

Research Article

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Using Elf Strategies in Teaching Students Who Speak Bilingual/ Multilingual in the Classroom

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Abstract: This study is aimed to show the implementation of English as a lingua franca in elementary school students. The researchers would like to present the strategies used by the teachers in teaching some subjects to students who barely speak Indonesian. This study has not been discussed by many researchers. The use of the ELF strategy by teachers in teaching subjects in a classroom is to keep students engaged in the topic that is being discussed. The researchers employed qualitative research involving five teachers who taught English, Indonesian, and also class teachers in the elementary school. In collecting the data, the researchers participatory sampling and open-ended questions for the participants. In this research, 4 classes have several students who can speak more than one language but are not too fluent in Indonesian. The result of the study showed that teachers used some techniques to teach the students such as using repetition and paraphrasing, code-switching, using pictures, and help-seeking. Moreover, the researchers also found that through the strategies implied by the teacher, students could grasp the material taught by the teacher easily.

Keywords: Elementary students, lingua franca, strategies in ELF (English as a lingua franca)

Introduction

English is assumed as an essential language to teach especially for English language teaching (ELT). It is believed that English plays an important role in international communication. English itself has various multilingual ecologies that give insight impact of the conceptualization of English in other cultural frames that use English to communicate with each other. As Mohammad (2019) shows in his research, English is used in more than 85% of international institutions. It is also used in several regions in Indonesia. Currently, English as a lingua franca is not much discussed by researchers. It is very useful, especially in the field of education where the students can speak English but cannot speak Indonesian. English as a lingua franca assists teachers in teaching material. Based on Lim & Hwang (2019) a lingua franca is the 'language of contact' between people who do not share a common mother tongue or a common (national) culture, and for whom English is the preferred foreign language of communication.

According to Cogo (2015), English is not only known as the lingua franca but also as World Englishes which means English is the medium language among people who are not native speakers while World Englishes means the countries which are colonized by British colonies. These countries put English as a second language after their mother tongue, for example, Malaysia, Singapore, Indonesian, and other countries have signs such as road signs in their mother tongue and also English. This is what distinguishes English as a lingua franca and World Englishes but for general rules in English, it is not yet clearly known. Nowadays, English as a communication is called Lingua Franca. Lingua Franca is a medium language to communicate with each other who are not native speakers. The main purpose of lingua franca is meaning-making, the strategy that is used in lingua franca for communication.

Si (2019) stated that the use of the ELF strategy in multilingual settings has successfully achieved communicative progress in different

ways. Moreover, Si (2019) adds that the ELF strategy assists students in adapting their English to accommodate their own communication needs.

Indonesia which incidentally was also colonized by the British does not have a special study of English as a lingua franca because in Indonesia the unifying language was Indonesian. It should be noted that Indonesia has 34 provinces in which there are different regional languages ranging from Sabang to Merauke and the unifying language is Indonesian so it can be concluded that Indonesian is referred to as the lingua franca. In this study, the researchers will discuss the strategies used in the ELF itself. According to Nagy (2016), English as a lingua franca gets a lot of attention among non-native speakers globally. English is also referred to as a "practical tool" and "working language."

El-Dakhs et al., (2019) highlighted that ELF was considered a learner language with diverge language use in comparison with native speakers. Besides, ELF is also considered a global communication whether with native or non-native speakers. Moreover, based on El-Dakhs et al., (2019) the ELF strategy may produce linguistic innovations that are slowly recognized as various types of English language. The famous of English as a lingua franca gives those who are non-native speakers the same opportunity to communicate to launch jobs from any field. It is known that the lingua franca does not recognize any definite rules in its use making it easier for non-native speakers to use it. According to Suwannasom (2019), ELF speakers are not interested in the lexical and structure of English, they generally simplify their language. Suwannasom (2019) also adds the common ELF characteristics are code-switching, cross-linguistic interactions, and simplification. ELF speakers, mostly bilingual/ multilingual that influenced by their first language.

There is no standardization for English as a lingua franca, besides there are three strategies that have been mentioned by Alzahrani (2020) such as; (1) body language, (2) paraphrasing, (3)

code-switching, (4) help-seeking, and (5) ignorance. According to Cogo (2010), repetition and paraphrasing are found to be extensively used by speakers to negotiate to understand and accommodate different communicative practices. It is likely that people's anticipation of difficulty understanding the meaning which is raised by the lingua franca context, give rise to increased efforts at maintaining shared understanding.

Derived from the previous study, in this study, the researchers focus on the strategies used by teachers in teaching student who speaks more than one language in elementary school. Based on the participants in this study, there are some strategies that they use to teach the students some of them are body language, help-seeking, and code-switching. It is believed that through the strategies, the students manage to grasp the material well.

Literature Review

Mention the definition of lingua franca and also the strategies that are used in this topic. In this study, the researchers provide some strategies used by Elementary school students. It explained how the teacher overcame the different ways of explaining the material to the student who speaks a different language. The main theory that is used in this study is from Cogo (2010) about the strategic use and perceptions of English as a Lingua Franca. There is also the theory from Mocanu (2016) which is discussed about the communities of practice and English as a Lingua Franca and Lin (2019) who discussed the code-switching in the classroom. The previous study from Vettorel (2018) discussed ELF and communication strategy. In this study, the researcher explored the strategies to communicate that were characterized by negotiation and co-construction of meaning. Communication strategies could be the main role in effective communication especially where English is used as an international Lingua Franca. Meanwhile, in

this study, the researchers explore the strategies that are used by the teachers in the classroom. Some strategies will be discussed in this study.

Method

In this study, the researchers employed qualitative research. The participants of this study are the teachers from Elementary School in Sintang, West Borneo. Participatory sampling and open-ended questions are used in this study to elaborate on the topic of Lingua franca. Some questions were asked by the researchers related to the strategy of ELF, then the participants gave their perspective about the strategies that are used by them to communicate with the students who speak bilingual/multilingual languages. The responses from the participants are elaborated in the form of paragraphs.

Results And Discussion

Lingua Franca is a medium language to communicate with each other who are not native speakers. The main purpose of lingua franca is meaning-making. According to Nagy (2016), English as a lingua franca gets a lot of attention among non-native speakers globally. English is also referred to as a "practical tool" and "working language." Therefore, English indeed takes an important role as a medium for people to communicate. Some strategies in the EFL are used by people to make the content of the discussion be delivered well to the interlocutors such as repetition, paraphrase, body language, code switching, seeking help, etc (Cogo, 2010). By using those strategies, people can easily or better grasp the meaning of certain topics in the discussion.

In this study, the researchers explored more about the strategies of English as a Lingua Franca that are particularly used by teachers in elementary school to describe the material in a classroom. Five participants are teachers from Panca Setya Elementary School Sintang, West

Borneo. The researchers gave the questions by using Google Form. In this form, the participants gave their statements about certain strategies that they used to communicate with students who spoke different languages. In each class in this school at least there are three or four students who speak a different language which is English. Therefore, the teachers need to do some strategies to make the students follow the material and not disturb the other students. In fulfilling the needs of the students, the teachers must use English even though they are not fluent in English. Below is the table of the statement from participants related to their strategies in teaching:

Table 1

No	Participants	Strategies
1	Participant 1	Try to speak in English, body language, and repetition.
2	Participant 2	Speak in Indonesia regularly to make the student get used to it.
3	Participant 3	Try to speak in English, using repetition, body language, and pictures.
4	Participant 4	Using pictures and trying to speak in English.
5	Participant 5	Seeking help from the parents.

Based on the results, the researchers conclude that there are four frequent strategies used by teachers, namely repetition and paraphrasing, pictures, code-switching, and help-seeking.

Repetition and paraphrasing

Participant 1 described that there is one student who barely speaks Indonesian. In the beginning, the teacher did not know what to do and tried to ask for advice from other teachers who had also dealt with the student. Most advice

given by the other teachers is to speak English to the students. After getting some advice, the teacher tried to speak English with the students. The technique is repetition and paraphrasing. After the teacher explains the material to all the students using Indonesian, the teacher then approaches the student using repetition and simply paraphrases the sentence so that the student clearly understands what is being taught. For example, for tematik subjects, the students are learning about the characteristics of the organism. The teachers repeat some words related to the various organism and their characteristics. For paraphrasing, teachers tried to find simple words to describe the material well.

According to Liu (2022), if the explanation of a teacher is incomprehensible to the students, the teacher needs to provide some clue (paraphrasing) of the statements or sentences from their explanation. However, Liu (2022) also adds that teachers should be cautious when using such modified sentences since it can suppress students' critical thinking. Alsariera & Yunus (2021) also highlighted that repetition and paraphrasing are in the highest category as facilities for communication between individuals. Schlögllová (2020) also found that to ensure fruitful communication, ELF speakers employ some strategies such as paraphrasing, repetition, and code-switching. Those strategies help to improve clarity in communication. Therefore, it is essential for teachers to also understand how to apply the effective way of the mention strategies to the students.

Moreover, Situmorang (2022) stated that speakers of EFL achieve successful communication by constructing meaningful interactions rather than focusing on the rigid norm. The ELF speakers also manage to emphasize the collaboration of their speech to avoid misunderstanding in a meaningful and continuous conversation. Furthermore, according to Cogo (2010), repetition and paraphrasing were found to be extensively used by speakers to

accommodate the meaning. In this study, the teacher practices speaking English to apply repetition and paraphrasing techniques to generate the students' understanding of the material better.

Pictures as a medium for teaching

In this case, the participant has three students who speak bilingual/multilingual. The first student speaks Chinese-Singapore, fortunately, the student can also speak English thus the teacher did not worry about that. In explaining the material, the teacher utilizes some pictures to the student grasp the material better. The picture provided by the teacher is also to adjust the student's hobby which is drawing. In the process of learning activities in the classroom some problems occur, for example, bilingual/multilingual students cannot understand the words conveyed by the teachers properly and they are embarrassed to ask. With these numerous problems, Al-Khreshah et al., (2020) suggest a method called learning through visual media. By using visual media, the process of teaching grows into successful it is because most people are visually oriented. Same as this study, the participant (teacher) applied the same method by using pictures as a medium to learn. Teaching using picture stimulates students' cognition and increase their interest in language learning.

The reason why students in this class barely speak in Indonesian is because in his old school, English was used to communicate so he got used to speaking in English. Moreover, the third student has been watching animation in English since he was a child so English become his first language. The solution provided by the teacher is trying to speak in their language which is English. After the teachers negotiate with other students, the teacher shows a picture as a medium for them to learn. There are various ways to present pictures in front of the class for example the teacher displays the picture in the form of cartoon characters to explain what they doing and what

should be done in the classroom activity. Not only the particular student but also the other students find it interesting and amusing. A method used by the teacher is also defined in Kuo's (2006) study of addressing the issue of teaching English as a lingua franca. In his study, Kuo (2006) describes pictures used as a medium for teaching is very helpful since it useful in identifying what appears in a material of the subject. Oktaviani et al., (2020) also add that the material learned by the students without pictures or any kind of visual will be very difficult to understand. The reason is that students are not allowed to imagine things, without imagining anything, students cannot develop their way of thinking in various situations. Moreover, Mandasari & Wahyudin (2019) define that through pictures students can increase their enthusiasm in carrying independent learning inside and outside the classroom. Therefore, using pictures as a medium to learn in a classroom is effective in increasing the enthusiasm and creativity of students.

Code-switching

Classroom code-switching refers to the alternating use of more than one language (Lin, 2019). In our participant's experience, two students in her class cannot speak Indonesian at all. The reason is that when the student was a child, she loved to watch English cartoons since then she continued to use English. When she is in school and the classroom, she speaks in English and sometimes causes other friends confused. Knowing that the teacher then sometimes switches the language to English and after that in Indonesia. This situation faced by the students is also described by Kumar et al., (2021) that mention code-switching can be used by the teacher when there is a newcomer who is not familiar with the target language. Using code-switching means that the learning activity will be processed smoothly and meaningful to the students. Code-switching is a common practice that is conceptualized as a social practice and

helps people understand the meaning of certain discussions in a different way (Lin, 2019). Furthermore, code-switching is helpful because teachers and students can communicate well in a classroom. Not only bilingual/multilingual students but also other students will benefit from this method. For example, they can also learn English at the same time and help students by asking or giving opinions.

Gerungan et al., (2021) point out that code-switching can take place in a conversation when the speaker speaks one language and the other speaker answers in a different language. Using code-switching is necessary for the area of bilingualism. Siddiq et al., (2020) also add that code-switching is found in bilingual/multilingual society. Based on the study, code-switching is suitable in a school environment. The reason is that interaction between the students can also create ideas and thoughts of sympathy that are important in a school. Moreover, the teacher also provides the situation of asking for help from other friends, which helps the bilingual/multilingual students communicate in Indonesian. When they speak to their friends, they use a code-switching method and negotiate meaning by body language. In the study of Canagarajah (2006), negotiating the meaning is useful for delivering the content well to the interlocutor. Instead of using full English, the students negotiate the meaning by using Indonesian.

Help-seeking

Help-seeking in this section means cooperation from the parents. In this section, the researchers asked the participant about what it mean by help-seeking, and she said that is a technique used by the teacher to allow the mother to join the class to help the teacher explain the material to her son/daughter. However, the teacher said that the parents do not always come to the class because the teacher also wants the students to learn by themselves, and if there is a

problem the student can ask other friends or the teacher to build social interaction in the classroom. Darling-Aduana et al., (2019) describe help-seeking as a process in which students attempt to gain assistance from the teachers. It also gives positive authority to the students in which students get accommodation and assistance from others. Darling-Aduana et al., (2019) also add that help-seeking impacts the parenting strategies that encourage the development of behavior and ways of interacting with other people. Therefore, the teachers in this study imply a help-seeking method by cooperating with parents because learning activity is not applied only in the school but also outside the school.

In Halladay et al., (2020) study, help-seeking is more focused on behavior among students that build attitude, intention, and behavior. In their study, those three focuses are elaborate as attitude toward help-seeking that can predict the intention to seek help which leads to the behavior. As mentioned before, help from the mother can stimulate and aid students' behavior toward learning activities by accompanying them inside or outside the classroom. This method is also mentioned by Calcar et al., (2021) that portray help-seeking from mothers to help students associate with the environment around them. Therefore, teachers must know the best method used in the class to achieve the goal of the learning activity. It is believed that after doing some methods, students can understand not only the cognitive but also the affective among them.

Conclusion

As the results were applied, the researchers found that there are many ways to teach the subjects to students in elementary school who speak bilingual/multilingual. The methods used by the teachers in this study are effective for the students because the teachers applied that based on what they experienced in their daily activities in the classroom. Some students grasp the

material through repetition and paraphrasing, using visual media/pictures, code-switching, and help-seeking. By using repetition and paraphrasing, students easily grasp the meaning of the material from the teacher. Since the word is simplified into understandable sentences, the students can get the meaning of the material given by the teacher well. The second method is using pictures. It is believed that most people are visually oriented, therefore, teachers use pictures for the students to easily figure out the material being discussed by the teacher. Using pictures to demonstrate the material is also effective not only for the particular students but also for the other students to engage the student's attention and make them enjoy the material. Another strategy is code-switching. Teachers use code-switching to facilitate the students' various words and to make them get used to the Indonesian language. The teachers assured that by using code-switching regularly, the students could accept the Indonesian language and implement it in their daily activities. The last strategy is help-seeking. The learning activity was not applied only in the school but also outside the school. Therefore, cooperation between teachers and parents is essential to students' development in learning.

In conclusion, the ELF strategies are indeed a good medium to solve the teachers' concerns when facing different abilities of the students in using different languages. The teacher can use repetition and paraphrasing, pictures, code-switching, and help-seeking. It is possible that in the future there will be new strategies to deal with bilingual/multilingual students. There are no exact rules to be followed, as long as the teachers and students understand the meaning and the content that is being discussed then the goal is there.

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