



English Lecturers' Beliefs and Translanguaging Practices in An International Class Program at University Level

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Abstract

The implementation of an English-only policy in an international class program (ICP) at Indonesian university poses unique challenges for non-native English-speaking teachers in ensuring student understanding. Translanguaging presents itself as a pedagogical alternative that allows for flexible use of language repertoires to support the learning process. This study aims to explore English lecturers' beliefs about translanguaging, their practices in classroom interactions, and the factors influencing its implementation in the context of ICP at the university level. The study used a qualitative case study approach involving three lecturers who teach Listening, Grammar, and Writing in the second-semester ICP class of the English Language Education study program. Data were collected through classroom observations and semi-structured interviews, then analyzed using Braun & Clarke's (2006) six-stage thematic analysis. The results show that: (1) All lecturers have positive beliefs about translanguaging as a necessary pedagogical strategy, not as a policy violation, (2) Translanguaging is applied spontaneously and responsively to clarify vocabulary, explain complex grammatical concepts, and check student understanding, (3) The main factors that influence translanguaging practices include students' varying English language abilities, the level of difficulty of the material, and students' non-verbal responses. These findings confirm that translanguaging is an organic pedagogical practice and needs to be formally recognized in the language policies of ICP programs in Indonesian higher education.

Keywords: Lecturers' beliefs, English as a Medium of Instruction (EMI), Higher Education, International Class Program, Translanguaging

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INTRODUCTION | مقدمة

In the era of globalization and the development of higher education that is moving towards international standards, many universities in Indonesia are implementing international class programs (ICP) to improve the quality of education and produce graduates who are not only academically superior but also able to communicate and collaborate globally (Handayani et al., 2024). Many universities implement these programs, using English as a medium of instruction (EMI).

A state Islamic university in Indonesia is an internationally renowned university that strives to prepare its graduates through international-class programs, particularly in the Faculty of Education and Teaching, including English Language Education, Arabic Language Education, Islamic Education Management, Islamic Religious Education, and Elementary Madrasah Teacher Education (Nikmah et al., 2023; Shintawati, 2014). Students who participate in this international class program are also selected based on their language proficiency, which is higher than that of

students in regular classes.

The language policy in the international class program is to use English as the medium of instruction, while regular classes use Indonesian as the medium of instruction (Nikmah et al., 2023; Shintawati, 2014). While regular classes in the English language education department still use English in class, the percentage of English use is indeed lower in regular classes compared to ICP classes in the English language education department. Although the program in their ICP classes predominantly uses English in daily life, the use of languages other than English remains common.

Although the English-only instruction policy in international class programs is well-intentioned, its implementation in the classroom also faces various complex challenges. Students who participate in international class programs are not native English speakers, but students who participate in the program go through a rigorous selection process that also takes into account high English proficiency. Even though students have passed the initial selection, there are still variations in students' ability to use English actively (Simbolon, 2021).

Given the limitations of English-only or monolingual policies in language teaching, the concept of translanguaging can serve as a suitable approach to language use. The term translanguaging was first introduced by Williams (1994) to refer to pedagogical practices that intentionally shift input and output languages in the learning process. Garcia & Wei (2014) define translanguaging not just as a pedagogical practice but as the flexible use of all the languages an individual possesses for communication and learning. Languages are not used in isolation but can be used as resources for understanding and conveying meaning. In the educational context, translanguaging is seen as an effective pedagogical strategy because it helps students understand difficult concepts, creates a learning environment that supports students' needs, and makes students more active participants (Canagarajah, 2011; Creese & Blackledge, 2010).

Lecturers' beliefs play a significant role in determining how they teach in class. These beliefs are the views and understandings that teachers or lecturers deem correct and that can influence their actions in the learning process. (Pajares, 1992). According to Borg (2006), lecturers' teaching decisions are influenced not only by their knowledge but also by their own experiences and beliefs. Therefore, the way lecturers use language and implement learning strategies in the classroom is often influenced by their beliefs about the learning process.

The views of English lecturers in Indonesia are complex on the use of translanguaging. Translanguaging can be acknowledged as helping students understand the material and participate more actively in learning. However, the use of English as the primary language in international classes should be maintained (Cahyani et al., 2018). Under these conditions, translanguaging is often used selectively to support the learning process in a limited and situational manner, although this practice is not always planned, and lecturers can use Indonesian at certain moments according to the needs of the learning.

Translanguaging in English classes, especially at the university level, is not only done by lecturers but also by students. Students often use translanguaging, combining English and Indonesian, to convey ideas and opinions that are difficult for them to fully express in English (Simbolon, 2021). Thus, the interaction process involving lecturers and students together in building understanding and clarifying meaning can be seen from the use of translanguaging in learning. The use of translanguaging in English also varies according to learning needs and the types of language skills students are studying (Pratiwi et al., 2019).

Previous research has examined translanguaging from several perspectives in a university

context. Aba Sha'Ar & Rofiah (2024) examined the attitudes of EFL lecturers in Indonesia towards translanguaging through a mixed-methods study involving 50 lecturers, using interviews and questionnaires. The results of the study showed that lecturers have a positive view of translanguaging because it can facilitate understanding and increase student engagement in class. However, this study focused only on lecturers' beliefs and did not examine classroom learning practices.

Second, Emilia & Hamied's (2022) study examined translanguaging practices in EFL classrooms at Indonesian universities through a qualitative case study that included classroom observations and interviews with lecturers and students in English education programs. The study found that translanguaging has pedagogical functions, such as explaining difficult concepts, aiding student understanding, and managing classroom interactions.

Third, Kurniati (2023) examined translanguaging practices in English as a medium of instruction (EMI)-based classrooms in the Science Education Department's international class program, using a qualitative case study approach with classroom observations and interviews with lecturers and students. The study found that translanguaging is used strategically to support classroom communication and learning. However, these studies did not examine in detail English lecturers' beliefs about translanguaging or the factors influencing classroom translanguaging practices in the international class program. Therefore, this study aims to address this gap by exploring English lecturers' beliefs about translanguaging, translanguaging practices in classroom interactions, and factors influencing translanguaging in the university-level international class program.

While previous studies have examined translanguaging from various perspectives in the context of higher education in Indonesia, the study by Aba Sha'Ar & Rofiah (2024) focused on lecturers' attitudes and beliefs toward translanguaging but did not investigate how those beliefs manifest in classroom teaching practices. Meanwhile, the studies by Emilia & Hamied (2022) and Kurniati (2023) focused on translanguaging practices and the pedagogical functions of translanguaging, however they did not conduct an in depth investigation linking these translanguaging practices to lecturers' beliefs. Thus, this study makes a novel contribution by examining the factors that influence lecturers' decisions to implement translanguaging, with a specific focus on international class programs at universities in Indonesia. More specifically, this study aims to answer the following questions: (1) What are English language lecturers' beliefs regarding the use of translanguaging in international class programs at the university level? (2) How is translanguaging practiced by English language lecturers in classroom interactions within international class programs? (3) What factors influence English language lecturers' translanguaging practices in the context of international class programs?

METHOD

منهج

Research Design

This research uses a qualitative research design with a case study approach. (Yin, 2018). This case study was chosen because it focuses on a specific case, specifically to explore more deeply the translanguaging beliefs and practices of lecturers in an international class program at the university level. To ensure that the data analyzed is reliable, data was collected from three sources: (1) semi-structured interviews to identify lecturers' beliefs, (2) classroom observations in the form of observation notes, and (3) documentation in the form of classroom observation transcripts. The use of these three data sources helps the researcher ensure that the data obtained is valid. The use of these three data sources aligns with the principle of data

triangulation in case study research. By using a case study, the researcher is directly involved in collecting and analyzing data. This allows the researcher to interact directly with participants to gain a deeper understanding of the lecturers' beliefs about translanguaging and to learn about how translanguaging is practiced in university-level ICP classes.

In this research, data collection techniques used semi-structured interviews and classroom observations. The data is supported by documentation in the form of classroom observation transcripts. Interviews were used to determine lecturers' beliefs about implementing translanguaging, while observations were conducted to document translanguaging practices in the learning process, including interactions between lecturers and students in the classroom. Classroom observations were conducted once for each lecturer, with three observation sessions lasting 1 hour and 40 minutes each. Each observation session was recorded and then transcribed, capturing all conversations between lecturers and students in their original languages both Indonesian and English. The transcripts from these observations were used as additional data sources to triangulate the results of the interviews and observations. Before the study began, the researcher explained the study's objectives and procedures to all participants. In this study, participation was voluntary, and each participant signed a consent form as a form of agreement to participate in the interviews and classroom observations. Participants also gave permission to record the interview process and classroom learning activities. The researcher maintained the confidentiality of the participants' identities and used all data solely for research purposes. The signed consent forms were retained as documentation of the participants' consent.

After the data was collected, the researcher conducted a data analysis using thematic analysis following the 6 stages from Braun & Clarke (2006): (1) Familiarizing with the data, (2) Generating initial codes, (3) Searching for themes, (4) Reviewing themes, (5) Defining and naming themes, and (6) Producing the report. Through these stages, the researcher interpreted the data from the identified themes and connected them to theories and previous research to provide a deeper understanding of lecturers' beliefs and translanguaging practices in the context of international class programs at universities.

As shown in Table 1, each participant took part in one classroom observation session and one interview session. Although each session was conducted only once, the data from each session were analyzed in detail. The observation recordings were transcribed in full and analyzed based on every utterance by the lecturer and students. In this way, the researcher was able to obtain more detailed information about the use of translanguaging than would have been possible by simply recording the observation results. However, the limited number of observation and interview sessions is acknowledged as a limitation of this study.

Table 1. Schedule of the Research

No	Activity	Date
1	Observation 1	21 April 2026
2	Observation 2	22 April 2026
3	Observation 3	7 Mei 2026
4	Interview 1	21 April 2026
5	Interview 2	29 April 2026
6	Interview 3	7 Mei 2026

Participant (Subject) Characteristics

This research was conducted at one of the Islamic state universities in Indonesia that focuses on the international class program, the English Language Education study program. Participants in this study were three lecturers who teach the second semester of the ICP class in the English Language Education department. In this study, participants were selected using a

purposive sampling technique, in which the researcher deliberately selected participants based on specific criteria, with the standard that the selected participants would provide rich information in accordance with the research objectives (Creswell, 2012). The selection of participants was guided by several criteria: lecturers with more than 5 years of teaching experience, each participant teaching different language skills such as listening, writing, and grammar and an understanding of translanguaging practices in learning. These criteria were chosen to ensure that the data obtained align with the research objectives regarding the beliefs and practices of translanguaging lecturers in the international class program, especially at the university level.

Table 2. Participant Profile

Participant	Activity	Date	
Lecturer 1	Literal Listening	ICP (Sem. 2)	Listening, Literal Listening (ICP)
Lecturer 2	Advanced English Grammar	ICP (Sem. 2)	Advanced English Grammar, Critical Reading, ICT in ELT
Lecturer 3	Paragraph Writing	ICP (Sem. 2)	Academic Writing, Paragraph Writing, Research Methodology, English for Specific Purposes

RESULT

نتائج

English lecturers' beliefs toward translanguaging in an International Class Program at University level

The results of this study, from interviews, showed that all participating lecturers supported the use of translanguaging in English learning. All lecturers shared a positive view, considering translanguaging a strategy that could support the learning process in the ICP class. No lecturer held the view that using English alone was sufficient for classroom learning, but all lecturers agreed that using translanguaging could help students more easily understand the material or achieve learning objectives.

The strongest view of the importance of translanguaging in English language learning in various learning situations was given by Lecturer 3 from his interview excerpt:

"Oh no, in fact, I think translanguaging should be applied at all levels, not just specifically for certain classes, for example, ICP classes. No. The use of translanguaging can also be used in other classes, other courses, so it can be flexible, that it is not by design but spontaneous."
(Lecturer 3 - Interview)

Lecturer 3 held the view that translanguaging in English learning is not only for ICP classes, it also needs to be applied in other classes, regular classes, or other courses. In addition, the application of translanguaging also often appears spontaneously in the learning process, which in class practice, lecturers usually use Indonesian and English alternately according to the situation in class, such as when students have difficulty understanding the lecturer's explanation. Therefore, translanguaging can also be seen as a flexible practice and occurs spontaneously but is still used for clear learning purposes. In this context, "spontaneous" does not mean that the lecturer uses a language without a purpose, rather it means that the lecturer can decide on the spot to switch languages if, during the learning process, the lecturer observes that students need to engage in translanguaging. Thus, the lecturer does not always determine the language to be used from the outset, but rather adapts to the situation and needs that arise during the learning process.

In this study, a positive view of translanguaging indicates that lecturers accept the use of more than one language in English language instruction. However, the use of multiple languages is still adapted to the situation in the classroom. Thus, lecturers' belief in translanguaging serves as the basis for using more than one language. Nevertheless, its use is still tailored to the circumstances and needs of students during instruction.

In accordance with lecturer 3's view that lecturers often use translanguaging in class according to the situation, lecturer 2 also explained that the use of translanguaging is determined by students' needs. Lecturer 2 holds that if learning is conducted entirely in English, it is not always effective because not all students have the same level of English proficiency. Although there are students in the ICP class with higher English skills than in the regular class, there are still differences in student abilities within the class. Because if students have difficulty in understanding the explanation, the lecturer still needs to use translanguaging so that the material given can be understood optimally. Therefore, Lecturer 2 believes that lecturers should not hesitate to use translanguaging when the situation and conditions in class require it, even in the ICP class.

"Yes, it's a shame if it's only English... Personally, if I feel it's necessary, just do it. Don't hesitate to translanguaging, even in the ICP class." (Lecturer 2 - Interview).

Lecturer 2's statement also indicates that the use of translanguaging is not solely determined by the type of class such as a regular class or an ICP class but rather by how translanguaging is applied based on students' needs in the classroom. Thus, even though ICP classes have an international orientation, the exclusive use of English is not always the most appropriate choice. Lecturers also need to pay attention to and consider differences in students' language proficiency when determining which language to use. Furthermore, the findings of this study also indicate that lecturers need to balance the importance of using English to provide students with opportunities to use the target language with the need to ensure that students understand the material being taught. If using English exclusively makes it difficult for students to understand the material, then the use of translanguaging is an appropriate option that can be employed to adapt instruction to students' circumstances and needs.

Lecturer 1 also strives to use English as the primary language in instruction, but admits that full English use is not always effective, as students who have difficulty understanding the material still need translanguaging. Lecturer 1 realizes that, although as a lecturer he wants to make full use of English, in practice the language used must also be adjusted to students' abilities and needs so that the material can be understood well.

"My personal hope is that it will be entirely in English, but we'll still have to see how the students are doing. As lecturers, we also want the ideal, but it comes back to the existing conditions. If students are having difficulty understanding certain areas, we still need to use translanguaging." (Lecturer 1 - Interview)

These findings indicate that Lecturer 1 strives to maintain a balance between using English as the primary language and using Indonesian to help students understand the material. Translanguaging is still permitted, but its use is limited to approximately 20% of the entire learning process. Therefore, by limiting the use of translanguaging, students remain accustomed to using English but also receive support from translanguaging when they encounter difficulties understanding the material.

The findings from the observation of Lecturer 1's class also showed that English remained the most frequently used language during instruction and that translanguaging was used when

necessary, such as to clarify instructions, explain difficult material, and ensure students truly understood the material. This shows that Lecturer 1 does not use translanguaging excessively, which is used only when necessary to support the learning process and not as the main language for teaching.

The gap between Lecturer 1's beliefs and practices cannot be understood merely as a failure to fully implement the use of English. Rather, it indicates that the lecturer's beliefs can change and adapt to classroom conditions. Lecturer 1's desire to maximize the use of English remains evident in practice, but its use is adjusted to accommodate students' understanding and needs. Indonesian is used in certain situations as a temporary aid when students have difficulty understanding the material. Thus, translanguaging is used as a form of adaptation in the learning process. English remains the primary language used by the lecturer, while Indonesian is used when students need help understanding the material.

The observation results also support the interview results from the three participants. Lecturer 1, Lecturer 2, and Lecturer 3 implemented translanguaging in the learning process, though at varying frequencies. All three participants used translanguaging to explain important terms or concepts, clarify instructions, and also help students when they had difficulty understanding the material. This shows that translanguaging is not only considered useful but has become part of everyday learning practices in the ICP classroom.

Thus, the main findings of this study particularly in this section indicate that translanguaging in ICP classes is a learning practice tailored to the lecturers' beliefs, students' needs, and the purposes of English language use. All three lecturers shared a positive view of translanguaging but differed in its implementation based on the specific conditions each lecturer encountered in their classes. It can therefore be concluded that the application of translanguaging is not something done randomly although its application may occur spontaneously, it is still based on the lecturers' considerations in accordance with students' needs during the learning process.

Translanguaging practices in an International Class Program at the University level

The results of this study, from interviews and observations, indicate that translanguaging is applied flexibly according to learning needs. The three lecturers explained that the use of translanguaging in class was not planned in advance, but emerged spontaneously as a response to situations that occurred during the learning process. The lecturers' decisions to use translanguaging were seen from the students' conditions, such as when students looked confused, slow to respond, or had difficulty explaining in English. The three lecturers had the same view on the use of translanguaging, as shown in the following interview excerpt:

"It's spontaneous. I look at the module, there's some information that's relevant to them, then I try to see which words or discussions are difficult, so I can use translanguaging when explaining or giving examples." (Lecturer 1 - Interview)

"When I see their expressions, even if they say they understand, yes ma'am, get it, got it, but when their expressions are less convincing, I will explain again." (Lecturer 2 - Interview)

"Oh no, spontaneously. It means we have to change the explanation to make it easier for them to understand what they don't understand." (Lecturer 3 - Interview)

From interviews with the three lecturers, Lecturer 1 explained that the decision to use translanguaging was spontaneous when anticipated that there would be difficult sections of the material to be presented to students. Before teaching, Lecturer 1 first reviewed the material and

determined which sections needed additional explanation in Indonesian. Lecturer 1's use of translanguaging was not only spontaneous but also took into account the level of difficulty of the material being studied, as Lecturer 1 identified parts of the material that students might find difficult to understand and used Indonesian to provide explanations or examples. This indicates that Lecturer 1 not only responded to students' difficulties when problems arose but also anticipated parts of the material that might be difficult for them to understand.

The same thing is also explained by lecturer 2 that the decision to use translanguaging is influenced by student responses during the learning process. Even though students say they have understood the material explained, lecturer 2 still pays attention to facial expressions and student gestures. If students still look doubtful and unsure, lecturer 2 will explain again using translanguaging to make the material easier to understand. The results of observations from lecturer 2 also support the statement in the interview that during the learning, lecturer 2 was seen actively observing student responses. When students looked confused and had difficulty following the explanation in English, lecturer 2 immediately switched to using Indonesian to provide additional explanations before continuing the learning explanation in English.

From the interview data, lecturer 3 also shared the same view that translanguaging is used spontaneously during the learning process, depending on classroom conditions. Lecturers need to adapt their language to students' needs to ensure students understand the material well. Lecturer 3 views translanguaging as a way to tailor explanations to students' understanding of the material when students do not yet understand the material, the lecturer needs to adjust the explanation to make it easier to understand. This shows that translanguaging does not simply mean switching languages, but that Indonesian is also used when explanations in English do not help students understand certain concepts.

The observation results also supported the interviews with the three participants, which showed that in all observed classes, translanguaging was used spontaneously and appropriately to the learning situation. All three participants used Indonesian after the students showed signs of not understanding the material. Once the students understood the explanation, the lecturer returned to English to continue the lesson. These findings indicate that translanguaging was used flexibly in response to students' needs throughout the learning process.

Although all three lecturers used the term "spontaneous," the research findings indicate that translanguaging is still employed with certain considerations such as lecturers first assessing students' circumstances and needs before deciding to switch languages. Thus, "spontaneous" in the context of translanguaging does not simply mean the aimless use of multiple languages, but rather indicates that lecturers can make the decision to use translanguaging immediately when learning needs arise or occur.

The findings of this study indicate that all three lecturers share the same perspective on the use of translanguaging, but differ only in how they apply it. While Lecturer 1 uses translanguaging primarily to address sections of the material considered difficult, Lecturer 2 uses it based on students' responses regarding their level of understanding, whereas Lecturer 3 adjusts their explanation when students do not yet understand the material. Thus, the lecturers still strive to use English, however if using English alone is insufficient, they employ translanguaging using Indonesian to help students understand the material.

Observations in the Literal Listening class revealed that Lecturer 1 used translanguaging to help students understand unfamiliar vocabulary, such as the word 'advice' and its use in sentences. Lecturer 1 also used Indonesian to clarify instructions when students appeared confused and to provide additional explanations after the learning activity. Based on

observations, the use of translanguaging helped lecturers ensure that students truly understood the material and instructions given.

The classroom observation transcript reinforces the findings of the observation by showing that translanguaging occurs directly in the interaction between the lecturer and the students. For example, when explaining the vocabulary word “hallways,” the lecturer asked the students to provide the Indonesian equivalent, to which the students replied “Lorong”, the lecturer then reused that word in an English sentence.

“The hallways are too dark. What it hallways? Lorong. Do you have Lorong in your dormitory? (Lecturer 1 - Transcript Classroom Observation) “

This excerpt shows that translanguaging in this context is a two-way process: the lecturer asks for clarification in English, the student responds in Indonesian, and the lecturer then incorporates that Indonesian term into the subsequent explanation. This demonstrates that translanguaging involves not only switching between languages but also using multiple languages simultaneously to facilitate understanding.

“The lecturer explained that the use of Indonesian was to help students’ understanding and support the learning process, not just a purposeless change of language.” (Lecturer 1 – Observation)

The findings from lecturer 1’s observations also showed that although translanguaging was used in English-language instruction in class, it did not prevent students from using English. Although Lecturer 1 sometimes explained the material in Indonesian, students still responded in English by asking questions or interacting in class. Based on the observation findings, this was also consistent with the results of the interview with Lecturer 1, which indicated that students were accustomed to using English in learning, so they still chose to respond to lecturers in English. What is interesting about this finding is that when translanguaging occurs, it does not cause students to stop using English rather, they continue to ask questions and interact in English. This is consistent with the statement made by Lecturer 1:

“Even when we use translanguaging, they will still respond using English, because of this habit, they may be afraid to respond using Indonesian.” (Lecturer 1 - Interview)

The results of these findings indicate that the use of translanguaging in Lecturer 1’s class did not replace English as the primary language of interaction. While translanguaging is used to support understanding in the learning process, students continue to use English to respond and interact during class. Thus, this does not necessarily mean that the use of English will decrease in the learning process rather, it allows the lecturer to provide clarification without interrupting the use of English in classroom interactions.

A similar pattern was observed in the Advanced English Grammar class revealed that Lecturer 2 used translanguaging when explaining the material on relative clauses. Lecturer 2 used Indonesian when explaining grammatical concepts considered difficult to facilitate student understanding. In addition to explaining the material, Lecturer 2 used translanguaging to check students’ understanding at the end of the lesson, for example, by asking questions such as “Any question? Jelas gak?” to ensure that students really understand the material they have studied. The use of translanguaging in this context serves not only to explain the material but also to ensure that students truly understand the explanation, which can serve as a way to assess their understanding.

The transcript of the observation in the Advanced English Grammar class shows in detail

how Lecturer 2 uses translanguaging when explaining the concept of adjective clauses.

"Sebenarnya Adjective dan relative clause adalah sama, there's no difference, but they are same. Jadi, adjective clause itu menjelaskan, fungsi adjective itu kan menjelaskan. Iya kan?" (Lecturer 2 – Transcript Classroom Observation)

This excerpt shows that translanguaging is used as part of the process of explaining concepts to students, in which the lecturer first explains the concept in English, then uses Indonesian to clarify the function of the adjective clause and asks questions to ensure that the students have understood the concept being explained.

In the Paragraph Writing class, observations showed that Lecturer 3 used translanguaging to explain vocabulary and academic terms such as connectors and linking words. In addition to explaining vocabulary, Lecturer 3 used translanguaging to respond to students' answers, provide additional explanations, and connect the material to everyday examples to make it easier to understand. This usage demonstrates that translanguaging helps students connect academic terms or concepts with the knowledge they already possess. Thus, translanguaging is not only used to translate words, but can also help students understand new concepts through the knowledge they have already acquired.

The findings from observations and interviews show that translanguaging in the ICP class is used to help students' understanding, with English remaining the primary language while Indonesian serves as a supporting language for learning. Although the lecturer noted that the use of translanguaging is spontaneous, in practice, the lecturer demonstrated that the decision to use translanguaging is still based on the nature of the material and the students' understanding. Thus, the use of translanguaging is the result of a balance between the lecturer's beliefs, classroom conditions, and students' needs.

Factors Influencing English lecturers' Translanguaging Practices in an International Class Program at University Level

The results of observations and interviews in this study indicate that several factors influence the implementation of translanguaging in ICP classes. The most dominant factor is students' English proficiency. Although ICP students have higher English proficiency, lecturers still observe differences in understanding during the learning process. Therefore, translanguaging is used when students have difficulty understanding certain vocabulary or concepts. The most notable factor is the variation in students' English proficiency. Although ICP students generally have a higher level of English proficiency, lecturers still observe differences in comprehension levels among students within the same class. This situation leads lecturers to take it into account, as a generally higher level of proficiency does not necessarily mean that all students can fully understand every topic when the material is presented entirely in English. This is in accordance with the statement made by Lecturer 1 that

"I saw that some students didn't understand from their expressions or from the vocabulary we used, which wasn't very familiar to them. (Lecturer 1 – Interview)"

This statement indicates that lecturers do not use the class's overall proficiency level as the sole basis for determining language use, rather they take into account the individual circumstances of each student. Even students who are capable of following instruction in English sometimes encounter difficulties when faced with certain vocabulary or concepts. In such situations, translanguaging is used as an adaptive strategy to ensure that differences in students' proficiency levels do not cause them to fall behind in understanding the material.

This is also supported by observational results, which show that lecturers use translanguaging when students appear to have difficulty understanding the explanation. Therefore, the presence of students in the ICP class does not eliminate the need for translanguaging, rather the varying levels of proficiency among students in the class require lecturers to adapt their use of language in the classroom.

Another factor influencing the use of translanguaging is the material's difficulty level. Translanguaging is typically used when explaining more complex material, particularly grammar and academic writing, which often require additional explanations in Indonesian to help students understand. As explained by lecturer 2

"If the topic is a complex sentence, from the start we can predict that it's impossible to use full English. (Lecturer 2 – Interview)"

This statement suggests that the level of difficulty of the material can influence lecturers' decisions even before students indicate that they are having difficulty. Complex material is considered harder to understand, so using English exclusively is not always the most effective option. Therefore, lecturers can use translanguaging as an additional tool to explain difficult concepts.

The observation results also show that translanguaging is used when explaining the concept of 'adjective clause, relative clause' to make it easier for students to understand.

Lecturer 2's opinion repeated that of lecturers 1 and 3, who stated that the difficulty level of the material also influenced the use of translanguaging in class. However, translanguaging was still used spontaneously and in response to the needs of the classroom conditions that arose during the lesson. However, difficult material does not necessarily mean that the lecturer will immediately use translanguaging. Although the difficulty of the material is a sign that students need help, the decision to use translanguaging still depends on the students' condition during the learning process. Therefore, translanguaging is applied on a case-by-case basis and is determined by the students' responses to the explanations provided.

In addition to students' abilities and the level of difficulty of the material, students' responses during learning are also factors that lead lecturers to finally use translanguaging. Lecturers 1, 2, and 3 pay attention to facial expressions, body language, and student responses to determine whether, at that time, the lecturer can use translanguaging and change the explanation into Indonesian. The results of this observation are in accordance with the findings in the interview by lecturer 2, who said that:

"When I see their expressions, even if they say they understand, 'yes ma'am, got it', but when their expressions are less convincing, I will explain again, and it is not impossible that translanguaging has occurred." (Lecturer 2 - Interview)

Based on interviews and observations, this study shows that translanguaging is an integral part of the learning practices in ICP classes. All three lecturers used translanguaging flexibly, adapting to the needs and learning situations. The application of translanguaging not only improves students' understanding of the material presented but also helps maintain English as the primary language and its use in classroom interactions.

Based on the results presented, it can be concluded that the translanguaging observed in this study can be understood as a practice adapted to the learning situation and needs. Lecturers did not use translanguaging simply because students were in an ICP class or because the material was considered difficult. Rather, lecturers also took into account students' abilities, the difficulty

level of the material, and students' responses during instruction factors that helped them determine when Indonesian was needed to aid comprehension and when English could be used again in the learning process.

DISCUSSION

مناقشة

The findings of this study indicate that three participants, namely English lecturers in the International Class Program (ICP), have positive beliefs about translanguaging in English language learning. Although the ICP class uses English as the primary language, the three lecturers believe that using Indonesian is still necessary in certain situations to ensure optimal student understanding of the material. This is consistent with the research findings of Aba Sha'Ar & Rofiah (2024), which stated that EFL lecturers in Indonesia generally support translanguaging because it can improve student understanding and also encourage active participation in class. These findings also align with those of Cahyani et al. (2018), which show that teachers in multilingual classes consider translanguaging beneficial for supporting students' understanding, while still considering English as the primary language of learning.

What is interesting in this study is the difference between the beliefs and practical results of lecturer 1. Although lecturer 1 believes that the full use of English is the ideal way to learn, in practice lecturer 1 still uses translanguaging to make it easier for students to understand the material, even though the frequency of translanguaging is very low. This shows that teachers often have to adjust their teaching methods to the needs of their students. This condition is in line with Borg (2006) view of the gap between teachers' stated beliefs and the actual actions carried out in class.

The findings of this study also indicate that the use of translanguaging in the classroom occurs spontaneously, in response to learning conditions, rather than as a pre-prepared plan. This concept aligns with the concept of translanguaging in Garcia & Wei (2014), which explains that translanguaging utilizes a person's language abilities flexibly and is not limited to a single language. Spontaneous translanguaging is also a natural response to learning needs and not simply a violation of language-use policies (Cenoz & Gorter, 2021).

The learning functions found in this study include explaining unfamiliar words, explaining complex grammar, checking student understanding, and connecting the material to everyday contexts. This is consistent with the findings of Emilia & Hamied (2022), who also found that translanguaging has a similar function in EFL classes at the university level. Furthermore, this study also found that lecturers implemented translanguaging in different ways, depending on the language skills being taught. These findings are consistent with Robillos (2023), who found that the use of translanguaging can vary depending on the type of instruction. In listening instruction, translanguaging is used more frequently to help students understand vocabulary. In grammar instruction, however, translanguaging is used in a more structured way to help students grasp more difficult grammatical concepts.

This study also found that although lecturers use Indonesian, students still sometimes respond in English. This suggests that lecturers' use of translanguaging does not reduce students' use of English but can instead support more effective learning. Therefore, this study complements Simbolon (2021) research, which showed that lecturers' translanguaging can enhance student comprehension without reducing English use in the classroom.

This study identified three main factors influencing the use of translanguaging in ICP classes: students' language proficiency, the difficulty level of the material, and student responses during the lesson. These three factors are considered by lecturers when determining when to

use translanguaging in their lessons. This finding aligns with research by Zhou & Mann (2021), which states that students' language proficiency in class and the complexity of the material are the primary factors determining language use in the classroom. By considering these factors, lecturers can use translanguaging more appropriately to help students understand the lesson.

Based on the research findings, translanguaging plays a crucial role in learning in ICP classes. The use of translanguaging helps students understand difficult material without reducing the use of English. Furthermore, translanguaging can also help students participate actively in learning. Therefore, the results of this study reinforce the view that translanguaging is a pedagogical strategy that can support the achievement of English language learning objectives in the context of English as a Medium of Instruction (EMI).

CONCLUSSION | خاتمة

This study provides an overview of lecturers' beliefs about translanguaging, their practical application in teaching, and the factors influencing its use in the International Class Program (ICP). The results indicate that all lecturers view translanguaging as a useful strategy to support the learning process. For lecturers, using Indonesian in certain situations does not diminish the role of English as the language of instruction, rather it helps students understand the material more effectively. Thus, translanguaging is understood as a pedagogical strategy that can support the creation of more meaningful learning. The discrepancy between Lecturer 1's desire to use English exclusively and actual classroom practice also shows that lecturers' beliefs do not always align with what actually happens in the classroom. This is because lecturers adapt their language use to the circumstances and needs of the students during instruction.

Furthermore, this study found that lecturers' decisions to use translanguaging were influenced by students' English proficiency, the difficulty level of the material, and their responses during the lesson. Therefore, translanguaging is not used haphazardly, but rather a decision based on students' learning needs. Based on these findings, this study confirms that translanguaging is a relevant strategy for implementation in the context of the International Class Program (ICP). Therefore, the implementation of English-language use policies in the classroom needs to consider learning needs so that translanguaging can be used appropriately to support students' understanding while maintaining the use of the target language.

This study has several limitations that should be considered when interpreting the results. First, the study involved only three faculty members, each of whom was observed during a single class session and interviewed in a single session. Although the data were strengthened through the triangulation of three sources interviews, observations, and transcripts of classroom observations the limited amount of data means that the findings of this study cannot yet be generalized to other contexts. Second, this study focused only on the perspectives and practices of lecturers therefore, it could be expanded to include the students' perspectives, which would provide further insight into the use of translanguaging in learning. Third, observations could have been conducted multiple times to yield more in-depth data this could also have involved students to provide a more complete picture of the use of translanguaging in ICP classes.

For future research, the study could involve more lecturers with diverse backgrounds. In addition, future researchers could conduct multiple rounds of observations and interviews to obtain more in-depth data. Future researchers could also reanalyze some of the findings from this study using a broader dataset, such as the use of translanguaging to provide instructions, and examine the differences between lecturers and students.

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