Teacher Agency in Reproducing Translanguaging Practices as Social Justice Strategy to Decolonize ELT

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Abstract

Teachers are vital internal pioneers who can make changes in their own classroom by developing an enhanced sense of agency. In multilingual classrooms, teacher agency is the capacity of language teachers to perform constructively for supporting students' linguistic diversity equitably. This study uncovers the potential strategy of teacher agency to create translanguaging space in empowering EFL students' semiotic repertoire toward linguistic justice and inclusion to resist a raciolinguistics ideology. Drawing upon the translanguaging and agency conceptual framework, data were collected from classroom observations and video-stimulated-recall-interview of teacher's pedagogical translanguaging practices in an EFL classroom in Indonesia. Multimodal Conversation Analysis triangulated with the video-stimulated-recall-interview data analyzed applying Interpretative Phenomenological Analysis was used as a technique of data analysis. Findings revealed three key themes that trace the teacher agency in constructing translanguaging practices in EFL classroom as follows: (1) adjusting language use to suit the students' English competence as a process to guide and help them in the classroom discussion, (2) empowering the relational and critical dispositions, drawing from all linguistic resources to help students negotiate various communicative contexts for inclusive and meaningful communication, (3) providing that all students get more equitable and inclusive education to freely employ their semiotic repertoire. The findings demonstrate how the enactment of teacher translanguaging agency employed in turn influenced students' agency to demonstrate transformative participation in classroom activities.

Keywords: decolonizing, semiotic repertoire, teacher agency, translanguaging space, translanguaging practice

The role of language teachers in Indonesian education sector has elicited a fair amount of attention recently. It is commonly acknowledged that language teachers are not solely classroom managers delivering preordained curricula, pedagogies, and assessments in routine (Maseko, 2022; Pérez, 2022). On the other hand, there is an unfettered space where the capacity of teachers can be a pivotal component in the expansion of agentive professionals and the enactment of various teaching initiatives to develop students' linguistic and multimodal diversity (Peña-Pincheira & De Costa, 2020; Phyak et al., 2022). The capacity of teachers in implementing various teaching initiatives to engage their own actions and decisions purposefully to the development of their students' linguistic competence is commonly referred to as teacher agency (Feryok, 2012; Priestley, Biesta, & Robinson, 2015).

The need to support EFL teacher agency emphasizes supporting to opportunities and privileges fairly across school environments, especially the degree to which the teachers act with agency in professional learning and take responsibility for implementing pedagogical strategy, so that they continue to upgrade their professional development by providing equitable opportunities for students to deploy their semiotic resources (Banegas, Budzenski, & Yang, 2024; Miller et al., 2020). Teacher agency is becoming more widely accepted and progressively returned to the forefront of education reform to make momentous changes that support teachers as agentive professionals (Groenewald & Arnold, 2024).

The cruciality of EFL teacher agency arises in the fact that multilingual students have entitlement to use their whole semiotic repertoires and alternate deploying various semiotic resources during the learning process, instead of trying to stay narrowly focused on one language. Hence, it is considered necessary for a teacher to construct a safe space in the classroom where the EFL students are provides a safe space for translanguaging during the learning process (Harju & Åkerblom, 2020; Straszer, Rosén, & Wedin, 2022; Tai & Wong, 2022). This space will bring together their logical and somatic capacity into one coordinated and fruitful action to develop language use and language contact among bilinguals as their lived experience in a safe space. Working from this perspective, a safe space for translanguaging is considered as an area where students can commit translanguaging practices to employ their linguistic diversity and encourage meaning making without embarrassment in front of their teacher and peer (Canagarajah, 2011; Wei 2011). In this sense, translanguaging practices include multilingual and multimodal resources (e.g., oral, verbal expression, body language or gesture, facial expression, and embodied), when a bi/multilingual speaker's full linguistic repertoire is employed and honored in communicative practices (Samuelson, 2017).

Additionally, translanguaging has been harnessed as a pedagogical strategy to engage and recognize bi/multilingual students' existing linguistic competence (Canagarajah, 2011; Infante and Licona, 2021), which in turn supported inclusive education that allow a wide range of teacher practice using agentic action to increase student success. Meanwhile, in many multilingual classroom contexts in Indonesia, English teachers are required to teach monolingually (Zein, 2022). Language education policy embraces monolingual policies that enact the power of English as world language. Such policies can trigger learning difficulties for EFL students, raise immense challenges for teachers to deliver content subjects, and

invigorate the legitimacy of monolingual ideologies (Phyak et al., 2022). To encounter this challenge, the EFL teacher frequently employs their agency to negotiate and even counter the institutional policies and create multilingual and multicultural spaces to facilitate the learning process (Maseko, 2022). In taking this view, how the EFL teachers exert their transformative agency towards translanguaging practices is a critical factor in the maintenance of the local languages by creating a translanguaging classroom space in which the students feel secure and free to deploy their existing language (Phyak et al., 2022; Seals & Olsen-Reeder, 2020).

Nevertheless, a more thorough coverage on how an EFL teacher can empower his agency to resist a raciolinguistics ideology and the inequality of socio justice to recognize students' full repertoire in learning process has not been explored further. Therefore, this research attempts to fill in this gap and address this research question: *How does an EFL teacher empower a sense of agency in utilizing his multilingual and multimodal repertoire as a decolonial pedagogy for ELT?*

Literature Review

Teacher Agency in Constructing Translanguaging Spaces

It is pivotal for EFL teacher to feel empowered or to have professional agency towards undertaking professional development activities to implement successfully various teaching initiatives in the classroom. Professional agency alludes to the capacity of teachers to act and take possible opportunities, engaging one's own decisions to assist students obtain the learning outcomes and goals (Priestley et al., 2015). While it is common for teachers to allow agency to their students, it equitably matters for teacher to have agency too. Specifically, agency has been focused on the freedom of action and individual exercise of power requiring a logical calculation of courses of action including the interrelated notions of someone or institution that control the behaviour and produce an effect with consequences (Liddicoat and Taylor-Leech, 2021). Teacher agency is an organization of temporal-relational work and the capability to act providing awareness into how the experience and environment can contribute to the teachers' achievement in teaching (Priestley, Biesta, & Robinson, 2015). In this sense, teacher agency serves as a vital capability that not only enhances student learning but also fosters ongoing professional development. Therefore, teachers obtain their professional agency through their readiness to act and participate in their professional growth by making learning strategy to help students participate and accomplish the learning goal (Biesta & Tedder, 2007; Jang, 2022;). The teachers' orientations and attitudes towards giving a space for translanguaging for students is one of learning strategy that influence their agency in enhancing students' learning experiences using semiotic resources at their disposal (Cenoz & Gorter, 2017).

Accordingly, the notion of EFL teacher agency can be relevant to the conceptualization of translanguaging space in which EFL classrooms are generally multilingually oriented, where translanguaging practices have frequently occurred in the classroom activities (Pérez, 2022; Phyak et al., 2022). This space functions as an arena to demonstrate students' multiple languages in the class and assist their multilingual and multimodal resources in supporting their

communicative competence (Canagarajah, 2013; Jang, 2022; Tsang, 2021). In this sense, the concept of translanguaging space seems relevant to allow teacher agency to empower minoritized language revitalization and challenge the hegemonic language ideologies (Wei, 2011). Thus, English teacher agency is best conceptualized by considering how a teacher acts to construct more intensive translanguaging spaces where EFL students can employ more semiotic resources available for the growth of their English competence. By doing so, a space for translanguaging mostly relies on teacher's apprehension of language diversity and the effects on students' learning activities (Maseko, 2022; Phyak et al., 2022).

With the expansion of their linguistic repertoires, students' language practice in several languages might be fluent or restricted in communication. As a result, English language classroom as a collaborative space may allow the teacher to give a space for translanguaging by exploring students' various multilingual and multimodal resources to ease the learning process (Tai & Li, 2023). Hence, teacher agency potentially influences the use of diverse languages to mitigate learning challenges for students and alleviate significant obstacles for teacher in delivering content subjects.

Translanguaging Spaces to Facilitate English Learning

In multilingual classroom, EFL students bring their rich diversity of languages, experiences, history, ideology, and perspectives to the classrooms. Valuing diversity and respecting the linguistic backgrounds of English language students provide a translanguaging space for intercultural and multilingual communication in the classroom (Lin & Leung, 2023). To embrace these differences, English teacher can create translanguaging safe spaces that are welcoming and promoting cross-cultural understanding through inclusive pedagogical translanguaging practices. The vibrant process in translanguaging space provides an inclusive teaching strategy which celebrates students' diversity and talents. Wei (2011) introduces the notion of a translanguaging space where the interactivity of bi/multilingual students with "different identities, values and practices simply co-exist, but combine together to generate new identities, values and practices" (p. 1223). He interprets translanguaging space as "a space for the act of translanguaging as well as a space created through translanguaging" (p. 1222). As Canagarajah (2011) reminds the teacher that it is "important for teachers to provide safe spaces in classrooms and schools for students to practice translanguaging" (p. 415). Thus, a translanguaging space provides multilingual students to consolidate "social spaces" (p. 24). that have been constructed where they creatively and critically use their linguistic resources to strategically communicate (García & Wei, 2014).

Indeed, the expansion in creating translanguaging space has driven attention to the ways English teacher to engage multilingual student employing their linguistic repertoires to interact and participate in the learning process. Referring to the pedagogical translanguaging perspective, some findings that reveal from the previous studies on creating translanguaging space potentially support the chance for a more student-centered translanguaging space (Tai & Wong, 2022; Zhang, 2021). This translanguaging space can exemplify teacher-student power dynamics by bringing together students' experience, history, and ideology to translanguage or

not to translanguage during classroom interaction (Shepard-Carey, 2022; Song, 2022; Straszer, Rosén, & Wedin, 2022).

Accordingly, the teachers bear the paramount duty of establishing a conducive learning environment for their students that ensures them feel safe and comfortable in utilizing their complete semiotic resources in classroom activities. By doing so, the implementation of translanguaging space purposely to gain pedagogical objectives to develop the learning experience among the students (Tai & Wong, 2022). This in turn, improves their linguistic repertoire, enriches insight with various linguistic knowledge, and encourages their willingness to appreciate the differences from others. Therefore, the teachers are anticipated to facilitate the incorporation of indigenous languages within EFL classroom by creating a space for translanguaging, supporting students' semiotic resources to develop ELT more equitable, which in turn transforms social justice into tangible realities for all students from different linguistic background.

Translanguaging Practice for Social Justice Strategy

Multilingual students in EFL classroom settings are in center of attention of translanguaging space that both empowers and promotes translanguaging practices as a normative concept based on the notion of equality and the principles of fairness. Translanguaging pedagogy and practice have been attracting many scholars and researchers who want to empower students as a creative user of language by changing their views of language plurality as a resource in foreign language classrooms and promoting social justice–oriented practices and students' emancipatory into the EFL classroom (Anderson & Lightfoot, 2021; Canagarajah, 2012; Kato & Kumagai, 2022; Räisänen, 2018; Rincon-Mendoza, 2020; Samuelson, 2017; Wei, 2011; Zein, 2019). Translanguaging practice is an attempt to mix linguistic features in several languages that contributed significantly to the concept of language users of verbal resources in communicative activities (Canagarajah, 2018). Consider another convivial translanguaging practice stated by Samuelson (2017), he emphasizes that translanguaging practice is the attitudes and dispositions towards the students as language users in the classroom. It includes their codes, contexts, and beliefs, which accept the ways that all languages are fluid, changeable, variable, and intermingled in classroom activities.

Accordingly, translanguaging practice provides ideas and practices present rich learning opportunities which give equitable opportunities for EFL students from all linguistic backgrounds. This in turn, supports the concept of translanguaging practice for social justice and sensitive matters of justice and equity in teaching multilingual students (García & Kleyn, 2016). Thus, the native and heritage languages should co-exist with English and own the same linguistic privileges. That is, the translanguaging practice enables a shift to a multilingual perspective which is as important as the preservation of heritage and indigenous language and culture (Zein, 2019). Again, translanguaging enables bi/multilingual students to have a single linguistic repertoire and choose the features strategically towards effective communication. They choose and establish their own features from a unitary linguistic repertoire to make

meaning (Wei, 2018), in achieving social justice as centered on the notion of equality and the principles of equity in the learning process.

Through using a critical translanguaging approach to turn the classroom atmosphere into a convenient space, the students are encouraged to explore their entire repertoires (García et al., 2021). Regarding to ELT, translanguaging underpins the notion that the student's existing language may take part in a potential role in learning English. Wei (2022) believes that this notion is not merely a theoretical or practical perspective; "it is a political stance, a decolonizing stance" to the enactment of translanguaging as a pedagogy in ELT (p. 173). Decolonizing pedagogy is the need the transformative strategy to discharge learning practices and to radically transform the ways in which colonized individuals set themselves free in learning process (Wei & García, 2022). Hence, a particular political stance and/or a decolonizing stance influence the effectiveness of translanguaging space to legitimize student's existing language as a social justice pedagogy for EFL students. This in turn, supports teacher as agentive professionals are more likely to challenge the English-only monolingual ideology and allow students' local languages to facilitate teaching and learning activities.

Translanguaging Practices to Decolonize ELT

Translanguaging has the potential advantage for understanding and promoting a decolonizing pedagogy by recognizing the importance of inclusive language practices and equity within EFL classroom (Fang, Zhang, & Sah, 2022). That is, translanguaging practices can prospectively facilitate the meaning-making interactions in a fluid, dynamic, and unbound practice to challenge the monolingual ideology related to the students' various linguistic backgrounds. Further, in translanguaging context, students' linguistic repertoires can be perceived both not only from the perspective of the student's trajectories (the historical, political, social, and ideological effects) but also from aspects of resources that play a role in a particular place which give a freedom and social justice for the students to employ their multiple languages (Pennycook & Otsuji, 2015).

Regarding to the colonial history in Indonesia, it has affected students' linguistic repertoire to continue English imperialism through the naming of linguistic phenomena, segregation and hierarchy of languages, and the power of monolingual policies and practices in the class (Rajendram, 2022). Translanguaging recognizes that the students whose multiple named languages in their repertoire genuinely move between their multiple languages (Dobinson, 2023). Thus, translanguaging spaces are designed by the teacher for engaging translanguaging practices beyond the ideologically laden dichotomies for social justice in a multilingual classroom (Wei 2011).

In Indonesia, the perspective of English learning represents a native-speakerism ideology (Zein, 2019). This view considers the "standard" English of native speakers as the ultimate objective (Fang & Liu, 2020). This happens often because we are still shadowed form the coloniality which is displayed in the racism and patriarchy environment. Whereas translanguaging offers the social justice and different ways in which the students employ

various language resources to make meaning, without obedience to (named) language boundaries and to the socio-political and ideological circumstances (Wei, 2018). Therefore, translanguaging can also be understood as more than a pedagogical but as a decolonizing pedagogy. That is, it will challenge the raciolinguistic ideologies and the inequality of socio-political stance to recognize students' full repertoire in learning process.

Moreover, the significance of translanguaging to ease learning and give valuable opportunity for EFL students, particularly for those unfairly treated individuals to translanguage their multiple languages as the embodiment social justice and linguistic equality in English classroom (Fang, Zhang, & Sah, 2022). The teacher as the most responsible person in the classroom should have a tactical analysis of translanguaging in a socio-political and ideological frame.

Methodology

Research Context and Participating Subjects

Data were drawn from classroom observation in English classroom of 43 first-year Indonesian university students between the ages of 18 and 21. The research was carried out at a renowned university in Medan, North Sumatera, Indonesia. English as the medium is primarily enforced in this university for conducting most of its lectures, since the university's language policy prioritizes the enhancement of students' English proficiency. Over 80% of the students in this class belong to the Batak community, which is one of the prominent Indigenous groups in North Sumatera and the rest are Chinese, Javanese and Malay. They predominantly speak their heritage language at home and use Indonesian language as a lingua franca in public areas. After giving the multilingual profile sheet to know the level of students' multilingualism and English language proficiency, it was found that most students lack English language proficiency. In this sense, English functions as a foreign language in Indonesia. Its usage is primarily confined to diplomatic and tourism-related activities, which in turn English is not used in students' daily life. Regarding to the participating teacher who is willing to participate in this research, has adequate experience for ten years in teaching English in this university. Mr. R (Pseudonym) as participating teacher in this study was born and grew up in Indonesia. He is a L1 speaker of Indonesian as well as Arabic and English are his foreign languages.

Data Collection and Analysis

The study included two research instruments for the collection of data: classroom observations and video stimulated recall interview. Thus, the data was derived from two major data sources, namely, video recordings of the classroom observation and video recordings of post-video-stimulated recall interviews, to explore how teachers made sense of talk-in-interaction that involves multimodal and multilingual practices and his explanations and reflections on his rationales for perceiving translanguaging practices that were created in certain moments of classroom activities. Specifically, the classroom observation in repetitive daily routine activities were conducted once a week in the first half of the semester. Throughout the

observation period, a video camera was operated at the rear of the classroom to record the activities taking place within. While the classroom observations were digitally video recorded, field notes were written up simultaneously. By doing so, my position in this study was that of an external observer. I played the role of a non-participant observer during classroom observations and interviews. The data presented in this study is part of in-depth observation that sought to explore teacher' agentive action to adjust his language use to suit the students' English competence as a process to guide and help them explore their semiotic resources.

To enhance the reliability of the data and mitigate the risk of participants forgetting specific classroom interactions, post-video-stimulated-recall interviews were carried out within the same semester as the class observations, immediately following the analysis of the translanguaging practices. The teacher was then instigated for video stimulated recall interview to make sense and compare their interpretations of their actual translanguaging practices. This research combines Multimodal Conversation Analysis (MCA) with Interpretive Phenomenological Analysis (IPA) (Tai, 2023) to explore the translanguaging practices within EFL classrooms.

MCA was deployed to analyze the video recordings of the classroom interactions. It was conducted to investigate the comprehensive process of how translanguaging practices were constructed by the participating teacher. MCA incorporates and focuses on the linguistic and non-linguistic actions or "non-verbal behavior" (p. 246) including facial expressions, body movements, and gestures that are crucial for understanding the translanguaging practices (Tai & Li, 2021b). Accordingly, the researcher first rewatched the video recordings by identifying the translanguaging practice instances that involve different linguistic structures and systems. The researcher subsequently transcribed the video manually, capturing screenshots from the video clips to demonstrate the multimodal involvement in the classroom interactions. To illuminate the precise mechanism of how social actions are well structured and accomplished, talk-in-interaction was conducted (Kasper & Wagner, 2014; Stivers, 2013), as well as the video transcription process adopts an emic/participant-relevant approach (Markee, 2012). Second, the screenshots of video recordings were transcribed by using transcription convention proposed by Jefferson (2004) and Mondada (2018) (see Appendix 1). Third, after transcribing the data, the analysis of each line was conducted to scrutinize the diverse series of talk that enables the teacher to employ various multimodal and multilingual resources in the classroom.

Meanwhile, IPA was deployed to analyze the video recordings of post-video-stimulated recall interviews. IPA was used for perceiving translanguaging practices that were created in certain moments of classroom activities. The procedure of video-stimulated-recall-interview data analysis was organized based on three fundamental theoretical foundations: "phenomenology, hermeneutics, and idiography" (Tai, 2023, p. 52). First, phenomenology is primarily a philosophical methodology aimed at exploring individual experiences and understanding how humans consciously perceive those experiences (Tai, 2023). Second, hermeneutics is a theory of interpretation. It is commonly described as the discipline or philosophy concerned with the processes of interpretation and comprehension (Sikka, 2008). Thus, hermeneutics focus on dialogue to understand something by reaching an understanding with another about the

perception of the meaning of their experience. The third is idiography. Idiography pertains to a comprehensive examination of individual cases, focusing on the distinct viewpoints of study participants within their specific contexts (Pietkiewicz & Smith, 2014, p. 8). The fundamental concept of the idiographic approach is to examine each single case thoroughly prior to making any general statements (Charlick et al., 2016).

Through analysis of concrete translanguaging practices from the video recordings of the classroom activities and video recordings of post-video-stimulated recall interviews, the data were subsequently integrated to tackle the research questions by triangulating Multimodal Conversation Analysis (MCA) and Interpretative Phenomenological Analysis (IPA) to get distinct interpretations of translanguaging practices in the classroom interactions. To simplify the readers, understand how the researcher gets the picture of the teacher and students employing their own translanguaging practices, a table with four columns replicated from Tai and Li (2021a) will be used to describe how flexible and fluid translanguaging practices are carried out by a teacher in promoting the potential to decolonize English language teaching. The initial row, arranged from left to right. The first row displays the transcripts of classroom interaction. The second row presents the transcripts of stimulated-recall interview. The third row explains the participants' perspectives of their own translanguaging practices. Finally, the fourth row displays the analyst's interpretations of the participants' perspectives of his own translanguaging practices toward decolonizing language learning and teaching.

Findings

The analysis was revealed three key themes that trace the teacher agency in constructing translanguaging practices in EFL classroom to make meaning and facilitate English language learning by engaging students' diverse multilingual and multimodal practices, namely: (1) the teacher's agentive action in constructing translanguaging space is to adjust his language use to suit the students' English competence as a process to guide and help them in the classroom discussion; (2) the teacher's translanguaging agency as a decolonial pedagogy to empower the relational and critical dispositions, drawing from all linguistic resources to help students negotiate various communicative contexts for inclusive and meaningful communication; (3) the teacher's translanguaging agency to ensure that all students get more equitable and inclusive education to freely employ their semiotic repertoire and empower their emotion and participation in English learning. These three key themes are outlined below, accompanied by representative excerpts that represent the interconnected characteristics of translanguaging practices observed in the classroom.

Teacher's Agentive Action in Constructing Translanguaging Space to Adjust His Language Use with the Students' English Competence

Extract 1:

The MCA analysis for representative extract 1 can be seen in Appendix 2 which provides insights into translanguaging practices that empower teacher agency in constructing

translanguaging space to adjust his language use with the students' English competence. From classroom interactions, at the beginning of the meeting, the teacher (T) stands in front of the class and begins the class discussion by asking about what the students have gained from the observations of the public signs around their environment. T requested the class to put their collected photographic prints of public signs on the desk. After a short while, T checked on students' images. In lines 26, T then subsequently initiated a question related to students' selected images in English, "Anyone can tell us about your images?" T then repeated it in Indonesian, 'you *dapat menjelaskan tentang maksud gambar atau tulisan itu'* (you can explain the meaning of the image or text). Note that T is employing both L2 English and L1 Indonesia to contrive a question, inviting students' attention and participation to the classroom discussion. In line 15, T came to one of the groups, simultaneously took and examined the cutouts of pictures on students' desks. T then initiated some questions. In line 27, T pointed at the images on the student's desk, extending his right-hand arm and directly initiated the students to categorize the images whether it is a billboard, shop warning, or mural. T proceeded to present an example of the function of an image. It is evident in line 29 that T provided a bilingual gloss for the function of image. T described the function of image by first saying it in English, "*may be the function of your image is to warn people passing by or to attract the people*", then subsequently repeat the function of image in Indonesian, *"untuk menambah lebih menarik"* (to make more interesting). T visually demonstrated the meaning of image by contingently moving his right-hand up and down. It is evident that T was employing both L2 English and L1 Indonesian and emphasis on the function of an image to engage students to explain their own selected images in classroom discussion.

During the 3-second pause in line 30. T turned his body, facing to the students, initiated a new turn by giving the opportunity for students to ask a question. In line 31, a student (S) raised his hand and self-initiated a question. Simultaneously, T made eye contact with S, met the eye gaze of S, and walked over him. In line 34, S then continued to employ both L2 English and L1 Indonesian to reiterate his question by using a gesture showing his image in his right hand to T, while uttering:

> Sir, I have picture I get from super mall, but (0.1) I don't know, mmm (0.2*) apakah* ini shop warning or (0.1) *hanya himbauan saja untuk para pengunjung?* ((Is this a shop warning or only an appeal for visitors?))

T proceeded to deliver the answer to the students by uttering *"let me see"* (line 35). T then extended his left hand outward and extended his index finger pointing at the images, simultaneously T confirmed with S that *"it is a shop notice"*. T then employed Indonesian to reiterates his explanations to the students and uttered, "*ini sebuah pemberitahuan untuk para pembeli"* (This is a notice to buyers) in line 37.

It is evident that T exerted his agency in constructing translanguaging space to adjust his language use with the students' English competence. It is evident that T deployed both L2 English and L1 Indonesian to construe the target sentence for students to adjust his language use with the students' English competence. T encouraged the students to easily understand the

image and text, keeping the discussion running smoothly by engaging them in translanguaging practices. Further, T might attempt to embrace his agency to enrich the communicative practices with their students using diverse resources and contexts in language and literacy practices. This condition strongly reflects Miller's idea (2016) about the notion of teacher agency that posits the teacher, as professionals, should act as catalysts for change to facilitate students' learning by stimulating their diverse resources.

Note that the teacher's expanded ability through their agency created a supportive learning space to stimulate positive feelings for students (Zhang, 2021). Teacher's agentive action through translanguaging practices functions to adjust his language use with the students' English competence. By doing so, the students were motivated to utilize their existing linguistic knowledge (Feryok, 2012) to participate in the classroom. In this sense, teacher agency was considered as a mediated process to assist students participate meaningfully in multilingual classes (Phyak et al., 2022). As noticed in this extract, by adjusting the teacher's language use with the students' English competence, the students from different language backgrounds can invest their linguistic and multimodal resources in doing classroom activities. Evident is student feel safe and confident to freely use the whole semiotic repertoire and enjoy exploring their multilingual and multimodal resources during classroom interaction. It can be inferred that the students can develop their creativity and criticality not only engaging their multilingual resources but also multimodal resources to engage and participate in a translanguaging space.

Evident is T also employed distinct multilingual and multimodal resources to provide convenient space for the students to deploy multilingual and multimodal forms in engaging to the class discussion. This led to responses from the students to speak more in the class as seen in line 40, teacher agency in constructing translanguaging space prompts students to utilize their knowledge of the meaning through the way the image presents its information. This excerpt below underlines these points:

> Ok↑ from the picture, I understand *bahwa pembeli harus pakai* masker (0.1) and *jaga jarak* because to prevent covid 19. ((that buyers must wear masks)) ((Keep the distance))

The extract showed that the student simultaneously switched from English to Indonesian to explain that "shop warning" can mean "*pembeli harus pakai*" masker and *"jaga jarak"* (buyers must wear masks and keep the distance). Note that teacher agency has become a means of providing space for students to focus on freedom of action and utilize their linguistic resources towards translanguaging for meaning making in the classroom. This condition strongly reflects Maseko's study (2022) which revealed that translanguaging as a pedagogy to facilitate multilingual student's existing linguistic and cultural knowledge and challenge the English-only monolingual ideology and allow students' local languages to facilitate learning activities. In addition, this extract implies that the teacher's transformative agency can engage translanguaging practices providing the students to feel safe employing their existing home language and various bodily communication in learning process (e.g. facial expression, gesture, eye movement, proxemic, and posture). Thus, the notion of teacher agency provides an

opportunity to construct a space for translanguaging where the students can explore their multiple languages and multimodal resources and assist their multilingual resources to enhance their communicative competence (Canagarajah, 2013; Jang, 2022; Tsang, 2021). Accordingly, teacher agency that constructs a translanguaging spaces allow the students with multicultural and plurilingual experiences to develop their semiotic resources to participate in translanguaging practices in the class for enhancing their potential for everyday communication.

Meanwhile, throughout the video-stimulated-recall-interview for extract 1 (see Appendix 3), I am curious to comprehend the rationale of T's perception when he engaged the student in the class discussion and initiated some questions. It is evident that the teacher's agentive action is to adjust his language use with the students' English competence in engaging the students to employ their multimodal and multilingual resources. It is noticeable in the MCA analysis that T attempts to construct a translanguaging spaces to adjust his language use with the students' English competence by employing multilingual and multimodal resources. T asserts that his use of gesture to respond the students to direct T's attention to specific discussion. This can create a learning atmosphere in which students are able to engage with their own opinion by reconstructing a friendly space to the students explore their existing languages. The findings consistently reflect as stated by Sindoni (2023) that multimodal resources are generally richer and more fluid to follow and make sense of due to the intense and interlaced co-presence of any modes that contribute to overall meaning making among the students.

Note that T successfully draws on his agency as her own reflection that he himself can facilitate the students with a safe and friendly spaces for the students to learn English. Moreover, T mobilizes various multimodal resources (moving her hand touching her chest and extending arms on her chest to make sense of her statement conveying in Indonesian) and repetition of his statement in Indonesian to engage in classroom discussion. Hence, evident is the students enthusiastically pursue their semiotic resources into English classroom, and this allows them to engage in a translanguaging space. Such a space provides the students to motivate themselves to engage in translanguaging practices in classroom discussion. That is, this practice can facilitate their English learning to interact with their teacher and peer. This finding unequivocally confirms previous findings revealed by Lin and Leung (2023) that the diverse linguistic and non-linguistic resources deployed by students in a translanguaging space can facilitate and contribute to the comprehension of the concept through a multi-faceted approach during class discussions. That is, the teacher's agentive action in constructing translanguaging space functions to adjust his language use with the students' English competence

Further, T also justifies that having understood translanguaging as a unitary repertoire, T resists the English-only monolingual ideology to facilitate his teaching and learning. It is evidenced that T admits the significance of comprehending translanguaging as a unitary repertoire and translanguaging practices should also be understood as more than a pedagogical, but a political and decolonizing stance in providing freedom for his students to employ their diverse multilingual and multimodal resources in a translanguaging space. The findings reinforce the argument revealed by Wei and García (2022) that translanguaging as a political stance has the

potential to decolonize English language teaching, since translanguaging substantiates that named languages belong to political stance and historico-ideological as the products of the nation boundaries (Wei, 2022). Therefore, in this translanguaging space, T provides the students to feel free to arouse their attitudes, personal experiences, ideology, and beliefs to employ their diverse multilingual and multimodal resources in making meaningful communication. Eventually, this space will bring together their logical and somatic capacity into one coordinated and fruitful action to develop language use and language contact among the students as their lived experience in a safe space.

The Teacher's Translanguaging Agency as a Decolonial Pedagogy to Empower the Relational and Critical Dispositions

***Extract 2*:**

The MCA analysis for representative extract 2 can be seen in Appendix 4 which provides insights into teacher's translanguaging agency as a decolonial pedagogy to empower the responsive and critical dispositions to help students negotiate various communicative contexts. From classroom interactions, T was explaining and guiding students (S) to discuss public signs with their group members by utilizing the PowerPoint slide. T required S to categorize the signs by identifying the connections and patterns across parts of the pictures of signs. In line 11, T asked S to categorize the signs, then subsequently reiterated his statement by first repeating it in Indonesian "*kategorikan dia yah*" (Categorize the signs) based on the connections and patterns across parts of the pictures of signs. The extract showed that T simultaneously deployed L1 Indonesian and L2 English, as well as bodily movement (e.g. extending left-hand index finger pointing at the screen and contingently kept moving his right-hand up and down at the screen). Although T was supposed to be employing English as the main linguistic convention to give explanation in the class, T also employed distinct linguistic and multimodal resources to provide convenient space for S to promote a multilingual and multimodal forms in gaining the pedagogical objectives. That is, this led to responses from S by raising his hand to ask questions.

In lines 27, S simultaneously raised his hand and initiated a question using L1 Indonesian by uttering "*gak papa yah kalo misalnya kita gak bikin*" (it is ok if we don't make). Simultaneously, in a 0.1-second pause, T nodded his head and pointed at the PowerPoint slide and directly responded to S's question using L2 English by uttering "*That's ok yah, you speak the picture based on what you got, if it's not about covid 19 is ok, forget it and skip, all right?*" note that T employed both named languages, various multimodal resources, and the prior knowledge of the students to give feedback to S. At the same time S responded the corrective feedback in English by uttering *"thank you"*.

After a 4.2 -second pause, S called T again, raised his hand while standing up, and again self-initiated a question using both L1 Indonesian and L2 English by uttering "*Sir, so do we group the picture berdasarkan kategori?*" S switched the linguistic code from English to Indonesian after a 0.2-second pause, probably because T was attempting to employe his linguistic

repertoire towards the English, yet he found it was hard to say in English. Simultaneously, in line 38, T directed his gaze to the screen, used T's index finger to appoint at the PowerPoint slide and occasionally looked at S to respond the question by uttering "*ok, and then covid 19 you classify and categorize based on the picture you match*". Note that S also spontaneously empowers his multilingual (Indonesia and English) and multimodal forms (i.e. raising his hand while standing up and tilting his head) to engage in translanguaging in the classroom interactions.

It is evident that T did not only utilize slide visualization and the text on his PowerPoint slides that T formerly prepared for describing the photographic prints of signs analysis and categorization activities. He also contingently checked and gave examples from the students' photographic prints which shared the same characteristics or theme. T also employed bodily communication by nodding his head and appointing at the slide to answer the student's question. Moreover, S employed L1 Indonesian with a thick Malay accent (e.g. *gak papa* (it is ok) and *kita gak bikin* (we do not make)). Further, S also employed hand and head gestures (e.g. tilted his head, gazed at his friend, and raised a hand to provide self-initiated a question). Educational environments are consistently characterized by heightened intensity, diversity, and unpredictability. Such situation provides wiggle room for T to create innovative strategies to empower the relational and critical dispositions, drawing from all linguistic resources to help students negotiate various communicative contexts for inclusive and meaningful communication (Canagarajah, 2023).

Note that relational and critical disposition in social practices are common patterns of mental processes that impact how teachers view and organize themselves in relationships (Edwards & D'arcy, 2004) with students in the classroom to achieve a meaningful learning process. It is apparent in this extract that T deployed both L2 English and L1 Indonesian to translate the target words or sentences for helping the students. It is evident that T stimulated his capacity to engage with the dispositions of students by exploring relational agency to stimulate the students' motivations and participation in the classroom discussion. By providing a space for translanguaging, T gave more attention to the learning process to a safe space is created and maintained to engage students and the emphasis on his connections with students to struggle jointly to stimulate the exploration of semiotic repertoire. Accordingly, effective translanguaging pedagogies require teacher to make a critical deconstruction of self in relation with his students. This in turn creates effective engagement with decolonization and aspects of social justice strategy makes a substantial to help students negotiate various communicative contexts for inclusive and meaningful communication.

Meanwhile, during the video-stimulated-recall-interview for extract 2 (see Appendix 5), the researcher is attentive to perceive the rationale of T's use different linguistic resources and gesture to make sense of his pedagogical practice, obtain the reason why T uses Indonesian to restate his statement. T claimed that when the class is noisy, his use of gestures to attract students' attention. T makes use of extending left-hand index finger, moving his right-hand up and down at the screen, and tapping his fingers contingently on the board to attract students' attention because the class has started to be noisy. Further, such flashy use of the mechanics of

a movement, accompanied by T's use of multilingual resources, demonstrates T's understanding of the classroom situation and the background of the student's English skills to attract the students' attention and help them understand T' instructions for the next project step. T's use of multilingual resources when he repeats his previous sentence using Indonesian "*kategorikan dia yah*" (Categorize the signs), is to help students to understand what he is commanding. His use of different linguistic resources to emphasize specific terms to ensure that all the students will have the same understanding of what they should do next. In this sense, understanding disposition as a capacity to engage (Edwards & D'arcy, 2004), the teacher attempted to exert his linguistic resources to create a space for translanguaging and never insisted his students to fully use English in the class. Note that this conceptualization of relational and critical dispositions becomes attention to the social practices in the classroom. Translanguaging space therefore includes the creation and management of social interactions geared at improving the dispositions of students to participate enthusiastically in English learning process.

Again, through the video-stimulated-recall interview, the teacher acknowledged that he had much attention to students' dispositions and the motivational element may help the students employ various linguistic and multimodal resources through translanguaging. It consistently reflects as revealed by Sembiante and colleagues (2023) that translanguaging practice is already part of teachers and students' language practices and provides meaningful opportunities for them to engage multimodal and multilingual resources in meaning-making with the classroom community. Note that the students who mobilize their various linguistic resources to construct different ways of speaking may have unique ways of interactions due to the presence and usage of different languages according to the needs and representation of the people in a particular space (Haque, 2011). Accordingly, T believes that by employing diverse multilingual and embodied resources can contribute and facilitate students to study English confidently during the class. It consistently reflects as put forward by Cenoz, Santos, and Gorter (2022) that the great potential of pedagogical translanguaging can reduce students' anxiety, intensify their confidence, and degrade their anxiety during the class.

The Teacher's Translanguaging Agency to Ensure That All Students Get More Equitable and Inclusive Education

Extract 3:

The MCA analysis for representative extract 3 can be seen in Appendix 6 which provides insights the teacher's translanguaging agency to ensure that all students get more equitable and inclusive education to freely employ their semiotic repertoire and empower their emotion and participation in English learning. From classroom interactions, the teacher (T) walked towards the students and raised questions related to their understanding of the task. It is evident that T employed a wide range of gestures. In lines 15-19, T took the cutouts of pictures and put it back on the desk, Particularly, T extends his fingers, pointing to the picture and directly initiated some questions by asking S with rising intonation (↑), "*may I know the pictures you have*". S directly responded to T's question using L2 English by uttering "*twelve*". Again, in line 24, T

continued to employ English to reiterate his question, *"Store signs (0.1) do you have?"* S simultaneously responded T's question using L1 Indonesian by saying "*ya ini ada"* (yes, it is). In response to S's answer, T nodded head by uttering *"all right"*. After a 0.2-second pause, T pointed at a picture and asked S by uttering "what it is?". S directly answered, "school store". After a 0.1-second pause, S repeated the phrase "school store". In line 33, S used L1 Indonesian and uttered in a "smile voice" attempting to explain that school store is a place where we buy "peralatan" (tool) school. S alternated between Indonesian and English, to translate the word, "tool". In line 37, T attempted to drive students' attention back to the next picture by pointing at the picture on the desk and posing a question in English, *"may I know for the art of mural?"*. S showed the picture to T and explained the picture by using L1 Indonesia in line 40, "*kita menentukan masa depan kita"* (we determine our future). S explained that the mural's meaning is such a life motivation, that we are the only ones who determine our future.

Note how the students involved in translanguaging activities through responding to the teacher-initiated question and maintaining classroom discipline in describing and identifying the task they have done. Indeed, it was revealed that S responded to T's questions even with limited English skills. S showed the willingness to answer T's question in English and Indonesian to engage in the classroom interaction. Broadly, the findings revealed that the participating students were indeed indulging in the classroom discussion. They were not just portraying the task they found but were having a group questioning stance to clarify their task with their own sentences. Moreover, the teacher's translanguaging agency can consolidate social spaces where the students courageously use their linguistic resources. By doing so, all students get more equitable and inclusive education to freely employ their semiotic repertoire and empower their emotion and participation in English learning. Chances are that the English language students bring their rich diversity of languages, experiences, history, ideology, and perspectives to the classrooms. In such a safe space, students can express themselves and allow them the opportunity to share their differences in curious and respectful ways without embarrassment or apprehension in front of their teacher and peer. As Canagarajah (2011) reminds us that it is "important for teachers to provide safe spaces in classrooms and schools for students to practice translanguaging" (p. 415).

Meanwhile, during the post-video-stimulated-recall-interview for extract 3 (see Appendix 7) , T comments on the rationale of his visiting and asking questions for each group in the classroom interaction. Based on T's interpretations, it is evidenced that T draws on his pedagogical belief and his awareness of his involvement in the classroom to encourage the students courageously use their linguistic resources to develop their English skill. The investigator holds the view that the rational why T asks some questions is to facilitate the students learning, since T seeks to minimize the social divide that exists between him and his students and redevelop his agency to enrich the communicative practices with his students through diverse semiotic resources. This condition consistently reflects as stated by Liddicoat and Taylor-Leech (2021) that agency has been focused on the freedom and equity of action towards individual exercise of power entailing a logical calculation of courses of action including the interrelated notions of teacher that control the behavior and produce an effect with consequences. Through teacher agency, T believes that stimulating the students' semiotic

resources can help them to get involved in English learning activities and facilitate English learning in inclusive and equitable quality education.

Regarding to provide a safe space for translanguaging, most of the students enthusiastically respond to all his questions and get involved in the classroom discussion using both L1 Indonesian and L2 English. The teacher's translanguaging agency might promote the reduction of disparities and inequities in EFL classroom. Evident is the notion of teacher agency may provide an opportunity to create translanguaging space for the use of multiple languages and multimodal resources in the classroom and support the students to receive a quality education for improving their communicative competence (Canagarajah, 2013; Jang, 2022; Tsang, 2021). In this sense, T plays his agency role to open a space for students to translanguage, since T is bringing his awareness of students' language diversities on multilingual students' learning activities (Maseko, 2022). Teacher agency's contribution towards achieving this English learning goal focuses on equity and inclusion to facilitate all students with quality learning opportunities. Thus, the teachers who utilize a transformative agency to create translanguaging practices can provide the students to feel safe employing their multiple language to facilitate their learning process (Phyak et al., 2022).

Discussion

Drawing on the insights from MCA analysis and the video-stimulated-recall-interview, this study has explored the view of inclusive translanguaging pedagogy strategy through teacher agency in the development of agentive professionals and the implementation of various teaching initiatives to develop students' linguistic and multimodal diversity. It reveals three important benefits that trace the teacher agency in constructing translanguaging practices in EFL classroom to make meaning and facilitate English language learning: (1) adjusting language use to suit the students' English competence as a process to guide and help them in the classroom discussion, (2) empowering the relational and critical dispositions, drawing from all linguistic resources to help students negotiate various communicative contexts for inclusive and meaningful communication, (3) providing that all students get more equitable and inclusive education to freely employ their semiotic repertoire.

From these three findings, it appears clear that T constructs a space for translanguaging by employing translanguaging practices that support equitable and inclusive English teaching. By doing so, T consciously provides a friendly translanguaging space where EFL students are treated equitably to use their various semiotic repertoires in the classroom. Interactional analysis for extract 1 reveals how T exerted his agency by stimulating the students with various affordances of translanguaging. T promotes translanguaging to adjust his language use with the students' English competence. This in turn successfully made the students to feel empowered towards exploring their various semiotic resources to make meaning in the classroom. It is noticeable that the students enthusiastically deploy their multilingual and multimodal resources, which in turn contribute to stimulate a sense of feeling courageous to participate in the classroom. Interactional analysis for extract 2 illustrates how T reconstruct translanguaging practice to stimulate the students' willingness to communicate with various linguistic

resources. It appears that T is establishing himself as a partner in English for his students. Note that T explores relational and critical disposition to help the students respond to various classroom discussion and participate in communicative interactions. Thus, evident is T attempts to focus on the dispositional aspect which refers to students' willingness to engage and perform within the translanguaging space. In extract 3, T draws on his agency to build a friendly space for students to explore their linguistic repertoire, since T recognizes that his students bring language diversities on multilingual classroom. His determination towards the enactment of translanguaging agency is demonstrated in the video-stimulated-recall-interview. T acknowledges that his translanguaging agency can consolidate social spaces where the students courageously use their linguistic resources. This in turn makes all students get more equitable and inclusive education to freely employ their semiotic repertoire and empower their emotion and participation in English learning.

All in all, pedagogical translanguaging is a potential approach in providing freedom for students to employ their diverse semiotic resources in classroom interactions. Since they can learn a foreign language from their first learned language. Evident is T resists the English-only monolingual ideology to facilitate his teaching and learning. T admits the significance of comprehending translanguaging as a unitary repertoire. This in turn translanguaging practices should also be understood as more than a pedagogical, but a political and decolonizing stance in providing freedom for students to employ their diverse multilingual and multimodal resources in English learning. Note that T provides the opportunities for students to feel free to arouse their attitudes, ideology, and beliefs to employ their diverse multilingual and multimodal resources in making meaningful communication. Such perceived coherence is also stated by Wei (2011) who convinces that translanguaging space as convivial space for the bi/multilingual speakers by combining various aspects of their attitude, experience, history, belief, and ideology. Eventually, this space will bring together their logical and somatic capacity into one coordinated and fruitful action to develop language use and language contact among the students as their lived experience in a safe space.

Conclusion

The results of this research reveal that empowering teacher agency through translanguaging may offer valuable evidence towards a more justice to decolonize ELT. This study also confirms the importance of teacher's translanguaging agency to confront raciolinguistic ideologies and acknowledge students' linguistic repertoire. By doing so, translanguaging holds the potential to decolonize ELT by uniting languages that have been historically segregated and racialized because of colonization (Rajendram, 2022). Evident is EFL students with difference linguistic and cultural background cannot learn English as a single entity, separate from the influence of other languages. Therefore, the approach of pedagogical translanguaging offers a framework to appreciate the students' potential and recognize their full semiotic repertoire for equitable and inclusive education in EFL classroom.

All in all, considering the discussion and findings in this study, some implications are emphasized. This study has demonstrated evidence for the legitimacy of teacher agency which

support pedagogical translanguaging to provide EFL students a safe space for their creativity and language play in employing various semiotic repertoires. Thus, these findings have implications for offering insights into the need of implementing pedagogical translanguaging to contest the dominance of English as the standard in EFL classrooms. This prompts the teachers to create a space for translanguaging regardless of the tensions of institutional policy, employing resources from their various semiotic repertoire more effective in stimulating students for using their diverse linguistic resources and whole trajectories as language users. By doing so, the enactment of teacher translanguaging agency employed in EFL classroom in turn influenced students' agency to demonstrate transformative participation in the class. Further, the findings may offer insights for policy maker not to restrict students' natural language practices in multilingual classroom.

However, this study has some limitations. First, sample used to measure the teacher' perspectives towards translanguaging is relatively small. Hence, these findings may not represent the perspectives and beliefs of many teachers at this university, since only one participating teacher involved. Second, for the reporting section, I can just sort out the representative extracts instead of displaying all the transcribed instances. Since MCA and IPA analysis method enact a limit on the amount of data that are manageable to a single researcher to avert compromising the micro-analysis quality (Tai, 2023). Finally, for future studies, it is pivotal to explore trends in teacher translanguaging agency that provoke translanguaging policy in other language skills and produce the provision of applicable implementation of translanguaging practices guidance for EFL classroom.

Acknowledgments

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Appendix 1. MCA Transcription Conventions

Sequential and Timing Elements of the Interaction

[		Beginning point of simultaneous speaking (of two of more people)
]		End point of simultaneous speaking
=		Talk by two speakers which is contiguous
	OR	(i.e. not overlapping, but with no hearable pause in between) continuation of the same turn by the same speaker even though the turn is separated in the transcript
(0.2)		The time (silence in tenths of a second) between utterances
(.)		A micro-pause (one tenth of a second or less)

Paralinguistic elements of interaction

wo:rd	Sound extension of a word (more colons: longer stretches)
word.	Fall in tone (not necessarily the end of a sentence)
word,	Continuing intonation (not necessarily between clauses)
wor-	An abrupt stop in articulation
word?	Rising inflection (not necessarily a question)
wo<u>rd</u>	(underline) Emphasized word, part of word or sound
word↑	Rising intonation
word↓	Falling intonation
°word°	Talk that is quieter than surrounding talk
wo[rd	Onset of overlapping talk or other sounds
wo]rd	End point of overlapping talk or other sounds
hh	Audible out-breaths
.hh	Audible in-breaths
w**(h)**ord	Laughter within a word
>word<	Talk that is spoken faster than surrounding talk
<word>	Talk that is spoken slower than surrounding talk
WORD	talk louder than surrounding talk
$word$	Talk uttered in a 'smile voice'
(word)	Word in doubt
( )	Unclear word(s)

Other conventions

(word)	Approximations of what is heard
((comment))	Analyst's notes
#	Indicating the exact moment at which the screenshot was taken.
+	Marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
XX	Inaudible utterances
* *	Each participant's actions are delimited between two identical symbols
+ +	and are synchronized with correspondent stretches of talk.
*--->	The action described continues across subsequent lines
--->*	until the same symbol is reached.
*--->>	The action described continues after the excerpt's end.
….	Action's preparation.
----	Action's apex is reached and maintained.
//	The point at which tracing a particular embodied action begins or ends.
mar	Participant doing the embodied action is identified in small characters.

Sources. Adapted from Jefferson (2004) and Mondada (2018)

Appendix 2. MCA Analysis of Video Recording

Extract 1: Teacher's Agentive Action in Constructing Translanguaging Space

23 +T stands up and walks slowly to the front of the class

   T: As I told you last week that we are going to discuss about
   every image and language that you got from your
   surroundings

   +S pointed to the images on the student's desk.

24 S: Yes sir

25 (0.1)

26 T: any one can tell us about your images (0.2) I mean you *dapat*
   menjelaskan tentang maksud gambar atau tulisan itu (0.2)
   $okay$. ((you can explain the meaning of the image or text)).

Figure #1

27 +T pointed at the images on the student's desk, extending his
   right-hand arm.

   T: Ok↑ you can categorize the images whether it is a billboard,
   shop warning, mural, and so on.

28 (01)

29 T: For example, may be the function of your image is to warn
   people passing by or to attract the people (0.1) *untuk*
   menambah lebih menarik (0.1) to make people coming and
   visit this place. ((to make more interesting))

   +T contingently kept moving his right-hand up and down at the
   student's images

30 (0.3)

   +T turned his body and, facing to the students

   T: All right↑ any questions?

31   + S raised their hand and self-initiated a question

Figure #2

32   (0.2)

33   T: Ok (0,1) +er you (0.1)

      + T raised his head and looked at the student and walked over him

34   S: Sir (0,1) +er (0.2), mmm I have picture I get from super mall, but (0.1) I don't know, mmm (0.2) *apakah* ini shop warning or (0.1) *hanya himbauan saja untuk para pengunjung?* ((Is this a shop warning or only an appeal for visitors?))

      +S smiled and saw his images in his right hand.

35   T: let me see

      +T approached him and looked at the images

36   (0.1)

37   +T extended his left hand outward and extended her index finger pointing at the images

      T: I think (0.1) it is a shop notice ( ) you know? Ini *sebuah pemberitahuan untuk para pembeli.* ((This is a notice to buyers))

38   S: Ohh↑ (0.1) $okay$ yeah, I have it *di depan* store ((in front of))

39   (0.1)

40   +S He swung his right hand towards the images continuously and extended his index finger pointing at the images

      S: Ok↑ from the picture, I understand *bahwa pembeli harus pakai* masker (0.1) and *jaga jarak* because to prevent covid 19. ((that buyers must wear masks)) ((Keep the distance))

41   (0.2)

42 S: er (0.1) this is to make (0.1) a notice for buyers ( ) It means
       that it contains a warning *untuk waspada penyebaran* covid
       19. ((to be aware of the spread of))

43 (0.1)

44 S: +er (0.2) *apa lagi yah*? $okay$ *cukup sir*. ((what's more, well,
       enough sir))

45 S: $thank you$ *--->>

46 (0.1)

    +T nod his head and directs his gaze to him, gives two thumbs
      up

Figure #3

    T: well↑ (0.1) do you think the people passing by will understand
       the meaning of the images given in this notice?

47 (.)

    +S turned his body, facing to his friend

     S: *artinya apa tu*? ((What does it mean))

    +S touched the shoulder of the friend next to him and lowered his
       voice while asking his friend

48 (0.1)

49 T: [Ok] (0,1) +er I mean in your opinion, *apakah para pengunjung
       mengerti tidak arti gambar* in the shop notice? ((Do visitors
       understand the meaning of the picture))

50 S: [Yes!]

    +S took the pictures and put it back on the desk

    S: I think the visitor understand because the picture is clear
       enough to give *peringatan untuk mencegah penyebaran
       covid*. ((warnings to prevent the spread of Covid))

51 T: good job

52 (0.4)

Appendix 3. IPA Analysis of Video-Stimulated-Recall-Interview: Teacher's Perspectives

(Extract 1)

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	The researcher's own interpretations of the teacher's perspectives
23 +T stands up and walks slowly to the front of the class T: As I told you last week that we are going to discuss about every image and language that you got from your surroundings +S pointed to the images on the student's desk. 24 S: Yes sir 25 (0.1) 26 T: any one can tell us about your images (0.2) I mean you *dapat menjelaskan tentang maksud gambar atau tulisan itu* (0.2) $okay$. ((can explain the meaning of the image or writing)). *[Figure #1]* 27 +T pointed at the images on the student's desk, extending his right-hand arm. T: Ok↑ you can categorize the images whether it is a billboard, shop warning, mural, and so on. 28 (01) 29 T: For example, may be the function of your image is to warn people passing by or to attract the people (0.1) *untuk menambah lebih menarik* (0.1) to make people coming and visit this place. ((to make more interesting)) +T contingently kept moving his right-hand up and down at the student's images 30 (0.3) +T turned his body and, facing to the students T: All right↑ any questions? 31 + S raised their hand and self-initiated a question *[Figure #2]* 32 (0.2) 33 T: Ok (0,1) +er you (0.1) + T raised his head and looked at the student and walked over him 34 S: Sir (0,1) +er (0.2), mmm I have picture I get from super mall, but (0.1) I don't know, mmm (0.2) *apakah ini* shop warning or (0.1) *hanya himbauan saja untuk para pengunjung.* ((Is this)) ((only an appeal for visitors)) +S smiled and saw his images in his right hand. 35 T: let me see +T approached him and looked at the images 36 (0.1) 37 +T extended his left hand outward and extended her index finger pointing at the images T: i think (0.1) it is a shop notice ( ) you know? Ini *sebuah pemberitahuan untuk para pembeli.* ((This is a notice to buyers)) 38 S: Ohh↑ (0.1) $okay$ yeah, I have it *di depan* store ((in front of)) 39 (0.1) 40 +S He swung his right hand towards the images continuously and extended his index finger pointing at the images S: Ok↑ from the picture, I understand *bahwa pembeli harus pakai* masker (0.1) and *jaga jarak* because to prevent covid 19. ((that buyers must wear masks)) ((Keep the distance))	(1). R: Hi sir, in this video you repeat your sentences using Indonesian 'you dapat menjelaskan tentang maksud gambar atau tulisan itu'. So, how come at the moment you were using Indonesian, even though you have uttered the same sentence using English?) (2). T: Yes, so repeating the previous sentence in Indonesian is solely to help students to understand what I am commanding. But I do not want to use Indonesian to explain all the terms. Only a few sentences that I restate into Indonesian. You see, in my class there are also many students come from remote areas whose English skills are very low. So, I think it is a good approach that can help them understand what I am saying. So, basically, I just want to make it clear what they must do. (3) R: Then I also noticed in this video you do some gestures such as pointing at the images on the student's desk, extending his right-hand arm. Can you tell me the rationales of doing that? (4) T: Oh, that is, So, sometimes I use such gestures to attract the students to pay attention to what I am saying. Meanwhile, when I am extending my right-hand arm! That's just a reflex to make the	The teacher asserts that he uses Indonesian for the terms he considers important to affirm. He assumes that his use of different linguistic resources is driven by his attention to those students who have low English proficiency. T admits that he makes such hand gestures to attract the student with the question just given. T believes that employing that gesture can encourage the student to interact in the classroom. T acknowledges that He want to motivate the students to confidently interact and involve in the classroom. T acknowledges that his use of multiple language (English and Indonesia) to create a space to adjust his language use with the students' English competence	➤ The researcher is interested to explore the reason why the teacher using Indonesian to restate his statement. So, the researcher wants to know the rationales in terms of using different linguistic resources. ➤ The strategy of how the teacher decides to use different linguistic resources is to help students to understand what he is commanding. ➤ Moreover, low English proficiency in most students is also a factor that stimulates the teacher to use Indonesia to quicky ask the student to do next activity. ➤ The researcher is interested to know the rationale of using such hand gestures while interacting with the students. ➤ The researcher believes that T's use of gesture to engage the students employing their multilingual and multimodal resources to get involved in the classroom interaction. ➤ The researcher is interested to know the purpose for T to engage students in

41 (0.2) S: er (0.1) this is to make (0.1) a notice for buyers ( ) It means that it contains a warning *untuk waspada penyebaran* covid 19. ((to be aware of the spread of)) 42 (0.1) 43 S: +er (0.2) *apa lagi yah*? $okay$ *cukup* sir. ((what's more, well, enough sir)) 44 S: $thank you$ *--->> 45 (0.1) +T nod his head and directs his gaze to him, gives two thumbs up Figure #3 T: well↑ (0.1) do you think the people passing by will understand the meaning of the images given in this notice?	classroom situation is comfortable and friendly (5). R: So, in this video, what motivates you to use Indonesian and English to interact with your students? (6) T: at the time I would like to open a space where the students are feeling safe and friendly to employ their multiple languages. Therefore, this space is to adjust my English use with the students' English competence. That is, I set them free to explore their existing languages to facilitate their English learning.	The teacher asserts that by employing multilingual and multimodal resources, students can engage in English learning and helps them to be confident developing their English learning.	translanguaging practices in classroom interaction. ➢ T believes that stimulating the students to employ their multilingual and multimodal resources can help them to get involved in English learning activities and facilitate English learning in the classroom.

Appendix 4. MCA Analysis of Video Recording

Extract 2: The Teacher's Translanguaging Agency as a Decolonial Pedagogy to Empower the Responsive and Critical Dispositions

11 T: [Well] listen (.) listen everybody (.) please you categorize.
   +T pointed at the screen, extending his right-hand arm.

Figure #1

12 T: Kategorikan dia yah from those pictures. ((Categorize the signs))
   +T Extending left-hand index finger pointing at the screen.
13 (0.1)
14 A store sign (.) if you have (.) if you have store sign, please you think okay↑ for the title sore sign and then put the picture.
   +T Extending left-hand index finger contingently pointing at the screen.
15 (0.1)

16 T: A government warning and notice if you have please you make the
    title and pick the picture ( )
    +T contingently kept moving his right-hand up and down at the screen.

Figure #2

17 T: and then the art of mural you pick which one is the picture and then
    covid 19 (.) if you have don't forget
18 +T moved towards the students slowly.
    T: >Okay< but sir I don't have for example I don't have billboard
19 T: Hello, I don't have billboard sir, it's ok
     +T moved back to the screen and waved the hand.
20 (0.2)
21 T: ( ) You just pick the pictures you have based on the categories
22 (0.1)
23 Okay ↑ All right do it right now.
    +T moved towards the students.
24 + S tilted his head and gazed at his friend to his right
    + S chatted to his friend
    + S raised a hand and self-initiated a question

Figure #3

25 (0.1)
26 T: Yes?
    +T raised his head and looked at the student and walked over him
27 S: Sir it is *gak papa yah kalo misalnya kita gak bikin* (0.1) about covid 19
    sign ((it is ok if we don't make))
    +S looked at T and approached him
28 (0.1)
29 T: That's ok yah (0.1)
     +T nod his head and pointed at the PowerPoint slide
     *--->

Figure #4

T: Yah, you speak the picture based on (what you got) if it's not about covid 19 is ok, forget it and skip, all right?

30 (.)

31 S: Thank you sir

32 T: Yes

+T turned his body, facing other student and checking the activity

33 (4.2)

34 S: Sir!

+S called T again, raised his hand while standing up, and again self-initiated a question

Figure #5

35 T: *Iya* (0.5) ((yes))

+T turned his body, facing to S and walking over to him

36 S: °So do we group the picture *berdasarkan kategori*? ° (0.2)

((Do we group the picture by category?))

37 (0.3)

38 T: [Ok]

(0.2)

Figure #6

+T directs his gaze to the screen, uses his index finger to point at the PowerPoint slide and occasionally looks at S

T: and then (0.1) covid 19 you clasify and categorize based on the picture (0.1) you match.

(0.4)

Appendix 5. IPA Analysis of Video-Stimulated-Recall-Interview: Teacher's Perspectives
(Extract 2)

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	The researcher's own interpretations of the teacher's perspectives
11 T: [Well] listen (.) listen everybody (.) please you categorize. +T pointed at the screen, extending his right-hand arm. Figure #1 12 T: Kategorikan dia yah from those pictures. ((Categorize the signs)) +T Extending left-hand index finger pointing at the screen. 13 (0.1) 14 A store sign (.) if you have (.) if you have store sign, please you think okay↑ for the title sore sign and then put the picture. +T Extending left-hand index finger contingently pointing at the screen. 15 (0.1) 16 T: A government warning and notice if you have please you make the title and pick the picture ( ) +T contingently kept moving his right-hand up and down at the screen. Figure #2 17 T: and then the art of mural you pick which one is the picture and then covid 19 (.) if you have don't forget 18 +T moved towards the students slowly. T: >Okay< but sir I don't have for example I don't have billboard 19 T: Hello, I don't have billboard sir, it's ok +T moved back to the screen and waved the hand. 20 (0.2) 21 T: ( ) You just pick the pictures you have based on the categories 22 (0.1) 23 Okay ↑ All right do it right now. +T moved towards the students. 24 + T tilted his head and gazed at his friend to his right + S chatted to his friend + S raised a hand and self-initiated a question Figure #3 25 (0.1) 26 T: Yes? +T raised his head and looked at the student and walked over him 27 S: Sir it is *gak papa yah kalo misalnya kita gak bikin* (0.1) about covid 19 sign ((it is ok if we don't make)) +S looked at T and approached him 28 (0.1)	(1). R: Hi sir! in the video we can see that the students were busy in their respective groups. Can you explain what was going on in the classroom at that time?) (2). T: Hahaha, yes, the class is a bit noisy yeah. So, after they collected various linguistic landscape signs in several public places, they brought their findings to the class. Well, at that time I wanted to give instructions to do the next project. So, I ordered them to categorize the signs they collected according to predetermined categories. So, I explained the categorization of images through PowerPoint). See! They are very enthusiastic and cooperate with each other, the class is so noisy. (3). R: It seems that they are working together to pick and cut pictures. So, even though it's a bit noisy, this is a normal situation during the project, isn't it? (4). T: Sure, that's normal, because they work in a group. All the members of the group express their opinions and discuss their ideas. Even the students who have been shy, currently speak up now hahhahaha	T is sure that the students are excited about selecting and categorizing the pictures. T emphasizes that he wishes to highlight and explains how to do the categorization of pictures through PowerPoint. T acknowledges that the class is a bit noisy because the students begin to select and cut out the pictures.	➤ T strives to guide students to do the categorization of pictures. ➤ T seems to understand to make the project in a right track, so he attempts to reexplain the categorization procedure to the students. ➤ Through explaining the categorization procedure, T aims to assist students in grouping the picture according to the theme. ➤ The researcher desires further explanations about T's perception of his own ongoing classroom activities. ➤ T acknowledges that it is a normal condition making some noise during group projects ➤ The researcher believes that T gives students freedom to express their ideas and opinions to explore their linguistic resources, although it makes the class a bit noisy.
	(5). R: Mmm, wow it looks like they are very enthusiastic. Then, when explaining to students you point to the screen, extend your right arm. Stretched out your left index finger pointing at the	T moves his hand contingently and taps the whiteboard to attract students' attention. When the classroom	➤ The researcher is eager to understand why T used such hand gestures and made an effort to make sense of the teacher's use of

36 S: °So do we group the picture berdasarkan kategori? ° (0.2)

   ((Do we group the picture by category?))

37 (0.3)

38 T: [Ok]

   (0.2)

+T directs his gaze to the screen, uses his index finger to point at the PowerPoint slide and occasionally looks at S

T: and then (0.1) covid 19 you clasify and categorize based on the picture (0.1) you match.

(0.4)

Figure #6

29 T: That's ok yah (0.1)

+T nod his head and pointed at the PowerPoint slide

°--->

T: Yah, you speak the picture based on (what you got) if it's not about covid 19 is ok, forget it and skip, all right?

30 (.)

31 S: Thank you sir

32 T: Yes

+T turned his body, facing other student and checking the activity

33 (4.2)

34 S: Sir!

+S called T again, raised his hand while standing up, and again self-initiated a question

Figure #4

35 T: Iya (0.5) ((yes))

+T turned his body, facing to S and walking over to him

Figure #5

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screen and moved it up and down contingently like this (I mimicked the T gesture), then tapping on the screen board. A very intriguing moment is that your finger is like that. But how can you get this gesture? And what is the point?)

(6). T: Hahahah, ouch, so embarrassed. the gesture seems exaggerated, huh? Hahahhaha. It has been already my habit while explaining in front of the class, my hands move contingently, hahhahaha. At that time the class atmosphere was a bit chaotic because the students were already busy selecting out pictures and starting to cut them). So, the gesture was to grab the attention of the students and at the same time make it clear to them that they had to categorize the signs based on categorization table showing on the screen. Or maybe it is because I used to be a dangdut singer, so my hands often move like that. Hahhahha just kidding. Ahhahah.

(7). R: Then, here you repeat your sentence using Indonesian 'kategorikan dia yah'. So, how come at the moment you were using Indonesian, even though you have uttered the same sentence using English?)

(8). T: Yes, so repeating the previous sentence in Indonesian is solely to help students to understand what I am commanding. But I do not want to use Indonesian to explain all the terms. Only a few sentences that I restate into Indonesian. You see, in my class there are also many students come from remote areas whose English skills are very low. So, I think it is a good approach that can help them understand what I am saying. So, basically, I just want

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atmosphere is a bit crowded and noisy, it motivates T to use the gesture to get students to listen to T and this has become a habit that T does in the classroom. T also states (jokingly) that because he is a former dangdut singer inspires him to use gestures.

The teacher asserts that he uses Indonesian for the terms he considers important to affirm. If he considers it is important to reaffirm the sentence, he then will prefer to use Indonesian. He assumes that his use of different linguistic resources is driven by his attention to those students who have low English proficiency.

---

gestures in his pedagogical practice.

➤ T's personal habit when the class is noisy shape his use of gesture to attract students' attention.

➤ T's memory as a dangdut singer shapes his use of gestures (just a joke T said).

➤ It can be noticed that some students did turn around and gaze at the screen when T taps his hand contingently on the board.

➤ The researcher is interested to explore the reason why the teacher using Indonesian to restate his statement. So, the researcher wants to know the rationales in terms of using different linguistic resources.

➤ The strategy of how the teacher decides to use different linguistic resources is to help students to understand what he is commanding.

➤ His use of different linguistic resources to emphasize specific terms to ensure that all

	to make it clear what they must do. (9). R: Then, during this moment you are trying to address a student's question dealing with categorization. what do you think at the moment because that student was asking in Indonesian. how were you feeling at the moment?)		the students will have the same understanding of what they should do next. ➢ Moreover, low English proficiency in most students is also a factor that stimulates the teacher to use Indonesia to quicky ask the student to do next activity.
	(10). T: Yeah, he is one of the most active students in the class. Basically, I never limit them to fully use English in the classroom. However, I always insist them to dare to speak English. But as you can you see in the video; they have actually exerted the English skills they can. So even if they combine with Indonesian or local languages, it is not a problem for me. Because not every student has a 100% complete skill in one language. Perhaps in this case, he is more dominant in Indonesian.) (11). R: Okay sir, so, in the end you still answer student' questions in English. What are the pedagogical objectives?) (12). I intended to familiarize them with English in the classroom. I hope it can develop their English skills. But I don't want to compel them to use 100% English. Because surely the Indonesian or local language can contribute for them to become proficient in English.	T aims to develop students' English skills by answering their questions in English. T acknowledges that students have attempted to exert their linguistic resources, if the student cannot make it in English, then they will use Indonesian. T attempts to familiarize the students with English in the classroom, yet T also believes that students' local languages can contribute to master English.	➢ The researcher is interested to know T's feeling when a student was asking a question in Indonesian and what are his rationales in terms of answering the student's question in English. ➢ The approach of how T answers the students' questions in Indonesian is most motivated by his pedagogical objectives to develop their English skills. ➢ T is aware to provide a space for students to freely employ their multilingual resources to ensure that they can all master English

Appendix 6. MCA Analysis of Video Recording

Extract 3: The Teacher's Translanguaging Agency to Ensure that all Students get more Equitable and Inclusive Education

15 +T walked slowly towards the student desk

+T took the cutouts of pictures on students' desk

16 (0.2)

17 T: may I know the pictures (0.1) you have↑

18 (0.1)

Figure #1

19 T: [look!]

+T took the pictures and put it back on the desk

T: How many? (0.1) How many pictures?

20 S: twelve

+S looked at the pictures

21 T: (I see)

T: do you have all categories?

22 S: yes

+S nodded head

23 (0.3)

24 T: Store signs (0.1) do you have?

25 (0.1)

26 S: ya ini ada ((yes it is))

+S showed the picture in her hand

Figure #2

27 T: all right
    +T nodded head
28 (0.2)
29 ( )
30 T: (what it is?)
    +T pointed a picture
31 S: school store (0.1) school store
32 T: school store? What store is that?
33 (0.1)
    S: $ it is (we know) about, we buy peralatan (0.1) school$
                                        ((tool))
34 T: so that's a complete store for school, yeah?
35 S: iya sir. ((yes sir))
    +S nodded head
36 (0.4)
37 T: [next] may I know for the art of mural? May I know (0.1) this?
    +T pointed at the picture
38   S: this is the picture
    +S showed the picture to T
39   T: I don't know (the sign) mean?
40   S: kita menentukan masa depan kita, (0.2) so itu kayak ourselves who
     form our future, not other people. ((we determine our future, so it likes
     ourselves who form our future))

     +S moved her hand touching her chest
41 (0.2)
42 S: jadi untuk memotivasi ourselves ((so to motivate ourselves))
     +S moved her hands on her chest
43 ( )
44 T: good job
45 (0.4)

Appendix 7

IPA analysis of Video-stimulated-recall-interview: Teacher's Perspectives (Extract 3)

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	The researcher's own interpretations of the teacher's perspectives

15 +T walked slowly towards the student desk
   +T took the cutouts of pictures on students' desk
16 (0.2)
17 T: may I know the pictures (0.1) you have↑
18 (0.1)
 	
Figure #1
 	
19 T: [look!]
   +T took the pictures and put it back on the desk
   T: How many? (0.1) How many pictures?
20 S: twelve
   +S looked at the pictures
21 T: (I see)
   T: do you have all categories?
22 S: yes
   +S nodded head
23 (0.3)
24 T: Store signs (0.1) do you have?
25 (0.1)
26 S: ya ini ada ((yes it is))
   +S showed the picture in her hand
	(1). R: In this section, I see you visit to each group. Can you explain what you do?
	
	(2). T: At that time the students had already begun to categorize the pictures they had collected. So, I intended to check what linguistic landscape pictures they have collected by asking some questions.
	
	(3). R: Can you briefly tell the rationale of doing that. Because I see you ask a lot about the project they are working on)
	
	(4). T: So here I attempt to facilitate my students, I want to make them active by asking some questions related to this project. The point is I want to get directly involved by getting them to speak English, so I visit each group and ask questions.
	(5). R: In this section, how far do the students engage in classroom interaction?
	(6). T: They generally respond to all my questions and get involved in the project. As you can see, they have tried to exert their language skills. Although sometimes they answer my questions in Indonesian, but I think it is a normal situation. Sometimes, they are trying
		T visits each group and talks about the project they are working on to keep the class active by asking some questions.
		
		T initiates some questions related to students collected photographic prints of signs and categorization activities. Since, T want to encourage them to explore their English skill.
		T mentions his role in the classroom as a facilitator who stimulates students to communicate in English.
		T acknowledges that students are actively involved in classroom interaction.
		T acknowledges that his students have employed their multilingual and multimodal resources to get involved in the classroom.
		T asserts that by employing multilingual and multimodal resources, students can engage in English learning and helps them to develop their English skill.
			➤ The researcher wants to know more about T's perception of his ongoing classroom activities.
			➤ The researcher is trying to make sense of the rationale of the teacher's asking questions in the classroom interaction.
			➤ The researcher believes that T wants to get involved in each group by initiating some questions.
			➤ It is evidenced in the MCA analysis that T wants to encourage the students to develop their English skill.
			➤ It is evidenced that T is an internal pioneer who can make changes in their own classroom by developing an enhanced sense of agency.
			➤ T might redevelop his agency to enrich the communicative practices with his students through language and literacy practices involving multiple

Figure #2

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27 T: all right
   +T nodded head
28 (0.2)
29 ( )
30 T: (what it is?)
   +T pointed a picture
31 S: school store (0.1) school store
32 T: school store? What store is that?
33 (0.1)
   S: $ it is (we know) about, we buy peralatan (0.1) school$
                                              ((tool))
34 T: so that's a complete store for school, yeah?
35 S: iya sir. ((yes sir))
   +S nodded head
36 (0.4)
37 T: [next] may I know for the art of mural? May I know (0.1) this?
   +T pointed at the picture
38 S: this is the picture
   +S showed the picture to T
39 T: I don't know (the sign) mean?
40 S: kita menentukan masa depan kita, (0.2) so itu kayak ourselves who
   form our future, not other people. ((we determine our future, so it likes
   ourselves who form our future))

   +S moved her hand touching her chest
41 (0.2)
42 S: jadi untuk memotivasi ourselves ((so to motivate ourselves))
   +S moved her hands on her chest
43 ( )
44 T: good job
45 (0.4)
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to speak in English, even though their English skills are still low but sometimes they add with their gesture that I easily understand.

(7). R: So, do you think that by employing multilingual resources both English or other languages that students master and accompanied by their gestures, this can help them to get involved in English learning activities? Is that so?

(8). T: Yes, that's what I mean, so I set them free to explore their language skills and they are free to make any gesture, since this activity really helps them to learn English.

diverse resources and contexts.
➢ The researcher is interested to know the purpose for T to engage students in classroom interaction.
➢ T believes that stimulating the students to employ their multilingual and multimodal resources can help them to get involved in English learning activities and facilitate English learning in the classroom