



# From Theory to Classroom: Implementing Translanguaging Pedagogy for Refugee Learners

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## ABSTRACT

This study bridges the gap between theoretical frameworks and classroom practice by designing a translanguaging pedagogy (TP) module for volunteer teachers at an alternative learning centre serving refugees in Malaysia. Grounded in a comprehensive needs analysis and refined through expert consensus, the module emphasizes bilingual proficiency, interactive teaching methods, and diverse learning materials to enhance English communication skills. Focused on pedagogical usability and teacher engagement, the research evaluates the module's effectiveness through teachers' perceptions and interactions with students, rather than language proficiency outcomes. Findings demonstrate TP offers a practical, inclusive approach to meeting refugee learners' unique needs, contributing to the development of adaptable, effective teaching strategies that translate theory into impactful classroom practices for marginalized communities.

## KEYWORDS

translanguaging pedagogical module; refugees' education; translanguaging pedagogy for refugees

## SUBJECT CLASSIFICATION CODES

RENG-2024-0087 Language Teaching Related

## RÉSUMÉ

Cette étude comble le fossé entre les cadres théoriques et les applications pratiques dans la mise en œuvre d'un module de pédagogie translinguistique (TP) par des enseignants bénévoles dans un centre d'apprentissage alternatif sélectionné en Malaisie. Cette institution offre des opportunités d'apprentissage inclusives aux groupes marginalisés tels que les réfugiés et les communautés indigènes, en se concentrant sur l'éducation de base et le soutien linguistique en collaboration avec les ONG locales. En tirant parti de la compétence bilingue, en incorporant des méthodes d'enseignement interactives et communicatives, en utilisant divers matériels d'apprentissage et en favorisant un environnement d'apprentissage positif, le module de TP vise à améliorer les compétences de communication en anglais des étudiants réfugiés. La recherche s'appuie sur une analyse rigoureuse des besoins afin d'identifier les objectifs pédagogiques, puis elle est développée et affinée grâce à un consensus d'experts. Le module reflète le passage de concepts théoriques à des stratégies pratiques, guidées par le modèle d'approche systémique. Il a été évalué en fonction de sa facilité d'utilisation pédagogique, en particulier à travers les perceptions des enseignants et leurs engagements avec les élèves, plutôt qu'en mesurant les compétences linguistiques des élèves. Les résultats démontrent l'impact significatif de la TP sur l'amélioration des résultats scolaires et la prise en compte des besoins spécifiques des élèves réfugiés. Cette étude souligne l'importance de traduire les théories éducatives en pratiques efficaces en classe, contribuant ainsi au développement de stratégies d'enseignement inclusives et adaptables dans le contexte de l'éducation des réfugiés.

## CONTACT

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The conception of translinguaging as a pedagogical construct is identified as one of the five most relevant pedagogical practices in language education for migrants and refugees in the Asia-Pacific region (Heugh & Mohamed, 2020). This approach aligns with functional multilingualism, funds of knowledge, and intercultural and culturally sustaining pedagogies while addressing essential challenges in curriculum design and literacy transfer. As educators develop literacy programs or consider suitable teaching methods for refugee learners, it is crucial to address teaching and learning needs related to curriculum design (Luke et al., 2013) and to discuss ways to transfer literacy skills to language use that is sensitive to multicultural identities (Heugh & Mohamed, 2020). A translingual approach does not assume bilingual and multilingual students are fully proficient in all of their languages. Instead, it recognizes the dynamic and fluid use of the complete linguistic repertoire that learners possess. This approach questions traditional notions of bilingual proficiency by emphasizing that language use in the classroom is integrated and not compartmentalized into fixed languages. Bilingual/multilingual students draw from all their languages to make meaning, which reflects the flexibility of their linguistic resources and discourages strict separations dictated by monolingual ideologies (Creese & Blackledge, 2010; Phyak, 2023; Poza, 2017). Translinguaging fosters multilingual awareness and helps students navigate through linguistic identities, offering strategies to address educational inequities for bilingual and multilingual students (Canagarajah, 2022).

Translinguaging has gained recognition as an effective pedagogy for promoting equity in education. This approach enables bilingual students, particularly those who are minoritized, to leverage their full linguistic

repertoire, thus enhancing their learning and participation (Seltzer & García, 2020; Yilmaz, 2021). By disrupting traditional power dynamics in language education, translinguaging fosters inclusive classrooms (Wei, 2024; Wei & Lin, 2019). It is also a critical tool for promoting social justice as it validates the linguistic identities of marginalized students and provides them with meaningful opportunities to engage in academic discourse (Van Viegen, 2020).

The translinguaging pedagogy module, constructed and guided by Dick and Carey's systems approach model (Dick et al., 2012), was deliberately developed from needs analysis through to development and implementation phases. This study primarily focuses on the implementation phase, critically examining how the developed module bridges conceptual gap between theoretical frameworks and practical application in the classroom setting.

## Background on Refugee Education in Malaysia

In Malaysia, the educational situation for refugee children is particularly challenging. Excluded from the mainstream education system, refugees, illegal migrants, asylum seekers, and undocumented individuals must rely on alternative learning centres (ALCs) for their education. This is largely due to Malaysia not being a signatory to the 1951 Refugee Convention or its Protocol, which leaves the country without a regulatory system for the rights of refugees (UNHCR, n.d.). The lack of distinction between refugees and undocumented migrants in Malaysian law leaves these children vulnerable to arrest for immigration offenses, subjecting them to detention, prosecution, and deportation (Letchamanan, 2013). With no access to mainstream education, ALCs become the primary, and often the only, educational avenue for

refugee students, underscoring the urgent need for effective pedagogical interventions (Letchamanan, 2013). Translanguaging pedagogy, by leveraging the bilingual proficiency of refugee students, offers a promising approach to address these challenges.

### Addressing Educational Challenges Through Translanguaging Pedagogy

The unique set of challenges faced by refugee students in ALCs, stemming from non-formal status, resource constraints, legal ambiguities, and issues related to educational governance (Saleh et al., 2023; Samsudin & Ismail, 2023), particularly language barriers and resource shortages, underscores the necessity of targeted pedagogical strategies (Loganathan et al., 2023). In response to these challenges, the translanguaging pedagogy (TP) module was developed and implemented specifically for volunteer teachers (VTs) working in ALCs. The TP module, a guide for VTs, is designed as a comprehensive resource, divided into seven instructional topics covering aspects such as self-identity, hygiene, social interactions, festivals, situational scenarios, manners, feelings and emotions, recycling, and environmental responsibility. This guide supports VTs in Malaysia to develop English communication skills in Rohingya students aged 9–12 years through shared language (Malay), learning objectives, and cultural awareness issues. Each unit provides interactive activities, worksheets, and media resources, focusing on meaning-making and cultural sensitivity. The module also emphasizes social-emotional learning and practical skills to aid in the students' resettlement or repatriation (Khairi et al., 2023). The learning objectives in this module are designed to cater to the specific needs of in-transit Rohingya refugee students in Malaysia and to develop English as communicative and a basic life skill relevant

to their daily lives. For example, students will be able to introduce themselves, discuss their self-identity, and build rapport with teachers and peers. They will be able to describe feelings and emotions, associate colours with feelings, use appropriate behaviour related to feelings, and learn vocabulary associated with the 3Rs: recycle, reduce, reuse. It provides a structured framework that includes teaching materials, printable worksheets, activity guides, and assessment rubrics not just as a response to resource shortage but also as a systematic approach to making the most of the multilingual proficiencies of refugee students. The TP module supports learning in a way that is both inclusive and empowering by enabling students to draw upon their entire linguistic and semiotic repertoire.

The unique challenges faced by refugee students in ALCs—stemming from non-formal status, resource constraints, legal ambiguities, and issues related to educational governance—are compounded by significant language barriers and inadequate resources. To address these compounded challenges, the TP module was specifically designed to serve as a comprehensive guide for volunteer teachers (VTs) working in ALCs. Structured into seven instructional topics—covering aspects such as self-identity, hygiene, social interactions, festivals, situational scenarios, manners, feelings and emotions, recycling, and environmental responsibility—the module aims to equip teachers with practical strategies to facilitate inclusive and effective learning experiences for refugee students.

Moreover, the TP module goes beyond addressing resource shortages by providing a structured framework that leverages the multilingual proficiencies of refugee students. The module encourages a fluid approach where learners draw upon their entire linguistic and semiotic repertoires. Recognizing

the impact of displacement and trauma on refugee students, the module integrates psychological sensitivity. Translanguaging spaces can function as safe zones that offer psychosocial support (Capstick & Ateek, 2024). This trauma-sensitive approach entails creating environments where students feel secure to express their emotional experiences alongside their multilingual practices. By incorporating reflective dialogue, storytelling, and activities that acknowledge and address emotional distress, the TP module not only promotes language development but also helps mitigate trauma-related challenges. This dual focus on language and emotional well-being is critical to ensuring that learners can fully engage in learning while feeling supported both cognitively and affectively. Translanguaging helps break down barriers between languages, allowing for a more holistic approach to learning content (Cenoz & Gorter, 2025). Overall, the comprehensive design of the module and its targeted instructional strategies—including explicit measures to support trauma-impacted learners—illustrates a deliberate effort to counter systemic challenges in ALCs. By harnessing the strengths of translanguaging pedagogy in both language and trauma-informed contexts, the module exemplifies an approach that is simultaneously inclusive, empowering, and contextually responsive.

### **From Needs Analysis to Implementation: Bridging Theory and Practice**

A key aspect of the TP module's development is the expert consensus process, which ensured that the module was both theoretically sound and practically applicable (Allsopp et al., 2006; Brown, 1992; Rahma et al., 2024; Resch et al., 2024). The systems approach model (Dick et al., 2012) guided the development of the TP module from the

initial needs analysis to its final design and refinement. Prior to implementation, expert consensus played a critical role in shaping the practical strategies within the module, ensuring that they were relevant and adaptable for use by untrained VTs. This study focuses on the implementation of these strategies in the classroom, highlighting how the TP module effectively bridges the gap between theory and practice in refugee education. The module effectively addresses immediate language-related needs such as facilitating of communication and enhancing of linguistic comprehension. Findings contribute to the usability and adaptability of educational strategies in similar contexts. The research questions guiding this study were the following:

What are VTs' perceptions on the use of the TP module?

How did the teachers and refugee students engage in classroom activities to develop English communication skills using the TP module?

## **TRANSLANGUAGING PEDAGOGY: THEORETICAL FOUNDATIONS**

### **Evolution of Translanguaging**

Translanguaging has emerged as a theory, pedagogy, and analytical tool over the years in understanding and facilitating bi-/multilingual education (Tai & Wei, 2020). Originally introduced by Cen Williams, the concept of translanguaging now includes a dynamic understanding of language use that challenges traditional, monolingual biases (García, 2009; Wei, 2018). This evolution underscores translanguaging's role as a transformative approach that redefines language use and value in educational settings globally. Translanguaging is no longer confined to bilingual education but has been adapted in various global contexts, where it serves as a powerful tool for navigating the

complexities of multilingualism (MacSwan, 2022; Moore et al., 2020). García (2009) emphasized the fluidity of language practices and advocated an educational framework that recognizes the full linguistic repertoire of bilingual and multilingual individuals. Similarly, Wei's (2018) contributions underscore the dynamic and flexible nature of translanguageing, positioning it as a critical practice that disrupts conventional notions of languages as fixed, separate systems. Translanguageing is more than a pedagogical tool; it is a transformative approach that reconfigures how languages are understood, used, and valued in educational settings worldwide.

### Core Principles of Translanguageing Pedagogy

Translanguageing pedagogy reconfigures traditional views of bilingualism, emphasizing the integration and dynamic use of multiple languages (Pontier, 2022). Unlike traditional models, TP encourages students to use their entire linguistic repertoire fluidly (García & Wei, 2015). TP stands out for its emphasis on the fluid and interrelated use of multiple languages (Donley, 2022); it promotes deeper learning, affirms students' linguistic identities, and creates an inclusive educational environment (Adams, 2020; Fu et al., 2019). Moreover, TP diverges from other pedagogical approaches such as code-switching or traditional bilingual education by advocating for the strategic use of all available linguistic resources (Moore et al., 2020). While code-switching often views language use as switching between two (or more) distinct systems, TP recognizes the continuous, interrelated use of multiple languages, offering a more holistic approach to bilingual education (Sembiente & Tian, 2020).

## CRITIQUES AND CHALLENGES IN TRANSLANGUAGEING PEDAGOGY

### Theoretical Debates

Critiques of translanguageing pedagogy highlight practical challenges, such as the need for adequate teacher training and resources (Poza, 2017). In Malaysia, gaps between teachers' beliefs and practices, coupled with rigid language policies, can hinder TP implementation (Rajendram, 2022). Socio-political contexts, such as the disconnect between Malaysian language policies and multilingual realities, further complicate TP's application (Zembylas et al., 2016). Translanguageing must navigate the complexities of educational systems that often uphold monolingual ideologies. In Malaysia, the English language policy has been critiqued for existing in a "linguistic and cultural vacuum," disconnected from the multilingual realities of learners (Rajendram, 2022, p. 79). This disconnect is compounded by the absence of clear guidelines for ALCs that cater to refugee students, leaving educators without a framework to integrate plurilingual practices effectively (Pillai & Ong, 2018; Savski, 2019).

These critiques highlight the tension between the theoretical ideals of TP and the practical challenges of its implementation. While TP offers a powerful framework for leveraging students' linguistic repertoires, its success in the classroom is contingent on overcoming significant barriers, including the need for targeted teacher training, policy reform, and resource allocation. Without addressing these issues, TP risks being sidelined as an aspirational but ultimately impractical approach, particularly in contexts, such as Malaysia, where the educational infrastructure may not yet be fully equipped to support such innovative pedagogies.

## PRACTICAL IMPLEMENTATION OF TRANSLANGUAGING PEDAGOGY IN REFUGEE EDUCATION

### Educational Context of Refugee Students

Refugee students in ALCs face unique linguistic and cultural challenges that demand a tailored educational approach. The practical implementation of TP within these settings is fraught with complexities. The intersection of linguistic diversity and the trauma of displacement raises significant questions about whether TP alone can address the multi-faceted needs of refugee students. Critics argue that while TP promotes inclusivity, its effectiveness may be limited if it does not fully address the diverse needs of this population. While proponents suggest that TP's use of students' entire linguistic repertoire can make language learning more meaningful and less intimidating (Dougherty, 2021; Heugh & Mohamed, 2020), skeptics question whether this inclusivity can be sustained in resource-limited environments like ALCs (Creese & Blackledge, 2011; Young, 2014). Resource-limited ALCs in Malaysia are characterized primarily by a chronic scarcity of financial, infrastructural, and human resources, which constrains both the teaching capacity and the quality of education provided to refugee children (Lee & Hoque, 2024). In these centres, limited budgets and weak governance mechanisms directly affect the availability of proper learning materials, classroom space, and support services critical to effective instruction (Lee & Hoque, 2024; Samsudin & Ismail, 2023). The challenge is further compounded by the reliance on volunteer educators and non-governmental organizations, who and which often operate under constrained funds and limited training opportunities, resulting in a patchwork of sup-

port that struggles to meet the educational needs of refugee students (Ali et al., 2025). Moreover, these resource constraints have significant implications for the implementation of innovative pedagogical approaches such as translanguaging pedagogy. Despite TP offering a means to incorporate the full linguistic repertoire of refugee students and thereby foster inclusive learning environments (Ali et al., 2025), its successful execution demands a solid framework that is often lacking in resource-limited settings (Lee & Hoque, 2024). The absence of adequate funding and trained personnel means that even evidence-based practices may fail to achieve their full potential, as educators are forced to adapt and reconfigure limited resources to cover both basic educational delivery and specialized interventions (Samsudin & Ismail, 2023). Socio-economic bottlenecks further exacerbate the issue, as these conditions not only impact resource availability but also influence policy-making, resulting in inadequate domestic legal frameworks to support sustainable funding and comprehensive educational programming for refugees (Faizan et al., 2025).

To address these challenges, strategic planning plays a crucial role in operationalizing TP in under-resourced ALCs. This involves identifying community assets, such as local language speakers and existing educational resources, to create collaborative networks that support TP implementation. Engaging teachers in professional development that emphasizes resourcefulness in using available materials and leveraging students' linguistic strengths can enhance the effectiveness of TP in these contexts. Providing training sessions that focus on adaptable pedagogical techniques can empower educators to create inclusive classrooms despite resource limitations.

Thus, while ALCs in Malaysia represent a critical effort to provide educational opportunities to refugee children, the reality of resource-limited environments necessitates a dual strategy. On one hand, there is a need for innovative, flexible pedagogies like TP that can operate within these constraints by leveraging the diverse linguistic strengths of students. On the other hand, systemic changes through improved resource allocation, enhanced teacher training, and the development of consistent regulatory frameworks are imperative to ensure that these educational settings can sustainably support the holistic development of refugee learners (Ali et al., 2025; Lee & Hoque, 2024; Samsudin & Ismail, 2023).

### Challenges in Implementing Translanguaging Pedagogy

The application of Seltzer & García's (2020) concepts of stance, design, and shift in refugee education presents another layer of complexity. While these concepts theoretically align with the goals of TP, their practical realization in ALCs is not without challenges. The notion of "stance," which involves adopting an orientation that values students' linguistic repertoires, is often complicated by the diverse and transient nature of refugee populations (Seltzer, 2022). In such settings, educators may struggle to maintain a consistent stance, especially when faced with linguistic landscapes that are in constant flux. Similarly, the "design" and "shift" elements of Seltzer's framework, which advocate for the strategic planning and dynamic adaptation of pedagogical practices, may be difficult to operationalize in under-resourced ALCs. Critics argue that while these strategies offer theoretical appeal, they may be impractical in classrooms where educators lack the necessary training or support to implement them effectively. Furthermore, the emphasis

on flexibility and responsiveness in TP could inadvertently lead to a lack of structure, creating confusion rather than clarity in the educational process.

These debates underscore the need for a critical examination of TP's application in refugee education. While TP holds potential, its success hinges on addressing the inherent tensions between its theoretical ideals and the practical realities of refugee education. Without careful consideration of these challenges, the implementation of TP in ALCs risks becoming more aspirational than achievable.

### Implications in Refugee Education

Translanguaging pedagogy shows considerable promise for enhancing educational outcomes for refugee students, yet its effectiveness remains debated. Studies indicate that TP can improve comprehension and academic performance by utilizing students' full linguistic repertoires (García & Wei, 2015; Heugh & Mohamed, 2020). For instance, Dougherty (2021) demonstrates how TP reduces language anxiety and fosters inclusivity, which is crucial for refugee students facing linguistic and cultural barriers. However, assessing TP's long-term impact on refugee students' educational trajectories is complex and requires longitudinal research to evaluate both immediate learning outcomes and long-term academic and socio-cultural integration.

While TP is recognized for its inclusivity and responsiveness to students' linguistic resources (García & Kano, 2014), practical challenges can hinder its implementation. Poza (2017) argues that without adequate teacher training and institutional support, the benefits of TP may not be fully realized, particularly in resource-scarce refugee education contexts, where teachers may lack the training necessary for effective imple-

mentation (Cenoz & Gorter, 2011; Creese & Blackledge, 2011).

Additionally, the adaptability of TP to diverse educational contexts is not always guaranteed. For example, research in Malaysia shows that despite TP's theoretical advantages, teachers often struggle to align their practices with educational policies that favour monolingual approaches (Rajendram, 2022; Too, 2023). This misalignment can undermine TP's effectiveness, especially in contexts resistant to multilingual methods.

### Implications for Policy and Practice

The adoption of TP in refugee education has implications that extend beyond immediate classroom outcomes, potentially influencing policy development. Integrating TP could guide policy reforms by demonstrating the benefits of recognizing and utilizing students' full linguistic repertoires. The study titled "'People Are Already Doing It'" highlights how Malaysian teachers, despite operating within restrictive policy environments, naturally employ translanguaging strategies to support language learning (Too, 2023). This evidence could inform policy adjustments aimed at better supporting multilingual classrooms and strengthening the framework for TP. Ethnographic evidence, including fieldnotes and interactional data collected in multilingual classrooms, demonstrates how bilingual professionals and multilingual learners actively engage in translanguaging practices to negotiate identity and facilitate communication (Emerick et al., 2020; Tai & Wei, 2020). Incorporating TP into teacher education programs could further enhance educators' preparedness to implement multilingual strategies. Equipping teachers with the necessary tools and knowledge could facilitate broader adoption of TP (Yurinova et al., 2022), increasing its impact across diverse educational settings.

Therefore, TP's potential to shape educational practices and policies underscores its importance in advancing refugee education and supporting multilingual learners.

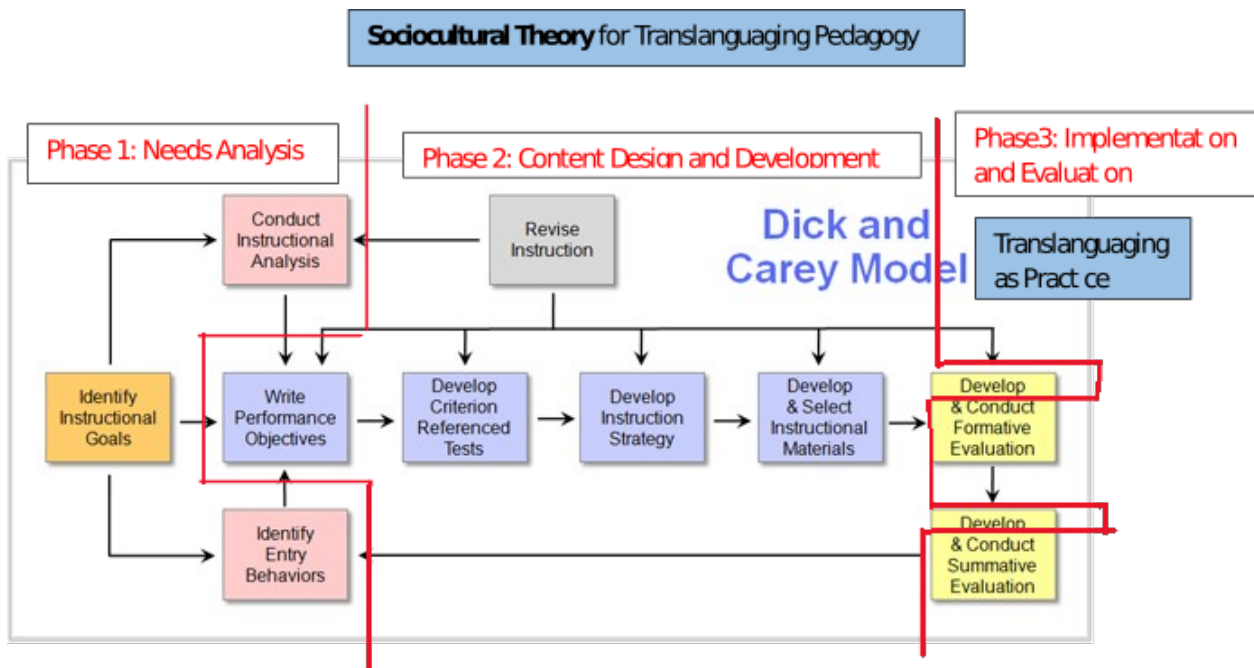
## METHODOLOGY

### Research Design

This study employed a qualitative exploratory research design to explore the implementation and evaluation of a developed translanguaging pedagogy module using a design and development research approach (see Figure 1). In the evaluation phase of the module, which focused on testing its practical use, purposive sampling was used to select participants who could provide relevant insights through interviews and observations.

Needs analysis and design development of the TP module adopted a design and development research (DDR) approach—a systematic methodology focused on the production of products or interventions, particularly in educational contexts. The process involves identifying a problem, designing a solution, testing and refining the solution, and evaluating its effectiveness (Jaya et al., 2021). For designing the TP module, the steps included identifying needs, designing instructional materials, implementing the module in classroom settings, collecting and analyzing data, and refining the materials based on feedback.

The needs analysis phase involved semi-structured interviews and classroom observations with stakeholders at the ALC, including teachers, administrators, and students, to determine the instructional goal of this study, which was to systematically design and develop a TP module for the chosen context. Data on current teaching practices, students' proficiency, and readiness for learning English communication skills were gathered to determine users' needs. With the needs analysis results, design development

**Figure 1***Design and Development of a Translanguaging Pedagogy Module*

Note. Dick and Carey's systemic design of instruction (Dick et al., 2001). Image adapted from "Dick and Carey Instructional Model," by S. Kurt, November 23, 2015, *Educational Technology* (<https://educationaltechnology.net/dick-and-carey-instructional-model/>).

of the module moved systematically with translanguaging theoretical underpinnings as mentioned in Dick and Carey's systems approach model (Dick et al., 2012).

In the expert consensus process, subject matter experts were identified and consulted using a Fuzzy Delphi instrument that included rounds of feedback and discussion to reach a collective agreement on six key components of the TP module. This process, which ensured high validity and trustworthiness of the module, utilized the Fuzzy Delphi method (FDM)—a combination of fuzzy set numbering to obtain consensus and ranking of items to be included in the TP module—to ensure the module's content and strategies were robustly supported based on consensus gathered from a panel of subject matter experts acting as respondents on the use of quantitative methods (Alias et al., 2013). During the design phase, the ranked items

in the Fuzzy Delphi instrument based on experts' voting process were employed and facilitated instructional strategies, activities, media and resources, objectives, and assessments in the TP module for volunteer teachers.

The focus of the study was the implementation and evaluation phase of a validated TP module. It involved eight volunteer teachers who applied the TP module in eight English lessons covering seven topics. Two English lessons were taught per week, each lasting an hour and a half. Data collection methods included interviews and classroom observations, as well as analysis of student work collected over a period of 4 weeks.

### Research Site and Participants

The research was conducted at an ALC in Malaysia serving Rohingya refugee children who had limited access to formal schooling.

The development of the TP module involved experts in instructional technology, curriculum design, English language teaching, linguistics specializing in TP, and refugee teacher training. These experts were selected based on their significant experience and academic contributions, based on the following criteria: a minimum of 10 years of teaching experience and at least two publications in academic journals related to their area of expertise.

The TP module was implemented by eight VTs who taught eight topics within the module, with four having prior teaching experience at the ALC and the others being new participants.

### Development of the TP Module

The TP module was developed using the systems approach model (Dick et al., 2012), a systematic instructional design framework ensuring alignment with educational goals and identified needs. This model guided the module through iterative stages of development and refinement.

### Expert Consensus

After identifying needs, a semi-structured questionnaire was constructed to collect interview data from six experts. From the interview data, the Fuzzy Delphi instrument was built. There were six key elements with a list of items under each element. The instrument was sent to 12 experts, who ranked the items on a 5-point Likert scale. Accepted items with their rankings was achieved using the FDM. This method rejects unaccepted items below the threshold value of  $\geq 0.2$ . Accepted items were ranked according to importance based on the experts' vote. The module was constructed based on the ranked items obtained from the Fuzzy Delphi instrument. Lastly, three experts reviewed and refined the module's content, objectives,

media and resources, activities, instructional strategies, and assessment using a validation checklist aligned with FDM rankings before implementation can be executed.

### Implementation and Evaluation Method

The focus of this study was on the implementation of the TP module in the ALC. Over 4 weeks, eight VTs delivered the module, with each teacher conducting a 1.5-hour class on seven topics: Welcome to My Class; My Everyday; Celebration of Festivals; Food, Please!; How Do I Get There?; Look, I See a Rainbow!; and Think Green, Think Clean. The implementation was monitored to assess usability, pedagogical effectiveness, and impact on students' engagement. Data collection included classroom observations, teacher feedback, and students' output. Semi-structured interviews with VTs, classroom observations, and student work were used to triangulate data and evaluate the module's impact and usability.

### Ethical Considerations

The study adhered to ethical guidelines approved by the Universiti Malaya's Research Ethics Committee (reference # UM.TNC2/UMREC-755). Informed consent was obtained from all participants, who were assured of confidentiality and the right to withdraw without repercussions.

### Data Collection

This study specifically focuses on the implementation and evaluation of the translanguaging pedagogy module. During implementation, multiple methods of data collection were employed to thoroughly evaluate usability of the TP module. Semi-structured interviews were conducted with the eight VTs to explore their perceptions of using the module overall; technical aspects including

navigating the operational interface; and the module's pedagogical impact. Interviews based on a semi-structured interview protocol were carried out after each lesson (eight total) with eight different volunteer teachers. These interviews aimed to gather detailed insights into teachers' experiences, challenges they faced, and suggestions for improvement of the module usage. Classroom observations were systematically performed using a structured observation checklist to collect real-time data on the unplanned movements that took place during lessons. The observations focused on key factors such as instructional practices, student participation, language use, and engagement levels. Data analysis involved thematic coding of interview transcripts, analysis of observation journals, and qualitative content analysis of student work, ensuring triangulation and robustness in evaluating the overall effectiveness and encountered challenges of the TP implementation.

## Data Analysis

Data analysis in this study focused on the implementation and evaluation phase of the translanguaging pedagogy module. The data collected included eight semi-structured interviews with volunteer teachers, eight classroom observations, and analysis of student work. Thematic analysis was employed to examine the qualitative data gathered from semi-structured interviews with volunteer teachers and classroom observations. To make the analysis more structured and targeted, the approach involved deductive coding of the data to pair recurring themes and patterns related to the three strands of TP (Seltzer & García, 2020) to explore how well the data supported or related to existing theories or specific research questions. Key components of the analysis included identifying themes related to teachers' perceptions

of the TP module, its impact on their teaching practices, and student engagement and learning outcomes.

Key components of analysis were to understand teachers' perceptions of the TP module and its impact on their teaching practices. Classroom observations were reviewed to assess application of the TP module in practice, supported by semi-structured interviews to gauge the module's effect on student learning outcomes. Reflective journals and student work were analyzed to provide additional insights into the teaching and learning processes, with the focus on the application of translanguaging strategies.

Triangulation of these data sources ensured a comprehensive evaluation of the TP module, enhancing the study's validity and reliability (Maxwell, 2024). By combining insights from multiple perspectives, the analysis provided a well-rounded assessment of the module's implementation in a real-world educational setting.

## FINDINGS

### Needs Analysis

The needs analysis revealed that students at the ALC had low English proficiency and moderate Malay proficiency, with Malay being the primary language used at home and in caregiving settings. Many students at the ALC began learning English late, resulting in syntax gaps and sentence structure errors. Code-switching was prevalent, often as a strategy to compensate for limited vocabulary and grammatical knowledge. VTs had the following to say:

Low in English and moderate in Malay, as some parents know Malay and speak to their children in that language. Many students start learning languages late and produce sentences with gaps in syntax, indicating the need for targeted language support. (Teacher N)

Code-switching, we use that, and we can only do that. The students eventually need a language to understand what we are teaching. (Teacher N)

Teachers acknowledged that current practices are primarily unstructured and teacher-centred, heavily relying on spontaneous language use. This approach does not fully align with the principles of translanguaging pedagogy. In an interview, a teacher said,

The need for proper scaffolding in teaching English is evident, as students drill into without proper scaffolding their understanding, especially in unsure qualifications ("without proper teaching methods"). (Teacher N)

Despite these challenges, most students displayed strong motivation and willingness to learn English, with low communication apprehension, indicating their readiness to adopt translanguaging strategies. VTs stated,

"Ready to learn" a new language ("Feel happy to learn English"). (Teacher N)

Always willing and ready to learn English. (Teacher D)

Many students feel a sense of responsibility to learn well ("Students feel a sense of responsibility"). (Teacher D)

Addressing these gaps is essential for developing a more effective, culturally responsive pedagogical approach aligned with users' needs underpinned with TP principles.

## Design and Development of TP Module

A deliberately planned TP module means that there were bilingual texts (in this context, one in Malay and one in English). This promotes learning opportunities by engaging the funds of knowledge that learners bring with them; it destroys the lens of labelling learners as lacking, having a deficit, or being weak. The TP module comprises seven units on themes such as daily routines, festivals, and recycling, selected based on expert feedback through the FDM. This module aligns with the Malaysian government's

education blueprint for Rohingya refugees, focusing on practical communication skills rather than formal academic content. Developed according to TP principles, the module includes instructional strategies, activities, content, objectives, media, and assessments designed to integrate language and social learning objectives. After transforming the items (see Table 1) into the module, the module was validated by three experts, who endorsed it for implementation based on a detailed checklist, confirming its adherence to FDM rankings and its effectiveness in meeting educational needs. The module can be found at <https://www.linkedin.com/feed/update/urn:li:activity:7321058008111755265/>

The first unit of the TP module, "Welcome to My Class," is available in Appendix A as an example. The synergy between the items voted by experts in Table 1 were included in the content composition in the module.

## Findings on Module Implementation

The implementation of the module occurred in a selected ALC, with permission from the gatekeeper and ethical approval granted by the Universiti Malaya's Research Ethics Committee. The lessons were conducted by eight volunteer teachers over a period of 1 month, following the guidelines of the TP module (see Table 2).

## Evaluation of the Module

Evaluation of the TP module's effectiveness focused on two main aspects: the perspectives of volunteer teachers and their classroom interactions with students. This evaluation reflects the usability of the TP module in the selected ALC. In line with the study's two research questions, findings related both to teachers' perceptions and to classroom engagement emerged across three distinct themes. Teachers' perceptions were exam-

**Table 1***Fuzzy Delphi Method Ranked Items*

<b>Elements of the Translanguaging Pedagogy Module</b>	<b>Rank</b>
<b>Objective</b>	
a. Apply fundamental communication knowledge to real-world issues	1
b. Communicate in the target language (meaning rather than structure)	2
c. Foster willingness to communicate	2
d. Develop context-specific communication skills for the ALC	4
<b>Content Areas/Topics</b>	
a. Dealing with people	1
b. Building rapport with people	1
c. Making purchases	3
d. Digital literacy	4
e. Respect of different cultures	5
f. Appropriate social skills and acceptable behaviour	6
g. Expressing feelings and emotions	7
h. Managing/handling money to avoid fraud	7
i. Self-safety knowledge, e.g., personal safety with strangers	9
j. Navigating and giving directions	10
k. Conflict resolution scenarios	11
l. Environmental awareness (3Rs: recycle, reduce, reuse)	12
m. Local content (e.g., celebrations in Malaysia)	13
<b>Instructional Strategies</b>	
a. Role-playing challenges/life encounters	1
b. Discussing familiar everyday activities to build knowledge	2
c. Making learning relevant to students' lives	2
d. Teacher scaffolding through negotiation	4
e. Positive feedback on common mistakes	4
f. Icebreaking activities	6
g. Group discussions	7
h. Using drawings to express abstract concepts	7
i. Teacher facilitation of meaning negotiation	7
j. Student reflections at lesson end	10
k. Arts and crafts to initiate conversation	11
l. Watching cartoons for cognitive development	12
m. Supporting cultural heritage with language	12
<b>Activities</b>	
a. Role-playing everyday situation	1
b. Game-based activities	1
c. Experiential learning	3

*Continued on next page*

**Table 1***Continued*

Elements of the Translanguaging Pedagogy Module	Rank
d. Competition	4
e. Reading aloud	5
f. Group project	5
<b>Media and Resources</b>	
a. Visual materials (video clips, cartoons, animation)	1
b. Pictures (e.g., graphic organizers, storyboards)	2
c. Flip cards	3
d. Audio materials (e.g., podcasts, songs)	4
e. Familiar resources to scaffold mastery	5
f. Realia	6
g. Worksheets	7
<b>Assessment</b>	
a. Simulation tasks with role-switching	1
b. Spontaneous Q&A	2
c. Individual verbal communication skills in team settings	3
d. Team verbal communication skills	4
e. Team nonverbal communication skills	5
f. Project outcomes	6
g. Short reflective answers	7

**Table 2***Implementation Phase of the Translanguaging Pedagogy Module*

No.	Date(s)	Unit(s)	Volunteer Teacher	Time/Session	Topic(s)
1	4th, 10th, 11th	1, 2, 3	Teacher S	9:00–12:30	Welcome to My Class! My Everyday Celebration of Festivals
2	17th	4	Teacher A	9:00–12:30	Food, Please!
3	18th	5	Teacher H	9:00–12:30	How Do I Get There?
4	24th	6	Teacher Sa	9:00–10:30	Look, I See a Rainbow!
5	24th	6	Teacher C	11:00–12:30	Look, I See a Rainbow!
6	25th	6	Teacher CK	9:00–10:30	Look, I See a Rainbow!
7	31st	7	Teacher M	9:00–10:30	Think Green, Think Clean
8	31st	7	Teacher Sy	11:00–12:30	Think Green, Think Clean

ined by exploring overall usability, pedagogical application, and technical functionality of the module, while classroom engagement

was analyzed through the deductive lens of stance, design, and shift.

## Teachers' Perception of the TP Module

The volunteer teachers' perception of the TP module was generally positive, highlighting three main themes on impact: the module is practical and usable; it has positive pedagogical usage; and it is highly engaging with students.

### *A Practical and Usable TP Module*

All volunteer teachers consistently praised the TP module for its user-friendly design, emphasizing the way it catered to educators with varying levels of experience. Even those who were new to translanguaging pedagogy found the module accessible. The clear and logical structure of the module, with well-organized lesson plans and resources, facilitated smooth implementation. One teacher noted, "The module was easy to follow, and I didn't need additional training to start using it effectively in my classroom" (Teacher CK). The practical design, including step-by-step guides and ready-to-use materials, reduced preparation time and allowed teachers to focus on student interaction rather than on administrative tasks. Feedback on its technical design was positive: It has logical organization, suitable font size, and good page structure. Suggestions for improvements included adding more images, enlarging existing ones, and improving spacing. One teacher said, "It is easy to use. It is very clear on the steps and sequence to guide teachers on their lessons" (Teacher Sy). It was reported to be easy to navigate, and one respondent recommended transitioning to an electronic platform to enhance accessibility. Despite suggestions for improvements, observation data showed no issues with font size that affected teaching flow.

### *Provides Positive Impact on Translanguaging Pedagogical Approach*

The TP module had a positive impact on the way teachers approached their lessons. Prior to using the module, many teachers relied on spontaneous methods. However, with the module's structured guidance, they reported a shift toward more systematic and intentional teaching practices. Teachers described how the module helped them plan and deliver lessons with greater consistency and focus. One teacher shared, "Before the module, my lessons were more reactive. Now, I have a clear plan, and my teaching is more aligned with educational goals" (Teacher Sy). Having planned lessons, the module not only enhanced the overall quality of instruction but led to better student learning outcomes. The module proved to be highly effective pedagogically: teachers quickly adapted to it, gaining control over lesson flow and teaching decisions.

The VTs appreciated the clear instructions and autonomous usage with the focus on meaning rather than structure:

Through communications, it [the TP module] facilitated relevant learner discussions; it gives an opportunity for the teacher and students to have interaction. For example, in one of the tasks, I asked them what recycle item is missing, and students could orally relate "glass" or "aluminium" based on what they have learnt in the unit. It encouraged collaborative learning through tasks with clearly stated learning objectives, ensuring both language and social goals were met. Also, the stress on meaningful exchange rather than structure of the language encourages learners to express freely. (Teacher Sy)

The content was reported to be applicable to students' daily lives and future needs, enhancing their practical skills and engagement. Moral values and social skills added significant value, motivating both teachers and students. The module connected new knowledge with students' existing un-

derstanding, leveraging their proficiency in English through Malay. Its flexible design allowed for adaptation to various teaching contexts. Feedback was positive, with minor suggestions for improving font size, spacing, and page navigation.

#### *The TP Module Resulted in High Engagement*

The TP module was also successful in enhancing student engagement and learning. Teachers observed that the module's activities were particularly effective at capturing students' attention and motivating them to participate. The interactive nature of the activities, which often incorporated students' linguistic and cultural backgrounds, made the learning process more relevant and enjoyable. Teachers reported an increase in student participation and enthusiasm, with one stating, "Students were more engaged because the activities were connected to their experiences. They were excited to share and learn" (Teacher H). Another said, "Yes, it is related to their surroundings. It is related to what they do at home. The content is closely related to their daily lives; that is why it engages their interests. They participated actively throughout" (Teacher M). This positive shift in student behaviour not only made the classroom environment more dynamic but also contributed to deeper and more meaningful learning experiences.

These findings suggest that the TP module is highly effective in supporting teachers and improving educational practices in refugee education contexts. The teachers' positive perceptions underscore the module's potential to make a meaningful difference in English language instruction, particularly in settings where diverse linguistic and cultural backgrounds are present. The VTs feedback highlights the module's strengths in usability, its transformative impact on teaching prac-

tices, and its ability to foster an engaging and supportive learning environment.

### **Findings on Users' Engagement of the TP Module**

The use of the translanguaging pedagogical module to engage teachers and refugee students in developing English communication skills can be analyzed through stance, design, and shift. These reflect the teachers' adaptability and instructional strategies and the students' active participation, creating a dynamic and effective learning environment.

#### *An Inclusive Stance on Linguistic Diversity*

The module demonstrated inclusivity and active participation. Stance in TP emphasizes the importance of linguistic diversity, transforming teaching practices by recognizing students' multilingualism as an asset rather than a limitation. Volunteer teachers embraced this stance by fostering an inclusive environment where students' identities and linguistic backgrounds were acknowledged and valued. The initial misconceptions of refugee students being weak and lacking were transformed into a positive asset of being multilingual speakers. This inclusivity was crucial in building trust and engagement.

For example, Teacher S, who initially doubted his students' English proficiency, shifted his perspective after understanding the TP ideology: "I used to feel unsure about my students' proficiencies, thinking that they are weak or lacked, but with the explanation of the TP ideology, I now see their multilingualism as an advantage." This shift in mindset enabled the teacher to leverage students' linguistic repertoires, fostering a more engaging and supportive learning environment.

Similarly, Teacher Sy, who was already familiar with her students, created a comfortable learning space that promoted trust and

active participation. By guiding students in creative activities, such as arts and crafts, she emphasized creativity, which resonated with students and encouraged their engagement. Teacher C further enhanced engagement by using varied resources, such as videos and written texts, to cater to different language abilities and preferences, making the lessons more inclusive and interactive.

### *Multimodal Scaffolding Design Fosters Higher-Order Thinking Skills*

The design of the TP module played a crucial role in facilitating student engagement and developing English communication skills. The use of multimodal teaching strategies, such as songs, visual aids, and creative activities, allowed teachers to cater to diverse learning styles and linguistic abilities.

For example, Teacher H utilized a song, "The Wheels on the Bus," sang in multiple languages, to teach a lesson on transportation. Although the song initially seemed childish to older students, its translation into Malay made it more relatable and enjoyable, leading to increased participation. This multimodal approach aligns with the TP principle of leveraging students' entire linguistic repertoire, easing the scaffolding process and supporting deeper comprehension. Students modified a lyric to "the **gari** on the bus go round and round," **gari** meaning **wheel** in their home language.

Scaffolding was also a key aspect of the module's design, helping students to engage in higher-order thinking and critical analysis. For example, Teacher M facilitated group activities on the topic of recycling that required students to compare answers, justify their opinions, and synthesize knowledge. This approach not only enhanced their critical thinking skills but fostered meaningful interaction among students. Teacher Sa effectively scaffolded comprehension by using bilingual

texts, ensuring that students understood content in both their home language and English, enhancing their bilingual literacy skills (Figure 2). This was also shown on the worksheet about different celebrations that triggered students' expansion of thoughts (Figure 3).

Figure 2 showcases the use of realia as mentioned in the TP module to relate the story of the six blind men. Teacher Sa ran the design as planned. Figure 3 demonstrates students' fluid linguistic repertoire, making meaningful connections in English and Malay.

### *Shifting for Flexible Adaptation*

The TP module encouraged teachers to create lessons relevant to students' real-life experiences, thus enhancing their engagement and the practical application of English communication skills. This shift toward real-world relevance was evident in how teachers linked classroom activities to practical life situations.

For instance, Teacher M asked students about where they typically saw recycling bins, which prompted them to draw on their prior knowledge and apply it to the lesson's context. This not only engaged their thinking skills but made the lesson more meaningful and connected to their everyday lives. Similarly, Teacher H added a task on trip planning to Kuala Lumpur City Centre, allowing them to use their linguistic skills and prior knowledge to present ideas in English, making the learning experience more contextualized and applicable.

Flexibility and adaptability were also key in the TP module's implementation. Teachers demonstrated the ability to adjust their lessons based on students' needs and classroom dynamics. For example, Teacher A adapted her lesson plan to accommodate the absence of another VT, ensuring that the lesson remained effective and engaging

**Figure 2***Use of Realia by Teacher Sa*

despite the unexpected change. This flexibility allowed for a more responsive and student-centred approach, which is crucial in diverse and dynamic classroom settings.

In summary, the TP module facilitated the development of English communication skills in refugee students by promoting a stance that values linguistic diversity, employing multimodal teaching and scaffolding strategies, and encouraging teachers to make lessons relevant and adaptable to real-world contexts. The positive engagement of both teachers and students in this process highlights the effectiveness of the TP module in creating an inclusive, interactive, and contextually relevant learning environment. These findings suggest that the TP module not

only supports language development but also fosters critical thinking, creativity, and cross-cultural understanding, making it a valuable tool in refugee education contexts.

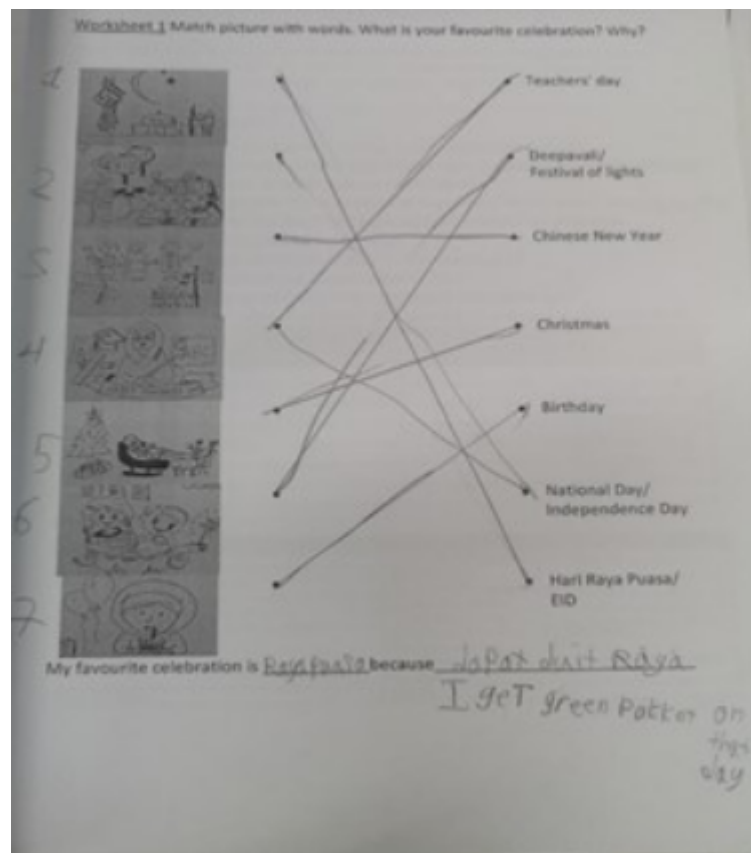
## DISCUSSION

### Linking Theory and Practice

The findings demonstrate how the translanguaging pedagogy module effectively bridges theoretical principles with practical classroom implementation. Teachers' positive perceptions and their ability to adapt instructional strategies reflect the compatibility of TP with the demands of real-world refugee education, supporting Wei & García's (2017) concept of translanguaging spaces, where

**Figure 3**

*Showcase of Worksheet Output on Fluid Linguistic Repertoire*



multilingual practices challenge monolingual norms and promote inclusive, identity-affirming learning environments (Wei & García, 2017).

### Promoting Critical Thinking and Real-World Relevance

One of the most significant findings is how TP promotes critical thinking by linking classroom activities to real-world experiences. VTs were observed adapting their teaching practices to make lessons more relevant to the students' lives, a vital approach in refugee education: students' schooling has often been interrupted, and they also often have limited exposure to formal education settings (García & Wei, 2015). For instance, planning trips or connecting lessons to everyday encounters with recycling bins not only made the lessons

engaging but also required students to apply higher-order thinking skills. This connection to real-world relevance aligns with Seltzer's view that TP supports cognitive development by integrating students' lived experiences into the learning process (Seltzer & García, 2020).

Moreover, the study highlights how TP can foster a shift in classroom power dynamics, creating a more student-centred learning environment more. An example of this is the use of students' home language during activities like singing "The Wheels on the Bus," where a teacher learned new vocabulary in Rohingya, positioning the teacher as a learner and the students as knowledge contributors. This aligns with Seltzer's assertion that TP encourages cognitive development by integrating learners' personal and cultural realities into the learning process (Seltzer &

García, 2020). Such contextualized activities support higher-order thinking, empowering students to apply their language skills meaningfully and develop a broader worldview.

### Changing Power Dynamics and Supporting Student Agency

This study illustrates how TP disrupts traditional teacher-centred hierarchies, promoting student agency through role reversals. For example, using students' home languages during activities like singing "The Wheels on the Bus" in Rohingya or Malay allows learners to contribute knowledge and express themselves confidently. This shift embodies García and Wei's translanguaging space, where learners are active knowledge creators and teachers adopt roles as facilitators and co-learners, fostering a participatory, empowering environment (García & Wei, 2015; Wei & García, 2022).

### Creating Fluid, Multimodal Engagement

The study also emphasizes the role of TP in creating a space for fluid linguistic and semiotic engagement. By recognizing and valuing the students' entire linguistic repertoire, VTs were able to create a dynamic and inclusive learning environment that encouraged various modes of communication, such as verbal, visual, and technological. For example, the incorporation of songs in multiple languages, map-making activities, and the use of mobile phones for differentiated instruction are practical applications of TP that foster a multimodal learning experience (Tian, 2022). A multimodal approach is particularly effective in refugee contexts, where students come from diverse linguistic backgrounds and have varying levels of proficiency in the language of instruction. TP's flexibility and adaptability in accommodating these differences support students' comprehension and validate their

linguistic and cultural identities (Seltzer & García, 2020).

This approach also aligns with findings that Malaysian teachers, despite restrictive policy environments, naturally employ translanguaging strategies to support language learning (Too, 2023). By allowing students to engage with content through different modes, TP not only facilitates understanding but also encourages creative and critical expressions, enabling students to navigate and make meaning across languages and semiotic resources (Palmer et al., 2014).

### Fostering Inclusivity and Identity Validation

Inclusivity is another central theme that emerged from the findings. The TP module facilitated an inclusive learning environment by encouraging VTs to embrace the linguistic and cultural diversity of their students. Teachers shifted from viewing multilingualism as a challenge to recognizing it as an asset that can enrich the learning process. This shift is crucial in refugee education, where students' identities are shaped by their complex migration experiences and diverse cultural backgrounds (García & Kleyn, 2016).

The study documents how VTs created a welcoming and supportive classroom atmosphere by acknowledging students' identities and integrating culturally relevant examples into their teaching. This approach not only built trust and positive relationships but also made the learning experience more meaningful for students. For instance, the inclusion of students' home languages in songs and the use of local cultural references in lessons helped students feel valued and included, which is vital for their academic and personal development. These practices resonate with the finding that incorporation of students' linguistic and cultural backgrounds into lesson design not only fosters deeper

engagement but also leads to improved learning outcomes, especially in multilingual and refugee education contexts (Seltzer & García, 2020).

## PRACTICAL IMPLICATIONS

### Recommendations for Educators and Policy-Makers

The positive outcomes of the TP module suggest that educators, particularly those working in multilingual and refugee contexts, should be trained in translanguaging pedagogy. Teacher training programs should include modules on how to effectively incorporate students' home languages and cultural backgrounds into lessons, thus fostering an inclusive and supportive learning environment.

Educational policy-makers should prioritize the development and dissemination of multimodal teaching resources that support translanguaging practices. These resources should be designed to cater to diverse linguistic and cultural backgrounds, ensuring that all students have equitable access to materials that resonate with their experiences and learning needs.

Policy-makers should consider revising language education policies to support the implementation of translanguaging pedagogy in schools. This could include providing guidelines and frameworks for integrating students' home languages into the curriculum, as well as offering professional development opportunities for teachers to enhance their understanding and application of translanguaging principles.

### Strategies for Scaling and Adapting the TP Module in Other Alternative Learning Contexts

To scale the TP module for broader use, it is essential to customize its content and design to

fit the specific linguistic and cultural contexts of different educational settings. This could involve adapting the module's activities and resources to reflect the local languages, traditions, and educational goals of various regions.

Successful adaptation of the TP module requires ongoing collaboration between educators, administrators, and policy-makers. Establishing feedback loops where teachers can share their experiences and suggest improvements will ensure that the module remains relevant and effective across diverse contexts.

Before full-scale implementation, pilot programs should be conducted in various educational settings to assess the TP module's effectiveness and identify potential challenges. Phased rollouts can then be planned based on the findings from these pilot programs, allowing for gradual adaptation and scaling.

## LIMITATIONS AND FUTURE RESEARCH

The findings of this study are context-specific, limited to a refugee education setting within an alternative learning centre. The applicability of the TP module to other educational contexts may vary, and further research is needed to explore its effectiveness in different environments.

The study's sample size was relatively small, and the diversity of the volunteer teachers and students involved may not fully represent the broader population.

One of the main challenges was gaining the trust of the gatekeepers—the religious teachers and the administrator of the ALC—for this research. As refugees are considered illegal migrants in Malaysia, obtaining approval from the gatekeepers was a tedious and time-consuming task. Additionally, the study's relatively small sample size and limited diversity among volunteer teachers and students may not fully reflect

the broader population. For future studies, including larger and more diverse samples is recommended to improve the generalizability of the findings.

This study did not include a longitudinal analysis of the TP module's impact over an extended period. As a result, the long-term effects of the module on students' language development and academic achievement remain unexplored.

### UNIQUE CONTRIBUTIONS

This study contributes new insights to the field of translanguaging pedagogy by applying it within the unique context of refugee education at an ALC. The study's focus on refugee students, who often face interrupted education and limited resources, adds a novel dimension to the application of TP, particularly in how it addresses the challenges and opportunities in such settings.

Moreover, the integration of technology—that is, incorporating an instructional design model and multimodal teaching strategies within TP—is a relatively new approach, demonstrating how digital resources can be leveraged to support multilingual and semiotic learning in resource-constrained environments. The study also offers a fresh perspective on the adaptability and empathy of teachers in implementing TP, highlighting how unplanned shifts and the recognition of students' independent qualities can enhance the educational experience.

Finally, the study's emphasis on promoting critical thinking, fluid linguistic and semiotic engagement, and inclusivity aligns with the broader goals of TP while also extending its application to a highly relevant and under-explored context. These contributions make the research a valuable addition to the existing literature, offering practical implications for educators and policy-makers working in refugee education and beyond.

### SUGGESTIONS FOR FUTURE RESEARCH

Future research should investigate the long-term impact of the TP module on students' language development, academic performance, and social integration. This could involve longitudinal studies that track students' progress over several years to assess the module's sustained effectiveness.

Comparative studies should be conducted to explore the effectiveness of the TP module in various educational settings, including mainstream schools, bilingual programs, and other refugee education contexts. These studies could offer valuable insights into how well the module's theoretical principles can be adapted systematically and practically implemented across diverse environments, bridging the gap between pedagogical theory and classroom practice.

Further research is needed to explore the specific impact of multimodal and bilingual resources on students' learning outcomes. This could involve experimental studies that compare different instructional approaches to determine the most effective strategies for fostering language development and cognitive engagement in multilingual classrooms. Longitudinal studies can also be carried out to examine the long-term impacts of the module in motivating sustained language proficiency, social integration, and academic success among refugee students. Such studies would provide valuable insights into how pedagogical strategies rooted in translanguaging principles can be effectively sustained and scaled over time in diverse contextual settings.

### CONCLUSION

This study provides compelling evidence that translanguaging pedagogy effectively enhances language learning and engagement

among refugee students by actively integrating their linguistic and cultural resources. The findings demonstrate that TP fosters inclusive, flexible, and student-centred classrooms, leading to improved communicative competence, increased motivation, and stronger social identities. By successfully translating core theoretical principles into practical teaching strategies, this research offers a viable model for implementing multilingual, culturally responsive education in resource-constrained refugee settings. Overall, the study underscores the critical role of translanguaging in bridging linguistic gaps, promoting social cohesion, and supporting refugee integration through effective and equitable pedagogical practices.

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## APPENDIX A

### UNIT 1 — WELCOME TO MY CLASS

This unit begins with an icebreaking activity to build rapport between teachers and students, and between peers in the same learning space. Students may explore identity and purpose of learning communication skills in English. This is a “getting to know you” class that allows teachers and students to introduce themselves and how they identify themselves in the past, in transition (now), and in the future.

#### OBJECTIVES OF THE UNIT

Language	To discuss students' self-identity in the past, present, and future. To differentiate the use of <b>Me</b> , <b>Myself</b> , and <b>I</b> .
Social	To build rapport between students and teacher. To explore self-identity and their family.

#### TOPICS

1. Icebreaking
2. All About Me
3. My Past, Present, Future

#### INSTRUCTIONAL STRATEGIES

##### Topic 1: Icebreaking Activity

- ✓ Let students see a picture of unicorn (Page 11).
- ✓ Storytelling in both Malay and English about the unicorn (Page 11).
- ✓ Ask Yes/No questions using Malay and English about unicorn (Page 12).
- ✓ We are all unique and special, just like the unicorn.
- ✓ Self-introduction of volunteer teachers to build rapport.
- ✓ Teacher learns students' name by rotating.
- ✓ While learning names of students, ask, “What does your name mean in your home language?” For example, my name is Jasmine. It is a girl's name of Persian origin meaning “gift from God.” In Mandarin, my home language, it resembles the flower outlook, white represents clean, the scent represents cool and refreshing.
- ✓ Singing “Hello, what's your name” (Page 13): Malay version, then English.
- ✓ Expose students to phrases “Nice to meet you” and “Let's be friends.”
- ✓ Role play and sing hello song (left- and right-hand puppet, mimic talking to each other). Sing, “My name is ‘unicorn.’ What's your name?”

##### Topic 2: All About Me

- ✓ Teacher asks students to introduce themselves with guided questions. Students write answers in Worksheet 1.

- ✓ Teacher explains the differences between **Me**, **Myself**, and **I**—in English.
  - Show differences on the use of **Saya** in Malay (Only: Saya sebuah kereta, Saya sebatang pensil).
  - Me—only me, me alone, me without companionship. For example: Who wants to go with me? Me. Who did this? Me.
  - Myself—focused on me. For example, I did it all by myself. I walk to school myself.
  - I—saya. For example, I like to eat apples and banana. When I was a child, I had a pet dog. I am a girl/boy. My sister and I walk to school every day.
- ✓ Students present their mini profile (Worksheet 1) in class.
- ✓ Watch a video about my family: <https://youtu.be/FHaObkHEkHQ>
  - The link of the video can be searched on YouTube using these keywords: kids vocabulary, family from English Singing channel.

### Topic 3: My Past, Present, and Future

(Students can use Malay language to describe their experiences.)

(Teacher clarifies doubts in Malay by explaining in English and vice versa.)

- ✓ Past: Allow students to watch video of 15 places people have lived.
  - Students draw the places they have lived.
  - Share about immigration experience if there is any.
  - Orally talk about a special time in their life or the happiest day.
- ✓ Present: Orally talk about now and their feelings coming to class.
  - Show important parts of their present life. For example, Talk about now.
  - "Now, my best friend is ..."
  - "I feel special when ..."; "I feel lucky because ..."
- ✓ Future: Students brainstorm on types of occupations. Teacher writes students' responses on board (e.g., pilot, dentist, teacher, chef, firefighter, doctor, lifeguard, musician, singer).
  - "What do you want to be when you grow up?"
  - Allow students to watch video on Refugees' Team in Olympics.
  - Orally talk about aspirations and dreams, responsibilities to community.
  - Draw "my dream house."
  - Conclude the unit by relating aspirations, dreams, and responsibilities to the purpose of learning and communicating.

## ACTIVITIES

### Topic 1: Icebreaking Activity

- ✓ Show students a picture of unicorn (Page 11). Do you know what is this?
- ✓ Storytelling in both Malay and English about the unicorn (Page 11).
- ✓ Ask Yes/No questions in the form of competition (Page 12).
- ✓ Relate to the story of unicorn that it is a unique creature and so does everyone. You are all special. Who has magical power of a unicorn?
- ✓ Teacher's self-introduction—include telling and asking meaning of names.
- ✓ Singing with gap-filling activity on song lyrics, knowing names (Page 13).
- ✓ Role play: Hello song, my name is unicorn, what's your name?

## Topic 2: All About Me

- ✓ Teacher guides students to talk about themselves (Page 14).
- ✓ Students create "My Mini Profile" (Page 15).
- ✓ Teacher explains differences between **Me**, **Myself**, and **I**. **Saya** (Malay) = I.
  - Me—only me, me alone, me without companionship. For example: Who wants to go with me? Me. Who did this? Me.
  - Myself—focused on me. For example: I did it all by myself. I walk to school myself.
  - I—Me, Saya (in Malay). For example: I like flowers. When I was a child, I had a pet cat. I am a boy. My sister and I walk to school every day.
- ✓ Students present their mini profile to the whole class.
- ✓ Watch a video about my family: <https://youtu.be/FHaObkHEkHQ>

## Topic 3: My Past, Present, Future

- ✓ Past: Watch video of 15 places people have lived.
  - Share about immigration experience if there are any (whole class).
  - Share about a special time in your life that was the happiest day.
  - Describe important moments in the past.
- ✓ Present: Orally talk about happy moments now (Teaching guide, Page 16).
  - Describe important parts of your present life.
  - "My happiest moment now is when ..."; "My best friend is ..."
  - "I feel special when ..."; "I feel lucky because ..."
- ✓ Future: Brainstorm types of occupation, orally talk about aspirations and dreams, responsibility to the community, and purpose of learning.
- ✓ Draw and describe "My Dream House" (Worksheet 2).

## MEDIA AND RESOURCES

### Topic 1: Icebreaking

- Guess the unicorn (True/False game: Students say yes or no to true/false questions).
  - Picture of unicorn (Page 11): <https://www.shutterstock.com/image-vector/beautiful-unicorn-head-inscription-be-unique-789872434>
  - Fact sheet of unicorn in Malay and English, storytelling (Page 11).
  - Followed by true/false game (game betul salah) (Page 12).
- "Hello, What's Your Name" song: <https://www.youtube.com/watch?v=zMdq9jSaNLg>
  - Sing in two languages (If they have a version in L1, try singing) (Page 13).
  - Teacher may bring a puppet or mimic singing with left and right hand.

### Topic 2: All About Me

- My Mini Profile: For teacher (Page 14), for students (Page 15).
- Language element: Me, Myself, and I.
- <https://www.youtube.com/watch?v=2P2-HtUi-BA&t=298s>
- In Malay, only use **saya**. Always use **saya**. Don't mention unless students asked about **aku**. (Use **aku** only in karangan autobiografi—aku sebatang pensil.)

- Watch a video about “My Family”: <https://youtu.be/FHaObkHEkHQ>
  - The video can be searched from YouTube with these keywords: kids vocabulary, family from English Singing channel.

### Topic 3: My Past, Present, and Future

1. Past: Video on 15 Most Amazing Places People Have Lived: <https://www.youtube.com/watch?v=XIhTYfZc1yw>
  - Teacher’s Prompt (Page 15): Where do you want to live?
  - Without internet option: Transform video ideas into drawings.
2. Present: School and friends, now, who is your best friend? You feel special when ... (Teaching guide, Page 16).
3. Future: Where will you be? Who do you live with? What do you want to be?
  - Video of Olympic Sportsmen, Refugees’ Team 2012 (minutes 0.07 and 0.43): [https://www.youtube.com/watch?v=Uv\\_VbJ4ITwo](https://www.youtube.com/watch?v=Uv_VbJ4ITwo)
  - Imagine yourself when you grow up (responsibility and aspiration).
  - Name occupation that you want to be when you grow up.
  - “Ten years from now, I want to ...” (be a teacher, travel the world, live in a country with snow).
  - Worksheet 2: Draw the dream house that you wish to live in. Use labels to refer to parts (e.g., gate, roof, wood, bricks, big, small, warm, comfortable). Tell us about your drawing (Page 17).

## ASSESSMENT

Refer to assessment on Page 89 and assessment rubrics.

Provide positive feedback when students present/speak ideas aloud. Encourage meaning-making communication rather than focus on accuracy. Make general correction on common or general mistakes.

## SKILLS/COMPETENCIES

Building rapport, dealing with people, making appropriate social behaviour.

## VALUES

Respecting others, appreciating opportunities to learn, believing in one’s ability.

## UNICORN FACT SHEET



### English Version

The unicorn is a legendary creature from European folklore. It is believed to be unique and have magical power. It looks like a white horse or goat-like animal with a long, pointed, spiralling horn on its forehead [Explain spiral by pointing to picture or drawing]. It is described as a wild grounded or forest creature, sometimes with wings and the power to fly. It is a symbol of purity and grace. In the encyclopaedias, its horn was said to have the power to make poisonous water clean and to heal sickness. This is a rare species (there are only a few), and only pure, kind-hearted people can be lucky enough to meet a unicorn. Have you met one?

### Malay Version

Kuda Bertanduk adalah seekor makhluk legenda dari cerita dongeng di negara Europah yang merupai kuda atau kambing. Ia dipercayai sebagai sesuatu yang berlainan daripada haiwan dan binatang biasa. Ia mempunyai sesuatu tanduk tajam, berpusing dan panjang yang berada di bahagian dahi kepala. Ia adalah sesuatu binatang yang liar dan selalu berada di permukaan bumi, tetapi ada juga yang mempunyai sayap yang boleh terbang. Makhluk ini sesuatu symbol suci. Kuda sumbu atau kuda tanduk ini dipercayai mempunyai sihir ajaib. Kononnya, tanduk haiwan ini boleh mensucikan air yang beracun dan mempunyai kuasa rawatan ke segala penyakit. Binatang ini adalah sangat unik dan mempunyai bilangan yang jarang. Hanya orang yang suci dan baik hati dapat menemuinya. Pernahkah anda menemui dalam hidupmu?

## Yes/No Questions About the Unicorn Story

(Competition between two groups, quick responses required)

(Game Betul/Salah)

1. A unicorn is special. Kuda Bertanduk adalah seekor binatang khas.
  - True: Unique means special (may pair with gesture, show picture, or talk about one-horned animal, the rhinoceros).
2. It appears in Asian folklore. Ia dari mana?
  - False: From European folklore.
3. It has magical power. Ia mempunyai kuasa ajaib.
  - True: It is believed to have magical power.
4. It is a symbol of purity and grace. Makhluik ini sesuatu symbol suci dan berhemah tinggi.
  - True.
5. It looks like a white horse or a goat. Rupa bentuk unikorn hampir sama dengan seekor kuda/kambing.
  - True: It looks like a white horse or goat-like.
6. It has two horns. Ia mempunyai dua tanduk.
  - False: It has a horn. Where is the horn? How does the horn look? Pointed, spiralling long. Ia mempunyai sesuatu tanduk yang tajam, berpusing dan panjang. Di mana? Berada di bahagian dahi kepala.
7. The horn can make poisonous water clean and to heal sickness. Tanduk itu boleh mensucikan air yang beracun dan mempunyai kuasa rawatan ke segala penyakit.
  - True.
8. This is a rare species; only bad people can meet a unicorn. Bilangan species binatang ini adalah jarang, hanya orang yang jahat boleh menemuinya.
  - False: Only kind people can meet the unicorn. Orang yang baik hati sahaja boleh menemuinya.

## HELLO SONG

Song Title: "What's Your Name?"

Source: <https://www.youtube.com/watch?v=zMdq9jSaNLg>

English version (sing after Malay version)	Malay version (sing this first) (Any L1 song?)
<p>Hello, Hello, What's your name? Hello, Hello, What's your name? My name is Noodle. My name is Blossom. Nice to meet you.</p> <p>Hello, Hello, What's your name? Hello, Hello, What's your name? My name is Cheesy. My name is Broccoli. Nice to meet you.</p> <p>Hello, Hello, What's your name? Hello, Hello, What's your name? My name is Jelly. My name is Jagung. Nice to meet you! Let's be friends!</p>	<p>Hello, Hello, Apa nama mu? Hello, Hello, Apa nama mu? Nama saya Mi. Name saya Bunga. Selamat Berkenalan.</p> <p>Hello, Hello, Apa nama mu? Hello, Hello, Apa nama mu? Nama saya Cheesy. Name saya Sayur. Selamat Berkenalan.</p> <p>Hello, Hello, Apa nama mu? Hello, Hello, Apa nama mu? My name is Jelly. My name is Jagung. Selamat Berkenalan! Marilah jadi kawan!</p>

\*This part: sing with the same tune, without music.

Rotate singing with each student. Teacher asks the meaning of students' name.

My name is \_\_\_\_\_ (Teacher's name).

My name is \_\_\_\_\_ (Student's name).

Nice to \_\_\_\_\_!

Let's be \_\_\_\_\_!