dynamic translanguaging progressions is a flexible model or construct that teachers can use to look holistically at a bilingual student's general linguistic and language-specific performances on different tasks at different times from different perspectives. These progressions are dynamic because they demonstrate how a bilingual student's bilingualism changes with experiences and opportunities. The dynamic translanguaging progressions model

contrasts with traditional language models, which view language development as a relatively linear, unidirectional, stage-like process.

The dynamism of students' translanguaging performances makes it clear that bilingualism is not static; it is not attainable; it is not something that one purely "has." On the contrary, one must "do" bilingualism—work with it, use it, and perform it in various ways, such as oracy, literacy, signacy (for Deaf populations), or a combination of the three. Bilingual students must also understand the potential of their linguistic performances when they are allowed to use all of the features of their language repertoires, that is, when schools also legitimize their translanguaging performances.

The second dimension of the translanguaging classroom framework focuses on the teacher's translanguaging pedagogy (instruction and assessment), which adapts to and leverages the students' translanguaging performances. The proposed translanguaging pedagogy, which will be developed, includes the teacher's general stance toward the students' dynamic bilingualism, the intentional ways in which teachers design curricular units of instruction and assessments to build on what students can do with the full features of their language repertoires, and the moment-to-moment shifts that teachers make in response to their observations of student participation in language-mediated classroom activities.

Although some teachers recognize the power of translanguaging and are able to provide students with the flexibility to translanguage moment-by-moment in their classes, this requires thoughtful, effective planning. That is, it is not enough to go with flow of the translanguaging corriente. A teacher needs to have a translanguaging stance, build a translanguaging design, and make translanguaging shifts—the three strands of the translanguaging pedagogy.

Figure 2.2 The Translanguaging Pedagogy Strands

A stance is the philosophical, ideological, or belief system that teachers use to shape their pedagogical framework. Teachers cannot use the translanguaging corriente unless they are confident that by presenting bilingual students' entire language repertoires, they will be able to transcend the language practices that schools have historically valued. Translanguaging teachers clearly believe that their students' language practices are a resource as well as a right (Ruiz, 1984). Beyond these language orientations, teachers who take a translanguaging stance believe that bilingual students' many different language practices work together, rather than separately as if they were from different realms. Thus, the teacher believes that the classroom space should be used creatively to encourage language collaboration. A translanguaging stance always views the bilingual child's complex language repertoire as a resource, never a deficit.

Teachers in translanguaging classrooms must create units, lessons, instruction, and assessments that connect, as Flores and Schissel (2014) state, "[community] language practices and the language practices desired in formal school settings" (p. 462). The translanguaging instructional and assessment design does not simply direct the translanguaging corriente to the school and away from the home, nor does it simply build a bridge across the river's two banks (home and school). Instead, teachers intentionally create instruction and assessment opportunities that incorporate home and school language and cultural practices. Learning is enhanced by the translanguaging corriente, which teachers and students navigate together to bridge the gap between home and school practices.

This translanguaging design keeps students from being swept away by different currents--those created by school language practices that are out of reach for them or those created by home language practices that, if not blended with those

of the school, do not lead to academic achievement. However, the translanguaging design is not a simple scaffold for the types of language and understanding that the school values. Instead, students' bilingual practices and ways of knowing are viewed as both informing and informed by classroom instruction.

Translanguaging shifts refer to the numerous moment-to-moment decisions that teachers make in the classroom. They reflect the teacher's flexibility and willingness to change the course of study, as well as the language used in instruction and assessment, in order to release and support students' voices. The translanguaging shifts are linked to the translanguaging stance, because it takes a teacher who is willing to keep meaning-making and learning at the center of all instruction and assessment to go with the flow of the corriente.

Teachers can use translanguaging pedagogy to capitalize on the translanguaging corriente that runs throughout their classrooms. This translanguaging pedagogy, which includes both instruction and assessment, can be used to increase students' bilingualism and accelerate their content and language learning. Figure 2 depicts how the strands of translanguaging pedagogy intertwine to form a strong but flexible rope that strengthens language and content learning and teaching.

These interconnected strands allow the translanguaging corriente to flow through the daily life of the classroom—planning lessons, facilitating content-related conversations, improving students' general linguistic and language-specific performance, and assessing student growth along the dynamic translanguaging progressions. These strands also connect the four translanguaging purposes:

1. To assist students engage with complex content and texts.
2. Give students opportunities to develop linguistic practices for academic contexts.
3. To give space for students' bilingualism and ways of knowing.
4. To help students develop their socioemotional and bilingual identities.

Together, the strands of this pedagogy secure not only these educational purposes, but also link the educational project to a higher goal: building a more just world, particularly for minority students.

2.3 English Medium Instruction (EMI)

Now is a good time to stand back and think about what the phrase "English Medium Instruction" actually means. According to experts, EMI is still ill-defined and not fully agreed upon (Airey 2016). In fact, Ernesto Macaro, Director of the EMI Oxford Centre for Research and Development on EMI, stated that "we do not yet know what EMI is" (Rigg 2013) and that its definition is continually changing (British Council 2013).

Several definitions of English Medium Instruction (EMI) have been proposed. Dearden (2014) defines EMI as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. In 2016 Madhavan Brochier defined EMI as “teaching subjects using the English language without explicit language learning aims and usually in a country where English is not spoken by a majority of the people”. Moreover, Macaro et al (2018) has defined EMI as “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. In the same year, Pecorari & Malmström (2018) defined EMI as “settings where English is the language used for instructional purposes when teaching content subjects although not itself the subject being taught, and also a second or additional language for most participants in the setting”.

In practice, there are two types of EMI are commonly used during the learning and teaching process. They are Full EMI (full/total immersion) and Partial EMI (partial immersion). According to Swain & Johnson (1997, p. 9), a full immersion is a form of bilingual education using no native language at all in its curriculum, while a partial immersion is a bilingual program with as little or less than 50% of the curriculum taught via a second language.

Based on the various definitions of EMI above that have been put forward by experts, it can be concluded that EMI is the use of English as a language of instruction for teaching other than English itself, in countries where the majority of first language (L1) is not English.

2.4 Perspective

Based on Oxford Learner's Dictionaries perspective is a particular attitude toward something; a way of thinking about something. Perspective according to Collins Dictionary is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences. In the Cambridge Dictionary the meaning of perspective is a particular way of considering something or to think about a situation or problem in a wise and reasonable way.

The word perspective is from the Latin *perspective ars* meaning the “science of optics”. Other definitions used in more of an interpretative or behavioural sense include “a view or prospect”, “a particular way of regarding something”, or “an understanding of the relative importance of things". N., Sam M.S. provides a definition of perspective, perspective is the capacity to observe items, occurrences, and ideas in realistic proportions and unions. Furthermore, Steffan Surdek (2016) also contributed his thoughts regarding the definition of perspective, according to him, perspective is the way individuals see the world. It comes from their personal point of view and is shaped by life experiences, values, their current state of mind, the assumptions they bring into a situation, and a whole lot of other things. Meanwhile, Sujan (2021) stated that perspective means one’s point of view, it is how objects appear in the eye of the viewer, the choice of a context for opinions, beliefs, and experiences.

From the various definitions of perspective above, it can be concluded that perspective is a person's point of view, way of thinking, considering, and understanding based on what an individual sees, experiences, and beliefs. The ability to see things in perspective is very important in university, in school, in work, and in our personal lives. When we receive news from any person, always check for authenticity. Stories change, words get misinterpreted and information gets distorted. Do not make conclusions or form opinions too quickly. See the big picture. Look at it from different perspectives. There is always an explanation. Always revert to the source if you want to avoid bias and misjudgements. Small cautions like this can help avert disastrous effects.

2.5 Students Admission Requirements to Become Part of an International Class

2.5.1 Admission Requirements for International Students

Table 2.3 Basic Requirements for International Students

Previous study	1. High school graduate or equivalent no longer than 3 years at the time of registration. 2. High school should be registered at and accredited by the Ministry of Education of the student's home country.
English language proficiency score	IBT TOEFL : 60 CBT TOEFL : 173 IELTS : 5.0 (if available) Foreign student wishing to study in University of Jambi is required to take Jambi University English Language Test (JUELT) before graduation with minimum score 477.
Indonesian Language Test	1. Foreign student wishing to study in University of Jambi is required to take Indonesian Language Test within the first two years of their study with minimum score 4. 2. Foreign student wishing to write their Bachelor's Degree Thesis in Indonesian Language should take Indonesian language course for foreigner or BIPA (Bahasa Indonesia untuk Penutur Asing) with minimum level 3.
Registration Processing Fee	USD $30 or IDR Rp. 430.000,- (Non refundable) Payment of registration processing fee is made by bank transfer.

Table 2.4 Document Requirements for International Students

A complete application form should have:

1. Motivation statement (maximum 700 words, written in english).
2. A recent photograph (3 x 4 cm) with a red background (attched to the application form).
3. A scanned copied of recent photograph (4 x 6 cm) with a red background.
4. A scanned copy of passport (front page only).
5. A scanned copy of valid IETLS or TOEFL result score (if available).
6. A certified scanned copy of high school certificate.
7. A scanned copy of transcript of records (high school academic report from the first semester to the last semester).
8. A scanned copy of health examination form (form provided).
9. A scanned copy of employment statement and no political participation (template provided).
10. A letter of statement declaring that the applicant has graduated from the school (on letterhead, signed by the school principal and stamped).
11. A letter of recommendation (from teacher or school principal).
12. Financial statement:
    a. Students on scholarship support must provide a copy of scholarship agreement;
    b. Self-financing students must provide a letter of statement declaring the personal financial support for study. The letter should be signed by the person providing the support (template provided).
13. A copy of telegraphic transfer of registration processing fee.

2.5.2 Admission Requirements for Local Students

The admission requirements for local students in the Islamic Economics study program is that students are selected through two interviews test sessions using full English with the head of the Islamic Economics study program and one of the professors in the Islamic Economics study program Universitas Jambi.

2.6 Previous Studies

In this section, the researcher provides some relevant previous studies. The first research was conducted by Ping Wang (2022) entitled "Relooking at the Roles of Translanguaging in English as a Foreign Language Classes for Multilingual Learners: Practices and Implications". Participants for this research were 4 EFL teachers and 9 students in Neidi Xinjiang Classes (NXC) in China. This research used a case study method. Data collection from classroom observations and semi-structured interviews. The results show that, in light of the multilingual shift, students fully utilized the opportunities to engage in translanguaging behaviors, whereas a small number of EFL teachers adhering to a monolingual philosophy continued to breach the English-only rules. In order to highlight the need of facilitating the presence of translanguaging education, the conclusion therefore expands on dynamic multilingual manners.

The next previous study was conducted by Tranie Balderrama Gatil (2020) entitled "Translanguaging in Multilingual English Language Teaching in the Philippines: A Systematic Literature Review". It utilized the qualitative approach using a systematic literature review. 14 papers were initially examined using 4 inclusion and exclusion criteria. 7 papers have been qualified and selected as samples. The findings of the literature review showed that: 1) In English Language Teaching (ELT), both natural and official translanguaging are used and 2) translanguaging fills the linguistic gap between learners' first and second languages and the target language, which is prevalent in a linguistically varied nation like the Philippines.

Another research conducted by Gede Eka Putrawan (2022) entitled "Translanguaging Practices in EFL Classrooms: Evidence From Indonesia". The method for this research was by reviewed empirical literature published in scientific journals and/or proceedings focusing on four primary areas, which include: (1) research methodology; (2) advantages and disadvantages of translanguaging; (3) languages used when translanguaging; and (4) perceptions and attitudes toward translanguaging. The findings indicate all of the studies under review were conducted through a qualitative approach with the instruments of observations, interviews, and questionnaire. In EFL classes, translanguaging practices are

beneficial for both teachers and students; nevertheless, it is important to remember that first language (L1) should only be used sparingly. They use local, English, Indonesian, and even other foreign languages in addition to English while translanguaging. They have said that they support the use of translanguaging as a pedagogy since it has a favorable effect on EFL instruction and student learning. Few teachers, nonetheless, hold divergent opinions regarding this voice.

In addition, research was conducted by Xuechun Huang and Hamish Chalmers (2023) entitled "Implementation and Effects of Pedagogical Translanguaging in EFL Classrooms: A Systematic Review". A systematic process of searching and selecting the literature found 10 eligible studies. Data were extracted for narrative synthesis and quality appraisal. The findings indicated that teaching reading and writing was the domain in which pedagogical translanguaging was most commonly employed. Four research were deemed to have a significant risk of bias, whereas five studies supported translanguaging over English-only methods. The other research either found no statistically significant differences between these techniques or supported translanguaging for a limited set of highly specific measures.

The last previous study was conducted by Nurvita Anjarsari (2022) entitled "Exploring the role of translanguaging in learning Indonesian as a foreign language: Practices and implications". This research aims to explore the role of translanguaging in learning Indonesian as a foreign language at Universitas Negeri Yogyakarta (UNY). The research method used is descriptive qualitative. For data collection, she used observation and interviews. The research subjects were foreign language speakers in the beginner-level class in 2021. The findings demonstrated that translanguaging serves three purposes in addition to being utilized as a means of contact between a first and a second language. Because translanguaging at UNY may be used to examine and inspire students who are struggling to understand Indonesian as a foreign language, it is a new and successful technique for helping students learn BIPA.

This research is similar to previous studies on translanguaging. What differentiates this research from previous research is the location of the research is

carried out at Universitas Jambi and the participants in this research are students of the islamic economics study program who are students of the international class. The focus of this research is students' perspectives regarding the implementation of translanguaging, where research on this topic has never been conducted at Universitas Jambi.