COLLABORATIVE STRATEGY ON SUPPORTING BILINGUALISM EDUCATION IN ONLINE LEARNING

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ABSTRACT
Being bilingual is a common phenomenon around the world. Since many children learn two different languages from an early age, bilingual programs get more attention in the educational field. The programs drive the development of instructional strategies to cope with the goals of the bilingual education programs and to promote children's competencies in two languages. In promoting the degree of bilingualism in the classroom, the challenge is not only to do with the choice of appropriate strategies but also to deal with children motivation to learn. The lack of motivation on the part of the students may cause some kind of resistance in term of the instructional process even though the teachers have employed carefully selected strategies for teaching strategies. The challenge is even more when the instruction should be conducted in online learning mode. To cope with this problem, the collaborative strategy is proposed as the possible solution. The purpose of the study was to explore the implementation of the collaborative strategy between teachers & parents, and how the role of technology become important in teaching and learning bilingual students. This study was conducted by the library research method. In this study, the researcher reviewed some articles and draw the result descriptively from the secondary data. The finding of the study showed collaborative strategy can help the students and teachers in bilingual education by considering teacher & parent partnerships and technology readiness. For the implementation of collaborative strategy in online learning, some technology cannot be used effectively like chatting in online discussion. Then, parents as tutors at home need to fulfil standard requirements before conducting teacher-parent partnerships.
Keywords: collaborative strategy, teacher-parents partnership, technology in bilingual education

INTRODUCTION

Teaching strategy is important in a pandemic situation. The selection of learning strategies is needed to assist in the success of the learning process. The government has a role to assist the teaching and learning process by issuing an online learning policy. Online learning is the process of teaching and learning assisted by technology (Tang et al., 2021). Online learning influences the bilingual education process. Learning ability in two languages usually emphasizes learning face-to-face and more practice rather than theory. Bilingual schools expect to the learners can be competent in using two languages and the practice to keep running regularly. Besides that, the parents expect the children to spend more time learning languages in school.

However, in online learning situations, bilingual learners cannot learn as effectively as offline learning. Many problems happen in the process of teaching and learning. Ho et al. (2020), explained some challenges of distance learning for the bilingual learner, there is a rarity of bilingual teachers, students have difficulty understanding the content of books and need a tutor to guide them, and the design of learning is sometimes not appropriate for student's condition. The other factor comes from the technology side, Tang et al., (2021) mentioned that teacher and students' readiness like unstable signals, operating computers, and mastering applications are the problems faced in online learning.

The problems of bilingual education in online learning make learners decline their motivation, the result of producing languages, and the teacher busy to adapting the learning process. The situation needs to cover by collaborative strategy as the support process of bilingual education in online learning. The major factors that influence online learning are students' learning motivation and teacher quality (Hu & Chen, 2017). The first factor of student motivation defines as the stimulus to guide students involve in the learning process. Mohamad et al. (2015), there are two types of motivation namely intrinsic and extrinsic motivation. The

second factor is teacher quality. Hu & Chen (2017), stated that teacher quality can see from teacher professional level and teacher ability in teaching two languages. For example, the bilingual teacher who does not master in science cannot teach in a science bilingual class.

A collaborative strategy to teaching bilingual in online learning not only involves the teacher but it involves the role of parents. The teacher and parent can collaborate to navigate the process of online learning. In the online learning model, the role of parents involves controlling their children during online classes. Mifsud & Vella (2018), bilingual education can practice at home as much as in school with guidelines from the parents and their habits at home. This study aims to explore the collaborative strategy between teachers and parents of bilingual education in online learning and the role of technology in bilingual education. The research questions of the study are, how does collaborative strategy between teacher and parents give influence the bilingual students? how the role of technology in teaching bilingual students as the tool of support learning in bilingual education.

METHOD

The study used the library research method in collecting the data from several articles and books. The study focused on how collaborative strategy between teachers and parents to support bilingual education and the technology used. The step began with collecting articles from some journals which relevant to the topic. The second step is summarizing the articles using tables to highlight the topic. The third step is to synthesize the articles. The last step is organizing the topic and delivering descriptively on academic writing.

RESULT

This section examines the result from reviewing some articles related to the collaborative strategy and technology in bilingual education. The findings follow the research problem including the collaborative strategy in teaching bilingual students, the teacher-parent partnerships as the collaborative strategy, and the role of technology in bilingual education. Then, it followed by a discussion section about arguments and further interpretation of the findings are given.

1. Collaborative Strategy in Bilingual Education

Developing bilingual education needs more than one strategy that use in the online learning situation. Many problems faced by the students in conducting the bilingual study, then collaborative strategy become the possible strategies that use to teach. Collaboration in general assumes that sharing ideas, learning with team members, and the purpose of working has the same goals or project (Chen, 2017). Collaborative strategy defines as a strategy that use to share ideas in the term of peer or group to gain the same goals. The collaboration can build from the participants of learning such as students, teachers, and parents (Saeedakhtar et al., 2021). Collaboration strategy in teaching and learning process can improve students to be active while learning process and they can better understand to certain knowledge in long term memory (Chen, 2017). Then, the collaboration with technology by using some application or learning management system with the content of learning. Collaborative strategy in bilingual education emphasizes helping each other by peer or group learning.

Collaborative learning strategy in online learning involves cognitive approach and sociocultural approach (Firpo, 2016). The cognitive approach considers in memory, language learning, and teaching converge especially in the construct of the mind. The sociocultural approach emphasizes the student's interaction with their real-life situation. The interaction between students, teachers, parents, and their social life has beneficial to exchange knowledge. It is important in developing bilingual education. Good interaction can improve students' learning with help from peers or groups in society. The students with learn collaboratively can

produce strong academic performance. It happens because of their life experience in promoting a second language (Van Wyk & Haffejee, 2017). Besides that, a collaborative strategy for second languages learners gives opportunities to better perform and use logical thinking in language learning (van Leeuwen & Janssen, 2019).

Many studies about example collaborative strategy in bilingual education have already been done. the study from Zhang et al. (2021), explore students' language learning in term of their enjoyment and emotion during the study. The study used social media application as the collaborative strategy. The result shows the children engage with learning and support social regulation across individuals by joining planning, monitoring, and evaluating. Garth McCullough & Fry (2013), support online bilingual education use history fair from two languages. The study examined the instructional effect of using oral history fair projects. The finding is the students have the initiative to explain the history with their family perspective and increase the social relationship between the teacher in discussing the progress.

Interesting research conducted by Saeedakhtar et al. (2021), the study explores the effect of podcasts as collaborative learning in teaching listening. In this study, the researcher emphasizes the ability of student's listen and vocabulary. The study found that students in the peer-peer group have a significant improvement on vocabulary tasks but not in listening skills. Then, individual learners improve their listening skills and less in vocabulary tasks. The researchers conclude that podcasts belong to effective media in collaborative learning especially in the individual task. Another study from Choi et al. (2016), using small stories for discussion as the sources of the teacher. In this study, the teachers use the narrative-interaction model to develop bilingual ability with involved student's perspectives of the stories. The result show narrative in interaction helps the student to connect different languages and improve their interaction during learning.

2.   Teacher and Parent Partnerships in Bilingual Education

Bilingual education involves the role of teacher and parent. Different cultures influence in process of developing bilingual education. Parents have a role in learning related to the learner's culture at home. It is delivering the partnership between teacher and parent because parents have empowered in learning. Parents in the bilingual school process have the purpose to enhance students' opportunities with knowledge from unique history, culture, and linguistic backgrounds (Dos Santos, 2019). Educational partnerships related to model learning with overlapping of role community, school, and family (Bergroth & Palviainen, 2016). The teacher-parent partnerships use to adapt the experience as dynamic development knowledge from the student, teacher, and parent.

There are three models employed by bilingual school involve parents in the learning process (Tuafuti & McCaffery, 2005). The partnerships model is the protective model, school to home transmission model, and curriculum enrichment. The protective model is the parents involved in discussions of school fundraising but they are not involved in organizing spent the money from fundraising. Home to school transmission model relates to the role of parents in using the knowledge given in school is implemented at home. Goals and programs are organized by the school and transmitted at home. Parents will respond to the program that has been designed. Then, the curriculum enrichment model focus on the role of parent to enrich the curriculum and instructional teaching. Assessments from parents are highly needed to know the needs of students.

In teacher parent partnerships the parents have role become the tutor for their children. The parents as the tutor need to have several requirements in bilingual teaching at home. The requirements for parents before teaching their children as follow. The parents need to be educated as the tutor for children. It means the parent should have leadership skill includes leading session and the taking more visible leader role as the school (Auerbach, 2011). The

parent needs to equalizing the imbalance of school and home activities. It is important while teaching language, the parent need to equalize the activity and not allow their children lazy because they at their home (Blair, 2020). Then, the parents need to have facilitation of learning that same at school to equalize the goals of learning, needs, and concerns (Ishimaru, 2014).

The study from Mifsud et al. (2021), uses the role of parents to teach bilingually in online learning. The role of parents shows from the activities at home in reading a digital book. The digital application that uses proposed by the teacher that related to the curriculum used in school. This strategy is used as collaborative learning from the student, teacher, parent, and technology. The finding indicates that students can improve their bilingual ability through their habits at home and controlled by their parents. The students can retell the story in two languages as the result of parental education. Those of the studies delivered to collaborative strategy have an important role in developing bilingual education in online learning situations.

A similar study was conducted by Mercuri (2016), about the parent-teacher partnerships as border pedagogy to support the teaching and learning of bilingual students. This study involves sixteen teachers in program master's course U.S-Mexico border. The program focuses on students' reflection with their professional development and collaboration with students' families and communities. The results show there is a meaningful teacher-parent partnership at the U.S-Mexico border program. It works because supported by several factors like culture, linguistics, and socioeconomic differences teacher and families are not considered as a gap during the program.

3. Technology in Online Bilingual Education

The online learning situation drives the students and educators to master and use technology. Technology assists online learning for all subjects including the developing bilingual study. Material development for bilingual education needs to consider accessibility, sharing of bilingual materials, open educational resources, assessment & feedback, storage, and retrieval of students' learning behavior (Huertas-Abril, 2017). Accessibility focuses on readiness access independently from time or location and access for students' special needs. Sharing of bilingual materials emphasizes using technology to decrease print materials and reusing previous materials. Open educational resources are important for teachers in giving students material with legal, avoiding copyright, and downloading with four permission including reuse, revise, remix, redistribute. Assessment for online bilingual can be use survey or rating, then for feedback teacher can give comments or suggestion. In storage and retrieval of students' learning, technology is implemented using free and open-source, learning management systems, education tools, gamification, and social networking.

The use of technology in language learning is very effective for the students and for the educators. Technology has a significant role in teaching and learning the language. For students, technology has the role to create a learning atmosphere that centers on students' activities. Besides that, with technology, the students have independent self-directed learning and improve their responsibility with the true learning experience. It can motivate the students in conducting learning language by using technology (ZF et al., 2019). Then, for the teacher technology provides several benefits, technology helps the teacher to find students' needs in learning. The use of technology makes it the teacher and students easy to communicate and connect with people in social life. Other benefits from using technology drive the various teaching method that can be made by the teacher (Daminova & Daminova, 2021).

The use of technology in language learning was done by some research. The example study from (Candel & Agustín, 2020), the use of ICT can motivate teachers and students to become more autonomous and think independently. Besides that, the CALL application can enhance students' self-confidence and attitude. The study from (Ertürk Yavuz & Gürsoy, 2021), found that computer-based communication is a useful feature for language learning. The

example features in using computer-assisted discussion got more equal participation rather than a face-to-face discussion. It is supported by (Meulenbroek & Cherney, 2021), who stated with computer-based easily access authentic materials to the target language. Another application also investigated by (Vahedipour & Rezvani, 2017), the study investigated whether Wiki technology can improve students' writing skills or not. The finding showed Wiki application improves learners' writing from the feedback on classmate's work. The students can write and read the passage and discuss it, they can receive feedback on their vocabulary, spelling, and sentences in writing.

Technology in online bilingual provides authenticity, interaction & cooperative learning, formative assessment, empowerment, autonomous learning, and critical thinking (Huertas-Abril, 2017). Research by Cheung (2021), explores how a primary English teacher in Hong Kong adopted a video conferencing tool called ZOOM and designed innovative pedagogy in his lessons. The result shows the dominant interaction patterns during online lessons were with chatroom and gesture buttons, as well as a combination of verbal and non-verbal responses in a single question. The selection of these interactions seems to be effective in involving students. Then, responses from students are observed during conversations in chat rooms. These conversations are led by teachers preceded by written responses, some students engage with demonstrating peer-repair skills, but not all students are involved.

Those applications possible to use in Indonesia because all of the applications are already available on the internet and teacher or student can download them. The implementation of the applications depends on the readiness of the tools, signal, and knowledge of using the application. For example, in Indonesia use ZOOM for teaching and learning. The parents help their children to facilitate device and the parents help students listen to the teacher's explanation. After class the parents can guide the children to do homework and consult the problems to the teacher with use WhatsApp. The other example is with technology the teacher can ask the students to make a video from their home and share it to the teacher. In an online situation, the mastering of several applications for teaching and learning is very important. The teacher and students needed to be aware of the technology because all we need is already provides by technology. Therefore, in context teaching and learning language by using some applications can be beneficial to gain objective of study.

DISCUSSION

The collaborative strategy provides the process of learning that can help involve other people as the support system. These team may exchange knowledge, share strategies to help children develop their bilingualism. Collaborative strategy also assists the student to learn with their friends, society, teacher, and parents or their other family members. In bilingual education collaborative strategy is used to increase the motivation of students in learning Zhang et al. (2021). Meanwhile, collaborative strategy cannot apply to developing all skills. A collaborative learning strategy is not appropriate in developing writing skills (Hanifah, 2018). The study shows writing activities prefer to use individual works; it depends on the student's self-term. The student with high self-term will be lead the lower students in writing but students with low self-term will busy with their own work. The collaborative strategy is also not effective for online discussion (Oh et al., 2018). In online discussions, the students do not respond and let other friends discuss. Sometimes, the student cheat with not being involved in online group discussion and only accept the result.

Teacher-parent partnerships in online bilingual students need to control and tutor bilingual student learning process (Dos Santos, 2019). On the other hand, in control and tutoring students need to consider of parents' ability. Different cultures and environments in family influence students' results in learning the language. The parents needed to be educated as to the tutor of learning (Blair & Haneda, 2021). Teacher-parent partnership will be

successful if the school and family can balance the learning process by distributing information properly. Hu & Chen (2017), the impact of the teacher-parent partnership is influenced by the teacher professional. The teacher needs to be professional in teaching language, for example, the teacher who teaches science should not teach English even if they speak English.

The technology influence to make easier in the process of teaching and learning. Technology in online bilingual provides authenticity, interaction & cooperative learning, formative assessment, empowerment, autonomous learning, and critical thinking (Huertas-Abril, 2017). Besides that, technology has positive impact in language learning. The benefits can be use by the teacher and the students in teaching and learning process. Meanwhile, technology brings negative impacts on learners such as the lack of communication with society (Pop, 2010). Bilingual learners are hard to develop their language if they rarely blend with real society. Bilingual learners need more real practice rather than online practice. Besides that, in early bilingual easy to side-tracked by games online while learning with the smartphone.

CONCLUSION

Supporting bilingual education by using collaborative strategy that involves teacher-parent partnerships and the role of technology has been beneficial in online learning. The limitation of the school's time in teaching delivery to learning continues at the student's home with a parent as the tutor. The teacher-parent partnership bilingual as the collaborative strategy that use in pandemic situation. It is also support by the role of technology to assist student and educator in process of teaching and learning. The success of the collaborative strategy in online learning cannot be separated from accessibility, sharing of bilingual materials, open educational resources, assessment & feedback, storage, and retrieval of students' learning behaviour. Therefore, the competency in technology for teachers and parents is important to develop bilingual education.

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