



INTERNATIONAL JOURNAL OF
MODERN EDUCATION
(IJMOE)
www.ijmoe.com



TRANSLANGUAGING IN LANGUAGE ARTS: A PEDAGOGY FOR THE FIFTH SKILL

Nik Zaitun Nik Mohamed¹, Wardatul Akmam Din^{2*}, Suyansah Swanto³

¹ Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: nnikmohamed@gmail.com

² Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: wardadin@ums.edu.my

³ Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: suyansah@ums.edu.my

* Corresponding Author

Article Info:

Article history:

Received date: 25.10.2023

Revised date: 15.11.2023

Accepted date: 21.12.2023

Published date: 28.12.2023

To cite this document:

Mohamed, N. Z. N., Din, W. A., & Swanto, S. (2023). Translanguaging In Language Arts: A Pedagogy For The Fifth Skill. *International Journal of Modern Education*, 5 (19), 310-324.

DOI: 10.35631/IJMOE.519022

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



Abstract:

This paper reviews literature on the teaching of literature under the module of Language Arts in Malaysian schools. The interplay of literature teaching in the primary SBELC module and the development of Translation in Language Teaching (TILT) should be part and parcel of teaching awareness in ESL/bilingual classrooms today. Research indicates that teachers do not possess adequate knowledge on appropriate literature teaching approach to enable them to teach literature to ESL students. Among the arising problems, among others, are improper training, failure to change their old approaches, apart from students' language proficiency and lack of interest. As a result, they ended up teaching literature at the lower order thinking skill (LOTS). To fulfil the syllabus requirement, teachers resorted to comprehension and reading activities. The teaching of literary elements such as plot, character and themes seems minimal. No writing or speaking tasks involving students' personal responses took place during the lessons. As a result, students failed to understand and appreciate literature lessons. This concept paper, thus, attempts to integrate the framework of Translanguaging Pedagogy into the teaching of literature in primary schools. Based on the Translanguaging Pedagogy framework (Garcia et al., 2015), a module of three cycles is proposed to enable teachers to teach Language Arts to primary ESL/bilingual students, from their own language repertoires and cultural identity. This module should be incorporated into teacher training programme. By doing so, the areas of literature teaching in ESL context and translation in language teaching (TILT) will be meaningful in helping students to understand and appreciate literature from their own linguistic repertoire and identity.

Keywords:

ELT, Bilingualism, Language Arts, Literature, Translanguaging

Introduction

The introduction of literature in Malaysian schools has paved new ways for learning English as a Second Language (Kementerian Pendidikan Malaysia, 2013, 2020). The Primary Standards-Based English Language Curriculum (SBELC), or better known as *Kurikulum Standard Sekolah Rendah* (KSSR), was introduced in 2011. Its continuation in high school, *Kurikulum Standard Sekolah Menengah* (KSSM), was implemented in 2017 beginning with Form 1 students. The primary SBELC has been updated in 2020. In the updated version, the elements of the 21st century learning and High Order Thinking Skill (HOTS) are included. Indeed, one of the aspirations in the primary SBELC is to “develop pupils with the 21st Century Skills which emphasizes thinking skills as well as life skills and one’s career based on values” (Kementerian Pendidikan Malaysia, 2020:10).

The primary SBELC has clearly prescribed a modular curriculum for English language learning. It consists of listening, reading, writing, language arts and grammar modules (Kementerian Pendidikan Malaysia, 2013). In this curriculum, students are divided into two stages:

Level 1 (Year 1, 2 and 3)

Module 1: Listening and Speaking

Module 2: Reading

Module 3: Writing

Module 4: Grammar

Module 5: Language Arts**Level 2 (Year 4, 5 and 6)**

Module 1: Listening and Speaking

Module 2: Reading

Module 3: Writing

Module 4: Language Arts (Children’s Contemporary Literature)

Module 5: Grammar

(Kementerian Pendidikan Malaysia, 2013:7)

Through these interrelated modules, students learn how to interact with one another, listen attentively, express themselves orally, read with comprehension and write meaningfully. The Language Arts enables students to show appreciation and understanding of text, songs, rhymes recitation and production of creative works. In the 2020 updated version, the Language Arts moves to a new globalised phase, as “it provides pupils opportunities to explore their creativity and potential thus allowing them to participate actively and express themselves without much reservation” (2020:10). It could be understood that students are allowed to express themselves and exhibit their levels of creativity freely, without any form of inhibition, during the learning process.

The level 2 students learn children's contemporary literature starting from Year 4. They are exposed to various genres, including poems, short stories and graphic novels. Indeed, the inclusion of literature component under Language Arts module has enhanced students' confidence in English language usage through various learning activities such as choral reading, acting out scenes and reproduction of various creative works (Kementerian Pendidikan Malaysia, 2020). The benefits of literature learning, particularly among second language speakers are countless. Among others, include encouraging students to learn the language and trigger critical thinking when students offer their understanding of the text (Shanmugavelu and RK Sundaram, 2020; Ukat and Ismail, 2022; Mohd Nawli and Muhmad Nor, 2023). They argue that literature should serve not only as a tool for language proficiency but also as an agent for globalised change that enriches the knowledge of heritage and culture. Indeed, this idea is embedded in the module of Language Arts itself (Kementerian Pendidikan Malaysia, 2020). Throughout various learning activities in Language Arts, students are expected to achieve the minimum CEFR target proficiency level of *A2 Mild* by Year 6. As shown below:

Table 1: Primary SBELC Target Levels based on CEFR

Year	1	2	3	4	5	6
CEFR Level	<i>Towards A1</i>	<i>A1 Low</i>	<i>A1 Mild</i>	<i>A1 High</i>	<i>A2 Low</i>	<i>A2 Mild</i>

Extracted from *Kurikulum Standard Sekolah Rendah Bahasa Inggeris Tahun 5* (Kementerian Pendidikan Malaysia, 2020:2)

This table indicates that primary school students are considered basic users of English language. There are six levels which indicate students' progress in four language skills. As shown below:

Table 2: Overall Performance Level for Target Level CEFR A2 (Basic User)

Performance Level	Notes
1	Students display minimal ability to achieve the curriculum target
2	Student is on track to achieve the curriculum target
3	Student achieves expectations for the curriculum target
4	Student works towards exceeding expectations for the curriculum target.
5	Student is on track to exceed expectations of the curriculum target.
6	Student exceeds expectations of the curriculum target.

Adapted from *Kurikulum Standard Sekolah Rendah Bahasa Inggeris Tahun 5* (Kementerian Pendidikan Malaysia, 2020:2)

This performance Level (PL) table provides a general language proficiency level of an individual students. Specific PL for four language skills needs to be prepared individually based on formative assessments. The PL for language Arts is not available in the revised version of KSSR, since literature is not tested in examination. Even so, teachers must teach literature weekly as it is part of the syllabus and embedded in the yearly scheme of work (Kementerian Pendidikan Malaysia, 2020).

Problem Statement

It has been more than twenty years since literature has made its way into Malaysian schools. Much has been developed financially in training teachers over the years. But still, one of the highlighted issues is still the teachers themselves. Studies seem to show that teachers are not prepared to teach literature (Hashim and Mohamad Abd Talib, 2019; Shanmugavelu and RK

Sundaram, 2020; Affendi and Aziz, 2020; Ukat and Ismail, 2022; Mohd Nawi and Muhmad Nor, 2023).

Ukat and Ismail (2022) for instance, found out that one of the challenges faced by literature teachers is lack of training and guidance. In the earlier study among pre-service teachers, Amara Yeoh et al. (2018) concur as they stated that teachers needed more training in teaching literature as they are “still conservative and hesitant to apply new and advanced teaching approaches.” Shanmugavelu and RK Sundaram (2020) also found out that a group of primary school teachers could not enjoy literature teaching because they did not know the technical part of teaching and needed further training. Suffice to exemplify that teachers are not well equipped to teach literature.

Research Gaps And Purpose

Studies seem to show that teachers have problems to teach literature to ESL/bilingual students due to improper training, failure to change their old approaches, apart from students' language proficiency and lack of interest (Omar, 2017; Amara Yeoh et al., 2018; Shanmugavelu and RK Sundaram, 2020; Mohd Nawi and Muhmad Nor, 2023). Perhaps, it is worthy to reflect on the second shift in the Malaysian Educational Blueprint 2013-2025 (MEB 2013, E-10)(Ministry of Education, 2013), that is to improve proficiency in both Bahasa Malaysia and English. The notion of bilingualism is heralded in the Blueprint. This shift is in line with the global wave of multilingualism, multiculturalism and Translation in Language Teaching (TILT) in Translation Studies (Laviosa and Gonzalez-Davies, 2021). Thus, the concept of Translanguaging and the framework of Translanguaging pedagogy should be looked into by Malaysian teachers in teaching their bilingual student. This is the direction that this paper intends to pursue. Thus, a literature module will be proposed based on the framework designed by Garcia et al. (2015, 2021). This model will enable students to learn literature from their own linguistic repertoire and cultural identity. Having said that, the purpose of this study is stated as follows:

To explore the module of translanguaging pedagogy in teaching Language Arts to primary school students.

Significance Of Research

This conceptual paper is significant as it provides an alternative module in teaching literature to ESL/bilingual students under the context of primary Language Arts module. It enables students to understand and appreciate literature better, as learning activities deal with their language repertoires and cultural identity. In addition, it attempts to fill in the gap of teaching module in literature lesson, particularly among students with low language proficiency and motivation problem.

Limitation Of The Study

This conceptual paper is not extensive in terms of literature search on the theoretical aspects in translation studies. It only deals with the concept of translanguaging and the framework of translanguaging pedagogy, apart from recent literature on literature teaching in Malaysia. In addition, the proposed module is only confined to Year 5 literary material, as the module is meant for teaching Language Arts in primary school. Thus, this study has limitation in investigation and usage.

Literature Review

Theoretical Overview: Translanguaging

As an extension to the original Welsh-English concept of translanguaging, Garcia et al. (2015) have developed a framework of reference on how to practise translanguaging in ESL/bilingual classroom. Originating from the Wales experience, this concept was first mooted by Cen Williams in 1994 when he used English and Welsh to develop the bilingual performances and identity among primary school students (Laviosa and Gonzalez-Davies, 2021; Garcia et al., 2015). According to them, when translation occurs, translanguaging pedagogy will firmly support the learners' subjectivity and ways of knowing themselves as active bilingual subjects (Garcia et al., 2021; Cenoz and Gorter, 2021). Its main aim is to improve language and content competencies in school context by using resources from the learners' whole linguistic repertoire (Cenoz and Gorter, 2021). In this framework, the process of learning is student oriented and dialogical.

In materialising this assumption, they have conducted several case studies among American Latinos in two schools located in New York city. Two of the case studies involved translanguaging in English language Arts and an English class. In the former case study, the lesson involved the reading of the play entitled *Twelve Angry Men*. To contextualise the reading of the play, students watched a short clip from the movie with Spanish subtitles, then in English without subtitles. Students were provided with scripts of relevant parts with Spanish translation. Students were then asked to be involved in a writing activity. During the class activity, students were allowed to use their entire language repertoire, including Spanish. The students' Spanish was used to facilitate rather than hinder English language development. In the latter case study, the teacher also used Spanish while working one to one with students or in small groups to clarify concepts, word or question. Once again, Garcia et al. (2015) noticed that students' language practices were used by the teacher not only to facilitate comprehension of the lesson, but exhibiting that students have their parts in learning. The results of these studies have illustrated the ability to negotiate the official English as the medium of instruction and students' spoken language by building on their language practices and dynamic bilingualism. Indeed, this bilingual pedagogy seems dynamic and relevant in communicative approach of language learning.

Still in a similar vein, Garcia et al. (2015; 2021) developed three strands of translanguaging pedagogy: stance, design, and shift. Stance refers to teachers' firm beliefs that students' language practices and identities are taken into consideration in the process of teaching and learning. Design refers to instructional content and assessment that integrate both home and school language practices. Shift refers to teachers' unplanned and spontaneous decisions in supporting students' voices in completing class tasks. As illustrated below:

Table 3: Strands in Translanguaging Pedagogy

Stance	Firm belief that their students' language practices are a resource.
Design	Translanguaging instruction and assessment that integrate home and school language practices.
Shifts	Moment-by-moment decisions that show teachers' flexibility and willingness to support students' voices.

Adapted from Garcia et al. (2021)

These three strands are interconnected in ensuring that students learn the second language within their linguistics repertoires.

Recent Studies on Translanguaging Pedagogy

Studies on translanguaging in ESL classrooms are available (Akbar and Taqi, 2020; Ooi and Aziz, 2021; Yusri et al., 2022; Atta and Naqvi, 2022). Akbar and Taqi (2020), for instance, have investigated the impact of translanguaging on second language learning upon 34 female ESL university students in Kuwait. Data was collected through pre and post translanguaging assessments, apart from a survey to find out students' perceptions on translanguaging. The results of this study seem positive. Even though the students' English language proficiency has not directly improved, the finding has shown that translanguaging facilitated comprehension and processing of information among students.

Still in the similar vein, Yusri et al. (2022) explored Malaysian teachers' perceptions towards translanguaging in English language lesson. Data was collected through semi-structured interview. The findings revealed positive perception of translanguaging, as the participants used several strategies such as contextual clues, collaboration, and translation during their lessons. The finding also suggests that translanguaging worked better for students with low level of language proficiency. Ooi and Aziz (2021) also conducted a qualitative study to find out the purposes of translanguaging practice among ESL teachers in Malaysia. The finding has shown that translanguaging seems essential for the purposes of explaining vocabulary and grammar, clarifying meaning of words, manage class activities and building interpersonal relationship.

To sum up, the abovementioned studies have shown that translanguaging has enhanced language and content learning in ESL classrooms.

Literature in Malaysian Schools

In 2000, the ministry has introduced literature component to improve English language proficiency in secondary school. Later, it was introduced into primary schools. (Amara et al., 2018)). The literature component was incorporated into the curriculum due to low achievement in PMR and SPM results. Indeed, the SBELC was implemented later in 2011, introducing literature to enhance students' English language proficiency in primary schools. In this new curriculum, students "would find the base for appreciation of literature in English with its concern in humanity, values, beliefs, great tradition and heights of imagination and creativity." (Kementerian Pendidikan Malaysia, 2013).

Having said that, these are a few examples of literary materials used in primary schools:

Table 4: Literature Materials used in Primary Schools

Year	Poems	Graphic Novels	Short Stories
4	Compilation of poems by John Foster: "Anthology of poems for Year 4, 5 and 6"	"The Jungle Book" by Rudyard Kipling	"The King of Kites" by Judith Heneghan
5		"Gulliver's Travels" by Jonathan Swift	"And Something Weird Happened" by Pamela Rushby
6		"The Wizard of Oz" by Frank Baum	"Akbar's Dream" by Jane Lane Langford

Extracted from Ministry of Education (Kementerian Pendidikan Malaysia, 2020)

Indeed, the inclusion of various literary genres has enabled students to improve their language proficiency, promote personal growth, aesthetic appreciation and learn other cultures. Note the following content and learning standards for Year 5:

Table 5: Language Arts Learning Standards

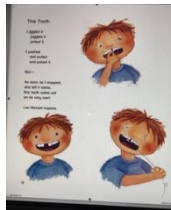
CONTENT STANDARD	FOCUS	LEARNING STANDARD
5.1. Enjoy and appreciate rhymes, poems and songs.	Demonstrate appreciation through non-verbal responses to: Say the words in simple text, and sing simple songs with intelligible pronunciation, rhythm and intonation.	5.1.1 <i>No learning standard</i> This learning standard has been covered in Year 1, Year 2 and Year 3 5.1.2 <i>No learning standard</i> This learning standard has been covered in Year 1, Year 2 and Year 3
5.2. Express personal responses to literary texts	Identify, analyse and respond to elements in texts.	5.2.1 Explain in simple language why they like or dislike an event, description or character in a text.
5.3. Express an imaginative response to literary texts	Plan, prepare and produce creative work with a focus on language use.	5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems. Other imaginative responses as appropriate.

Extracted from Ministry of Education (Kementerian Pendidikan Malaysia, 2020:40)

These content and language standards of the SBELC would enable students to learn, understand, appreciate and recreate various literary works by the time they completed Year 6. Students should be able to express themselves, talk about and share any genre that they have learned through English language. Next, to know what is going on during the lesson, let us refer to the following example on how CCL is being taught to Year 5 students following the Language Arts module:

Table 6: Scheme of Work for Language Arts

LESSON: 5 (Language Arts 1)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
TOPIC: This Tooth	CROSS-CURRICULAR ELEMENT: Language/Creativity and Innovation	LANGUAGE GRAMMAR FOCUS: Verbs (past tense verbs)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTCOME	MATERIALS/ REFERENCES	DIFFERENTIATED STRATEGIES
<p>Main Skills Language Arts 5.2 Express personal responses to literary texts.</p> <p>Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies.</p>	<p>Main Skills Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text.</p> <p>Complementary skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.</p>	<p>Pre-lesson Revised parts of the body by playing a simple game (e.g. Simon says, touch your cheek).</p> <p>Lesson delivery Introduce the poem. Discuss the corresponding images on the page.</p> <p>Ask students to read the poem silently.</p> <p>Divide students to a smaller group and provide them with number cards (1 and 2) to group them</p>	<p><i>Anthology of Poems</i> page 18</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) -Poetry</p> 	<p>Differentiate learning according to the needs of the pupils and class. Please see the seven differentiation strategies listed in the introduction.</p> <p>Please also consider the following: Some pupils might not be able to come out with their own reasons. Teacher will then have to accept phrases and incomplete sentences.</p> <p>(Strategy 3)</p>

		<p>according to the stanzas.</p> <p>Each group has to guess the meaning of the verbs from the assigned stanza (Stanza 1: jiggled, jagged, jerked and Stanza 2: pull, pushed, poked) by looking at the pictures of the poem and words that they know (pull & push=may be familiar).</p> <p>Each group acts out their stanza based on their guesses of the verbs.</p> <p>Prompt students on the event whether they like it or not and give explanation (either orally or in written form).</p> <p>Post-lesson Teacher poses a question “What do you want to do if your tooth is loose?” and students perform their</p>		
--	--	--	--	--

		possible actions based on their imagination.		
--	--	--	--	--

Adapted from Ministry of Education (*Scheme of Work*) (Kementerian Pendidikan Malaysia, 2020:39)

In this lesson plan, students are exposed to a poem entitled ‘The Tooth’ from *Anthology of Poems, a collection of poems for Year 4, 5 and 6*. The learning of this poem is incorporated with reading skill and grammar. Thus, in the process of responding to the poem, students will be able to enhance their reading skill, vocabulary and grammar. The element of 21st century learning is reflected through this lesson plan, as learning seems to be student-centred, fun-filling, engaging and dialogical. A differentiated teaching strategy is also incorporated to ensure that students with various language proficiency levels can be dealt with. As the content of the poem seems related to students’ own experiences, they should be able to tell their story about tooth lost from their own perspectives. To recapitulate, this example has illustrated that literature teaching is still heavily linked to a small ‘I’ approach (McRae, 1991; 2022) focusing on language enhancement, personal growth, cultural awareness and aesthetic appreciation.

Discussion of the Literature Review

Issues in the Teaching of Literature in Malaysian Classrooms

Studies seem to show that teachers are not competent or inadequate to teach literature (Mustakim et al., 2014; Omar, 2017; Affendi and Abdul Aziz, 2020; Amara et al., 2018; Hashim and Mohamad Abd Talib, 2019; Shanmugavelu and RK Sundaram, 2020; Ukat and Ismail, 2022; Mohd Nawi & Muhmad Nor, 2023). Mohd Nawi & Muhmad Nor (2023), for instance, found out that teachers are facing challenges in teaching literature. Among the challenges are student-related challenges, teacher-related challenges and external-related challenges. Earlier, Mustakim et al. (2014) revealed that teachers preferred Information-based approach in teaching literature to Year 5 students in Selangor. They were more concerned on students’ comprehension of the text rather than developing creative activities. Shanmugavelu and RK Sundaram (2020) also stated that teachers used old method such as drilling in teaching Language Arts to primary school students. Creative and personal growth activities did not take place.

These findings suggest that teaching occurred at the lower order thinking skills (LOTS). Within McRae’s (2022) revised small ‘I’ literature teaching, learning has not taken place yet. The actual learning in literature lesson will take place once the fifth skill is incorporated. The fifth skill in McRae’s sense deals with processing and thinking skills, which include personal responses and critical awareness. In his improved version (McRae, 2022:26), McRae has introduced a fifth skill in teaching small ‘I’. Thus, the five skills are listening, speaking, reading, writing and the skill of processing and thinking. To make the fifth skill possible, he suggests that teachers should be more creative in viewing the varieties of English language by choosing suitable teaching approaches, selecting appropriate text, and understanding various cultures. Literature teaching is seen as process-oriented, instead of product oriented. In other words, in revisiting his original concept of small ‘I’ in literature teaching (McRae,1991), he suggested that literature learning should be a lifelong learning experience, instead of exam-

oriented. Students should be encouraged to continue their literature learning experience to become independent readers of literary works throughout their lives.

Indeed, from the studies above, it seems unfortunate to know that the issue of teachers' incompetency in literature teaching persisted from 2014 until 2023. It seems that the implementation of the Common European Framework of Reference (CEFR) into SBELC beginning 2013 is futile in literature teaching. In the context of English language teaching in general, focus was given to ensure that both teachers and students could achieve the stipulated levels of proficiency prescribed in CEFR. The roadmap 2015-2025 is the latest policy to ensure that Malaysian English education will be at par with the international standard (Ministry of Education, 2020). Beginning 2016, cascade of CEFR training has taken place nationwide to educate teachers on CEFR and CEFR-aligned English teaching. However, this training does not improve literature education. Even though literature is no longer tested in examination, English teachers still need to teach Language Arts during English lessons, as outlined in the SBELC *Dokumen Standard Kurikulum dan Pentaksiran* (Kementerian Pendidikan Malaysia, 2020). Less focus is given to literature education.

To have a closer look at the implementation of translanguaging in Language Arts, let us refer to the following section.

Conceptual Module Development:

Translanguaging In Language Arts

This proposed module is based on the scheme of work for teaching a poem 'This Tooth' for Year 5 (Kementerian Pendidikan Malaysia, 2020:39). Following Garcia's framework (2015), lessons for each topic will be conducted in three (3) cycles. The three (3) cycles will cover 3 class periods, with a duration of 30 minutes each. In the first cycle, teaching will be conducted fully in English language following the existing scheme of work prescribed by the Ministry of Education. Additional bilingual handouts/notes will be given to enhance students' understanding. A matching or True/False quiz may be given to test student's understanding. In the second cycle, the main focus is on group work, to enable students to understand the content of the literary text and to learn within their linguistic repertoires. During this activity, students are allowed to use the first language to complete a given task with their friends. A teacher should monitor and facilitate the learning process. A bilingual oral presentation or oral responses may be conducted at the end of the activities.

In the third cycle, the class will be conducted fully in English language. A simple comprehension activity may be conducted to test students' understanding. Examples are 'fill-in the blanks' and 'write short answers'. A teacher may conduct higher order thinking skill (HOTS) activities during this cycle. For instance, students may write a short paragraph about losing a tooth.

For a closer look at the teaching stages for each cycle, let us refer to the following information:

Cycle 1: Introductory Stage

Pre-lesson

- *Show pictures of a set of teeth with a missing tooth;*
- *Allow students to talk about the pictures;*

Lesson delivery:

- Introduce the poem;
- Recite the poem with correct pronunciation and intonation;
- Ask students to read the poem aloud following their teacher;
- Explain the meaning of words by doing the actions: jiggled, jaggled, jerked, pushed, pulled, poked ;
- Provide a handout of the translated words from English into Bahasa Malaysia to enhance students' understanding of the verbs used in the poem;
- Each group acts out their stanza based their understanding of the verbs.

Post-lesson:

- A teacher poses a question: **“What do you want to do if your tooth is loose?”** If no answer given, a teacher may prompt in the first language, **“Apa yang kamu buat jika gigi kamu longgar atau hamper tercabut?”** Students may respond according to their imagination;
- Do not penalize students if they respond in the first language. The most important thing is that students are able to respond from their own linguistic repertoire and understands the content of the lesson. This approach is to prepare them for the second cycle.

Cycle 2: Translanguaging Stage*Pre-lesson*

- Students share what they remember about the poem based on the previous lesson. A teacher may ask this question: **“Do you remember what the poem ‘The Tooth’ is all about?”** To initiate responses, provide another prompt in the first language, **“Kamu masih ingat?”**
- Students may answer in both languages;

Lesson delivery:

- Tell students that they are going to create a mask and tell their story about the falling tooth in groups;
- In groups, students are allowed to discuss on how to create a mask and narrate their own stories in the first language or mother tongue;
- Then, students take turn to narrate their experiences in English. At this juncture, a teacher should not scold students for using both languages;

Post-lesson:

- Students illustrate graphically or write down one of the memorable narrations presented by their friends. To help students getting some ideas for their stories, a teacher may show this video: **STORYTIME- My Loose Tooth- READ ALOUD Stories For Children.**

Cycle 3: Production Stage*Pre-lesson*

- Students recite the poem aloud with action. This activity may be done in pairs, group or individually;

Lesson delivery:

- Tell students that they are going to write notes to say goodbye to their tooth that fell out;
- Provide examples of phrases such as follows:

Good bye
Take care

***Have a safe journey
Peace be with you***

- *Students can use the given phrases to write their goodbye notes.*
- *Display students' works in class.*

An example of a goodbye note:

Dear Toothy,

Thank you for being with me. You are my best friend. You have helped me a lot. Now, it is time to say goodbye to you. I wish you all the best in your future. Take care and have a safe journey.

***Your friend,
Zain***

Post-lesson:

- *Students read the notes written by their friends.*

These cycles reflect the process of learning without disturbing the existing Language Arts scheme of works prescribed by the Ministry of Education. What the module does is to help students to understand and relate literature lessons to their own lives. After all, the purposes of literature lesson are to enhance cultural awareness and personal growth (McRae, 1991; 2022). By allowing students to explore literature from their linguistic repertoires and cultural identity, they are able to develop deeper thinking skills which lead to higher order thinking skills (HOTS).

Conclusion

The findings of this paper have paved a way for literature teachers to consider an alternative in Language Arts module. The global phenomenon in second language and literature education has accepted the notions of multilingualism and multiculturalism in ESL/bilingual classrooms. Thus, the framework of translanguaging pedagogy should be employed as it could enhance students' understanding and appreciation in literature. It will enable students to develop the fifth skill in learning, leading to critical thinking and awareness, following McRae's sense (2022). After all, the main objective of learning literature in the SBELC Language Arts module is to provide students opportunities to explore their creativity and potential thus allowing them to participate actively and express themselves without much reservation (2020:10). To conclude, the proposed module does not jeopardise the existing Language Arts syllabus. Instead, it enhances it by helping students to understand and appreciate literature lessons, which are supposed to be fun and meaningful. This is made possible through a learning process which starts from students' linguistic repertoires and cultural identity.

References

- Affendi, F. R. & Azlina Aziz, A. A. (2020). Systematic Review: The Challenges and Approaches in The Teaching of English literature in Enhancing English proficiency. *International journal of Academic research in progressive Education and development*, 10(4), 318.
- Akbar, R.S.S. & Taqi, H. A. (2020). Translanguaging as an ESL Learning Strategy: A Case Study in Kuwait. In *International Journal of Higher Education*, 9(6),54-63.

- Amara Yeoh Jo Ann, Md Yunus, M. & Abdul Aziz, A. (2018). ESL Trainee Teachers' Approaches and Activities in Teaching Literature: Usage, Factor and Confidence. In *Asian EFL Journal*, 20(4), 77-93.
- Atta, A. & Naqvi, S. B. (2022). Pedagogical Translanguaging in English as a Second Language (ESL) Classrooms: A Survey of Existing Studies. In *Journal of Nusantara Studies (JONUS)*, 7(2), 120-146.
- Cenoz, J. & Gorter, D. (2015). *Multilingual Education: Between Language Learning and Translanguaging*. Cambridge: Cambridge University Press.
- Cenoz, J. & Gorter, D. (2021). *Pedagogical Translanguaging*. Cambridge: Cambridge University Press.
- Garcia, O., Aponte, G. Y. & Le, K. (2021). Primary Bilingual Classroom: Translations and Translanguaging. In Laviosa, S. & Gonzalez-Davies, M. (eds.). *The Routledge Handbook of Translation and Education*. London & New York: Routledge, pp. 81-94.
- Garcia, O., Flores, N. & Woodley, H. H. (2015). Constructing in-between spaces to 'do' bilingualism: A Tale of Two High Schools in One City. In Jason Cenoz, and Durk Gorter (eds). *Multilingual Education: Between Language Learning and Translanguaging*, pp. 199-224. Cambridge: Cambridge University Press.
- Hashim, H. & Mohamad Abd Talib, M. A. (2019). The Learning of English Literature in Malaysia: A Review of Literature. In *Religacion*, 4(17), 68-74.
- Kementerian Pendidikan Malaysia. (2020). *Kurikulum Standard Sekolah Rendah, English Language Scheme of Work Year 5*. Putrajaya: Bahagian Pembangunan Kurikulum.
- Kementerian Pendidikan Malaysia. November (2013). *Dokumen Standard Kurikulum dan Pentaksiran KSSR*. Putrajaya: Bahagian Pembangunan Kurikulum.
- Kementerian Pendidikan Malaysia. November (2020). *Dokumen Standard Kurikulum dan Pentaksiran Tahun 5*. Putrajaya: Bahagian Pembangunan Kurikulum.
- Laviosa, S. & Gonzalez-Davies, M. (eds.). (2021). *The Routledge Handbook of Translation and Education*. London & New York: Routledge.
- McRae, J. (1991). *Literature with a Small 'l'*. London: Macmillan.
- McRae, J. (2022). *Literature with a Small 'l': Developing Thinking Skills in Language Teaching and Learning*. London: Wayzgoose Press.
- Ministry of Education Malaysia. (2013). *Malaysia Education Blueprint 2013-2025*. Putrajaya, Malaysia: Ministry of Education Malaysia.
- Ministry of Education Malaysia. (2020). *Implementing The CEFR-Aligned Curriculum* Second edition. Negeri Sembilan: English Language Teaching Centre, Ministry of Education.
- Ministry of Education. (2013). *Anthology of Poems for Year 4, 5 and 6*. Kuala Lumpur; Oxford Fajar Sdn. Bhd.
- Mohd Nawawi, N. S., & Muhmad Nor, N. A. A. (2023). The Challenges in the Teaching of English Literature: A Systematic Review. *Journal of English language and Pedagogy*, 6(1), 130-147
- Mustakim, S. S., Mustapha, R., & Lebar, O. (2014). Teacher's Approaches in Teaching Literature: Observations of ESL Classroom. In *Malaysian online Journal of Educational Science*, 2(4), 35-44.
- Omar, Y. (2017). Inclusion of literature components in Malaysian English Papers: The Challenges and pros in teaching and learning. *Al-Ta' Lim Journal*, 24(3), 174-186.
- Ooi, W. Z., & Azlina Aziz, A. A. (2021). Translanguaging pedagogy in the ESL Classroom: A systematic review. In *International Journal of Academic Research in Progressive Education and Development*, 10(3), 676-709.

- Shanmugavelu, G. & RK Sundaram, M. (2020). The Effectiveness of Using Language Arts in the English Language Curriculum to Teach Pronunciation and Vocabulary among Year One Students in One Semi urban Schools in Malaysia. In *Shanlax International Journal of Education*, 8(4), 20-26.
- Ukat, J.A. & Ismail, H. H. (2022). Teaching Literature in Malaysian English Classrooms: A Review on its Challenges and Opportunities. In *International Journal of Academic Research in Business and Social Sciences*, 12(11),1991-2004.
- Yusri, N. S., Huzaimi, N. H. A., & Sulaiman, N. A. (2022). Translanguaging in Malaysian ESL Classroom: Teachers' Perceptions. In *International Journal of Academic Research in Business and Social Sciences*, 12(9), 607-619.