



Recontextualization of Translanguaging in the Context of Mandarin Language Teaching in Indonesia

(Rekontekstualisasi translanguaging dalam konteks pengajaran bahasa Mandarin di Indonesia)

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Abstract: Translanguaging is interpreted as one of the pedagogical strategies for learning foreign languages in a multilingual context where there is the use of several languages for receptive and productive purposes. The purpose of this study was to explore the perceptions of teachers of Mandarin as a Second Language regarding translanguaging (cross-language) approaches in classroom learning. This research method is qualitative research with a foreign language applied linguistic approach. The research data comes from the Focused Discussion Group as the main data source and the Google Form questionnaire as a supporting data source. The FGD was conducted with 12 lecturers at a private university that has a Chinese Language study program. The data obtained were analyzed descriptively according to the results of the FGD. The results of the FGD stated that most of the teachers gave a positive response to translanguaging and that there was the implementation of translanguaging in the classroom by the teachers in a flexible way with a variety of language choices. Translanguaging often occurs when dealing with students with low linguistic abilities where the lecturer uses a language other than the target language when explaining vocabulary, terms and proverbs as well as when giving examples, this reflects the main purpose of implementing translanguaging for most informants is to increase and deepen understanding students on the material. Through this research process, it can be concluded that in the Mandarin pedagogical context, teachers tend to provide tolerance and flexibility for the existence of translanguaging.

Keywords Chinese as a second language, target language, Chinese teaching, translanguaging

Abstrak: Translanguaging dimaknai sebagai salah satu strategi pedagogis dalam pembelajaran bahasa asing dalam konteks multilingual di mana adanya penggunaan beberapa bahasa untuk tujuan reseptif dan produktif. Tujuan penelitian ini adalah untuk mengeksplorasi persepsi pengajar Bahasa Mandarin sebagai bahasa kedua (MBK) tentang pendekatan translanguaging (lintas bahasa) dalam pembelajaran di kelas. Metode penelitian yang digunakan adalah penelitian kualitatif dengan ancangan linguistik terapan bahasa asing. Data penelitian bersumber dari diskusi kelompok terpusat (DKT) sebagai sumber data utama dan angket Google Form sebagai sumber data pendukung. DKT dilakukan dengan 12 dosen di salah satu universitas swasta yang memiliki program studi Bahasa Mandarin. Data yang diperoleh kemudian dianalisis secara deskriptif sesuai dengan hasil DKT. Hasil DKT menyatakan sebagian besar pengajar memberikan respon positif pada translanguaging dan adanya penerapan translanguaging dalam kelas oleh para pengajar secara fleksibel dengan pilihan bahasa yang variatif. Translanguaging sering terjadi ketika menghadapi mahasiswa dengan keterampilan bahasa rendah di mana dosen menggunakan bahasa lain selain bahasa target saat menjelaskan kosakata, istilah maupun peribahasa serta saat memberi contoh. Hal ini mencerminkan tujuan utama dari penerapan translanguaging bagi para informan sebagian besar adalah untuk meningkatkan dan memperdalam pemahaman mahasiswa terhadap materi. Melalui proses penelitian ini dapat disimpulkan bahwa dalam konteks pedagogis Bahasa Mandarin pengajar cenderung memberikan toleransi dan keluasaan bagi keberadaan translanguaging.

Kata Kunci Bahasa Mandarin sebagai bahasa kedua, bahasa target, pengajaran bahasa Mandarin, translanguaging

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INTRODUCTION

The rise of globalization, the spread of modern education worldwide, increased societal mobility, and technological advances have made significant contribution to the diversity of linguistic environments and the prevalence of multilingualism. This transformation has profoundly impacted numerous scholars, particularly linguists, prompting them to explore methods for harnessing students' linguistic and cultural resources (Cenoz, 2013, 2017; Vallejo & Dooly, 2020). In parallel with these global shifts, applied linguistics in education has radically transformed. Whereas language instruction previously placed a strong emphasis on the target language through monolingual teaching methods Cummins (2007), it has now evolved into a dynamic approach that embraces linguistic diversity as an integral part of the learning process (Cenoz, 2017); Cenoz & Gorter (2020); García & Wei (2014). Within multilingualism, the implementation of language instruction reflects a growing recognition of the multiplicity of linguistic and cultural practices (García & Sylvan, 2011).

Translanguaging has become a prominent and widely discussed pedagogical approach in multilingual instruction, drawing significant attention from scholars. Translanguaging involves deliberately using an individual's complete range of communicative tools for effective communication (García & Wei, 2014). This approach transcends the concepts of additive multilingualism, where languages are added separately to existing ones, and subtractive multilingualism, which involves erasing languages from one's repertoire (García & Lin, 2017; García & Wei, 2014). In the context of foreign language teaching and learning process within a multilingual environment, the term "translanguaging" is recognized as one of the pedagogical strategies (Lewis et al., 2012). Here, students alternately employ multiple languages for both understanding and expression. Such teaching strategies offer flexibility within the classroom, permitting practices like code-switching and linguistic variation. It is important to be aware that although translanguaging is sometimes associated with code-switching, it fundamentally represents a distinct epistemological perspective. Code-switching entails switching between different languages while adhering to the monoglossic norms of each language (García & Lin, 2017; García & Wei, 2014). In contrast, translanguaging perceives multilingual phenomena as a single linguistic repertoire strategically employed for effective communication (García & Wei, 2014). In simpler terms, translanguaging views language holistically, emphasizing dynamic usage and rejecting the perspective of autonomous or separate languages (García & Wei, 2014).

Adopting translanguaging in language instruction suggests that language proficiency can be attained by relying solely on the target language and using one's entire communicative repertoire, which includes both linguistic and non-linguistic elements, to facilitate the learning process. This perspective marks a departure from the traditional approach to language instruction, which centred on the concept of an ideal monolingual speaker and emphasized the isolation of the target language (Cenoz & Gorter, 2020).

Historically, prior studies on language instruction often adhered to an ideology of language separation. In this view, students' utilization of multiple languages was considered a sign of linguistic failure, indicating that they could not mimic native speakers (García & Wei, 2014). However, research over the past three decades has demonstrated that monolingual language instruction is deemed "undesirable, unrealistic, and unsustainable" (Levine, 2011).

Earlier and more recent studies have pointed out that leveraging students' complete communicative resources is a natural phenomenon in multilingual contexts (Creese & Blackledge, 2005; Lucas & Katz, 1994). Research in this area has focused on observing and analyzing classroom practices grounded in multilingualism to gain insights into how language translation is employed for academic purposes. Additionally, some studies have highlighted that students with a high proficiency in a second language also engage in language translation during class discussions (Shah et al., 2019).

Translanguaging, as a comprehensive teaching method in multilingual education, has garnered attention in several research studies for its potential advantages across different educational levels. These

advantages encompass the recognition and affirmation of students' diverse, multilingual identities [Canagarajah \(2011\)](#); [Creese & Blackledge \(2015\)](#) the enhancement of students' skills in literacy, the preservation and promotion of minority languages [Cenoz \(2017\)](#); [García & Wei \(2014\)](#); [Wei \(2022\)](#) the creation of an inclusive environment for students to freely express their thoughts and engage in discussions on sensitive topics [Palmer et al., \(2014\)](#) the promotion of equality and the incorporation of all students' linguistic resources [Caruso \(2018\)](#) the fostering of cognitive development in subject-based learning [Duarte \(2019\), \(2020\)](#) the acknowledgement of migrant languages ([Duarte, 2020](#)) and the utilization of students' integrated language repertoires ([Zhou, 2021; Zhou & Wei, 2018](#)).

An increasing number of studies have examined stakeholders' perceptions regarding translanguaging practices. In his study on language selection in the classroom, [Macaro \(2001\)](#) has identified a spectrum of theoretical stances. This spectrum encompasses virtual, maximal, and optimal positions, representing viewpoints that range from exclusive use of the second language to embracing multilingualism ([Wang, 2019, 2020](#)). The virtual position involves the exclusive use of the second language. In contrast, the maximal position advocates for extensive use of the second language but still regards the use of "another language" as potentially problematic ([Wei, 2022](#)). In contrast, the optimal position values and legitimizes language-switching practices in line with a dynamic perspective on multilingualism.

Several studies have embraced this conceptualization. For instance, [Wang \(2013\)](#) discovered that many Mandarin teachers adhered to a virtual position due to the prevailing policy of exclusively using Mandarin in their teaching contexts. [Galante \(2020\)](#) researched seven English language teachers at a Canadian university who implemented an all-English language policy. When these teachers were allowed to apply translanguaging pedagogy, they reported numerous positive outcomes, particularly in student engagement and a heightened sense of pride. They also recognized the need to challenge their traditional monolingual approach, stemming from the practice of exclusively teaching in English, and unanimously favoured a more multilingual instructional approach. Research has also uncovered teachers' challenges when adopting a translanguaging approach in the classroom, including constraints imposed by language education policies, ideological frameworks, and a lack of pedagogical models ([Tian, 2020; Wang, 2013](#)).

In contrast to earlier studies that primarily focused on verbal communication, this research opens opportunities for exploring various other modes of communication. As a result, data collection is geared towards examining the practical implementation of instruction, broadening the scope of research related to translanguaging. Previous research predominantly emphasized English language learning and paid less attention to languages within the Sino-Tibetan language family. This study aims to analyze similar phenomena, using Mandarin language learning as its primary focus.

This research delves into the perceptions of instructors in Mandarin as a Second Language classes (MSL) regarding using the translanguaging approach in classroom instruction. The study aims to identify MSL instructors' perspectives on teaching Mandarin in a multilingual context ([Zein, 2019](#)) or through multimodal means ([Budijanto & Setyaningsih, 2022](#)). The findings from this research are expected to contribute to a deeper understanding of instructors' views on integrating translanguaging pedagogy into their future teaching careers.

This research aligns with previous studies that have analyzed translanguaging in the context of English language instruction. In their study, [Silalahi & Santoso \(2023\)](#) examined the implementation of translanguaging and transsemiotizing in the pedagogical context of English language instruction. The study emphasized that foreign language instructors in Indonesia still adhere to traditional pedagogical concepts that view translanguaging as a form of language incompetence. The difference between this study and previous research lies in the research object. [Silalahi & Santoso \(2023\)](#) connected the pedagogical-translanguaging phenomenon not only from the teacher's perspective but also from the learner's perspective. In contrast, this study focuses solely on instructors because it is an initiation study with the potential for gradual development.

However, another earlier study by [Silalahi et al. \(2023\)](#) expressed a different view. Translanguaging received a positive response as a form of feedback in English language learning because it can enrich language acquisition, especially for English language teaching practitioners or prospective teachers. This study differs in research methodology, as the data are analyzed using quantitative methods with two data collection phases, including surveys and group interviews, providing a more comprehensive and holistic analysis.

Referring to both previous studies, this research is expected to enrich the knowledge of Mandarin instruction, specifically as a second language, in Indonesian pedagogical context. Additionally, its implementation is expected to provide a broad and varied perspective as it has yet to receive much attention in applied linguistic research in Indonesia or internationally, particularly in the context of language teaching.

METHOD

This qualitative study used an applied linguistics design in a foreign language. Data collection was sourced from a Focused Group Discussion (FGD) at a private university in Jakarta with a Mandarin Language Program. The FGD was conducted in Mandarin (as a *lingua franca*) to facilitate participants who are native Mandarin speakers. However, this transcription is presented in the Indonesian language. Using purposive sampling, there were 12 lecturers involved in this study, as presented in the following Table 1.

Table 1
Demographic Information

No	Initial Name	Education	Teaching Experience (Year)
1	GN	Ph.D, Mandarin Philology	22
2	SA	Dr, Linguistics	14
3	JN	MTC SOL, Mandarin for foreign language	8
4	RM	MTC SOL, Mandarin for foreign language	4
5	YT	MTC SOL, Mandarin for foreign language	5
6	IV	MTC SOL, Mandarin for foreign language	2
7	LA	MTC SOL, Mandarin for foreign language	1
8	JG	MTC SOL, Mandarin for foreign language	2
9	MH	MTC SOL, Mandarin for foreign language	1
10	EM	MTC SOL, Mandarin for foreign language	1,5
11	CS	MTC SOL, Mandarin for foreign language	18
12	HY	Ph.D, Mandarin Language and Literature	3

Out of the 12 participants, 10 of them are Indonesian citizens, and the other 2 are from Taiwan. In addition to teaching students in the Mandarin Language Program, 5 lecturers teach students in other study programs, 2 lecturers teach elementary and kindergarten students, and 5 lecturers teach students in secondary school levels.

Participants were also asked to fill out a questionnaire on Google Form, which included (i) the participants' personal information, (ii) the level (semester) of the class they teach, and (iii) the languages they are proficient in. The completion of this questionnaire was expected to support the findings obtained during the analysis process.

The analysis was conducted entirely based on the data gathered during the FGD process. Findings related to the phenomenon of translanguaging were collected and directly quoted in the text. The key aspects of translanguaging that marked the research process included:

- (1) The background of the presence of translanguaging
- (2) Linguistic varieties found in translanguaging
- (3) Participants' perceptions of translanguaging in the context of Mandarin teaching
- (4) The purpose of using translanguaging
- (5) Strategies in translanguaging

RESULTS AND DISCUSSION

The FGD indicated that all the informants in this study are multilingual speakers who are proficient in two or more languages.

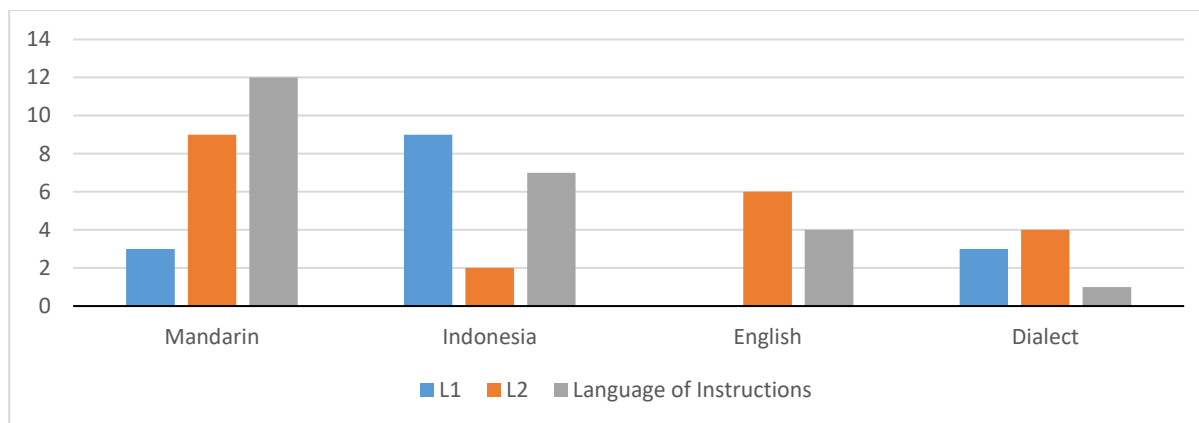


Figure 1.
Graph of Languages Mastered by Participants

Figure 1 shows that all participants, whether proficient in Mandarin as their first or second language, without exception, choose Mandarin as the language of instruction in their classes. In descending order, other languages chosen as the medium of instruction include Indonesian, English, and dialects.

Nine informants are proficient in Indonesian as their first language, two informants are learning Indonesian as their second language, and seven informants use Indonesian as the medium of instruction in their classes. Among the 12 informants, six are proficient in English as their second language, and 4 use it in the learning process. Limited proficiency in Indonesian leads some informants to also be proficient in dialects such as Hokkien and Hakka as their first or second language. However, only one informant uses dialect as the medium of instruction. The description above indicates that the informants have connections to Mandarin or languages and dialects within the Sino-Tibetan language family (Hill, 2019).

Informants believe that learners of Mandarin in Indonesia choose to study Mandarin because Mandarin language skills can enhance career opportunities or even increase their chances of earning higher salaries or income.

Excerpt 1

- EM : “Before working here, I saw on Jobstreet and LinkedIn that there were many job opportunities available for people who can speak Mandarin.”
- SA : “It’s important, indeed. Many companies are currently looking for employees who are proficient in Mandarin.”
- CS : “The salary, from what I know, the salary difference is significant.”
- GN : “Yes, it seems that the average salary for our graduates starts at 10 million rupiah.”

Undoubtedly, the proliferation of companies originating from China has raised awareness of the importance of Mandarin language proficiency, not only as a linguistic identity but also as an international language Goh (2017) and even as a lingua franca Li (2006) This emphasizes the role of Mandarin not only as a language used by native Mandarin speakers but also by non-native speakers.

Background of the Emergence of Translanguaging

Recognizing the importance and positive impact of mastering the Mandarin language, students’ interest in learning Mandarin is quite high. Teaching management Mujianto & Sudjalil (2021) is carried out rigorously with a measured mechanism to achieve learning targets. Nevertheless, the informants stated that there is no policy implemented to measure the use of language inside the classroom. In other words, teachers are allowed to use other languages (besides Mandarin) as a medium of instruction.

Excerpt 2

- SA : In terms of the program (study program), there is no specific policy regulating how the use of the language of instruction in the classroom should be because it varies greatly. The arrangement is left to the discretion of the lecturers, as long as the learning outcomes can be achieved.

Teaching Mandarin to non-native speakers is pedagogically oriented towards improving students' abilities and understanding of the material being taught. This is what allows for the use of several other languages besides Mandarin. The results of this research are consistent with previous Duarte (2019), (2020); Vallejo & Dooly (2020) that have found that the flexibility in the language of instruction policy has provided a foundation for the implementation of translanguaging in the classroom. At the beginning of the course, some lecturers already provide guidelines on the percentage of language of instruction usage in the class in more detail, according to the students' proficiency levels.

Excerpt 3

- YT : In the first meeting, I will explain to the students the percentage of language usage in Indonesian and Mandarin in the class. For first-semester students, I usually aim for a 50:50 ratio so that they become accustomed to listening to Mandarin. Then, for third-semester and fifth-semester students, the percentage of Mandarin usage is increased to 70%-90%. If students do not understand or feel that I am speaking too quickly, they can inform me, and I will explain again using Indonesian.
- MH : If it's for third-semester or fifth-semester students, I do something similar to Teacher (laoshi) YT, using Mandarin at around 80%-90% of the time.
- JG : I also follow a similar approach to other laoshi-s, where the percentage of language usage can vary depending on the level/semester of the students I'm dealing with.

Excerpt 3 indicates that the informants determine the percentage of Mandarin and other language usage in the class based on the students' level (semester).

Excerpt 4

- YT : When I teach at the second level, I use approximately 70% Mandarin and the rest in Indonesian. However, since I am accustomed to teaching at the third level where more than 90% of the class is conducted in Mandarin, when I go back to teaching at the second level, I unconsciously continue to use Mandarin at a relatively high percentage. It's only after noticing that the students start daydreaming or showing signs of not understanding that I realize I need to increase the use of Indonesian.
- MH : Yes, it's common for language instructors to unconsciously adapt their language usage based on the level of students they have just finished teaching and are currently teaching. When transitioning from teaching higher-level students (e.g., fifth-semester) to lower-level students (e.g., third-semester or first-semester), you may naturally use more Mandarin. Conversely, when moving from teaching lower-level students to higher-level ones, you may find yourself using more Indonesian to ensure better understanding. This flexibility in language instruction is a valuable teaching approach to accommodate students at different proficiency levels.
- EM : It's completely understandable that you might unintentionally use Mandarin when teaching first-semester students and then realize that you need to switch back to using Indonesian. Teaching language learners at different proficiency levels can be a dynamic process, and it's not uncommon for instructors to make such adjustments during a class session to ensure effective communication and comprehension for their students. Your ability to adapt your language instruction to meet the needs of your students is a valuable skill in language teaching.

The participants have been engaging in translanguaging spontaneously and flexibly. In other words, translanguaging in this context can be categorized as spontaneous translanguaging, which is the practice of

translanguaging performed without prior planning (Cenoz, 2017). The percentage of usage of Mandarin and Indonesian (as a supporting language) will change according to the students' levels, although its implementation requires a process and time. Instructors will adjust the language usage percentage that does not align with the students' levels either consciously or in response to the students. Translanguaging based on students' competency levels is consistent with previous research findings (Caruso, 2018; Santoso, 2020). In this regard, multilingualism in language learning supports knowledge construction and meaning-making processes, enabling students to use their entire language repertoire more effectively.

Linguistic Variations Found in Translanguaging

The results of this study indicate that instructors can use Indonesian, English, or other dialects with the aim of helping to clarify things that are perceived as difficult to interpret in Mandarin.

Excerpt 5

- I'm considering that using only Mandarin might require students to spend a longer time comprehending the material. Therefore, I attempt to explain in Indonesian.
- SA : For instance, I clarify some terms in both Indonesian and English. Also, in the PowerPoint slides, there are occasionally explanations and examples in English, Indonesian, as well as Mandarin.
- CS : In learning syntax, students are already familiar with English terms such as subject, predicate, object, etc. So, when explaining, I always use English.

In explaining the material, informants tend to use two supporting languages, namely Indonesian and English. One informant, who is a native Mandarin speaker, often explains in English due to limited proficiency in Indonesian.

Excerpt 6

- HY : In the class, there are students who express that they don't quite understand the content that has been presented in Mandarin. However, since I cannot use Indonesian, I try to explain and provide some examples in English. Once they understand, I proceed to the next topic.

In the learning process, sometimes dialects are also used by the lecturer to provide examples because some students understand the dialect used by the lecturer. The use of dialects within the Mandarin language family is employed contextually for students who have knowledge of several Mandarin dialects in Indonesia. Furthermore, the use of dialects is aimed at speakers who may have limited proficiency in Indonesian but have better proficiency in their regional language.

Excerpt 7

- CS : I understand that in the class, there are some students who understand Hokkien dialect. Therefore, when explaining the material, I sometimes mix in Hokkien dialect, and they can immediately grasp it.
- HY : There is a student with very poor Indonesian language skills, and my Indonesian isn't very good either. So, they ask to use the Hakka dialect to ensure that their understanding is correct.
- GN : So, actually, is this an advantage for teachers who can speak dialects, right?
- CS : Especially for us native speakers who cannot speak Indonesian, dialects can be quite helpful in certain situations.

From the quote above, it can be understood that CS and HY, as native Mandarin speakers who also face challenges in communicating with students, will use other language variations that the informants and students are familiar with or use common Mandarin dialect variations as an alternative language.

The Perception of Translanguaging in the Context of Mandarin Language Learning

Informants expressed their support for the process of translanguaging in the classroom, especially when teaching basic-level students. The use of diverse languages, including Mandarin, Indonesian, English, and other dialects, is permitted and facilitated to meet the learning objectives and minimize the possibility of communication barriers. The informants' tolerance for the use of linguistic variations or the application of translanguaging is evident in the following quote

Excerpt 8

- GN : Can it be said that teachers who teach in lower semesters can accept the use of other languages and have a high tolerance for this?
YT/MH/JG : Yes, that is right, teacher.
GN : Can it be said that you support translanguaging?
RM : That is correct, teacher, as long as it helps students grasp the content quickly.

For most of the informants, translanguaging is considered a method to enhance students' understanding of the material. However, there are also informants who believe that the implementation of translanguaging is a last resort that will be used if students genuinely cannot comprehend the presented material.

Excerpt 9

- EM : I also use two languages. But I will translate it into Indonesian only if necessary, where students truly do not understand the vocabulary.

Some informants tend to prioritize using Mandarin in the classroom for specific considerations. One of these considerations is that students have very few opportunities to use Mandarin outside the classroom, so instructors hope that students can take advantage of the opportunity to improve their Mandarin skills within the classroom.

Excerpt 10

- EM : There are some students whose parents can speak Mandarin or even students who have been to China themselves, but they admit that they need to remember many vocabulary words because they rarely use them. So, their Mandarin proficiency could be better, and they feel much more comfortable using Indonesian in class. In this situation, I often motivate students to make the most of the classroom opportunities to communicate using Mandarin.

EM indicates that the limited Mandarin vocabulary often makes it difficult for students to understand the material and makes them hesitant to use Mandarin. Living in Indonesia, where most of the environment speaks Indonesian, results in very little daily use of Mandarin. This lack of exposure to Mandarin in daily life hinders language acquisition, especially vocabulary development.

Excerpt 11

- GN : Students often ask, "What does this word mean in Indonesian?" I often find it difficult to answer because if the context is different, the meaning is different too.
MH : I strongly oppose this method because it hinders their Mandarin input.

MH states that in the context of Mandarin, students' reliance on Indonesian negatively impacts their Mandarin learning process due to the polysemy in Mandarin, leading to different translations in Indonesian. In such situations, instructors tend to reject translanguaging.

Furthermore, the type of course also influences the translanguaging process in the classroom. Courses in the Mandarin program can be divided into practical and theoretical courses, with theoretical courses typically starting from the fifth semester onwards. Instructors teaching these different types of courses have varying views on the use of languages other than the target language.

Excerpt 12

- MH : I teach students from different semesters. In the Chinese Listening and Conversation course for first-semester students, I will try to use Mandarin because I want them to listen and speak Mandarin as much as possible.

For language skill-based courses, instructors emphasize the use of Mandarin in the classroom. However, this situation differs for instructors teaching other types of courses, as mentioned by SA in the Research Methods course and CS in the Syntax course.

Excerpt 13

- SA : This semester, I'm teaching Research Methods for seventh-semester students. I also consider that using only Mandarin may require a longer process for students to understand the material.
- CS : In the Syntax class, which is theoretical, even if the material is explained using a language other than the target language, as long as students can understand sentence structure analysis, it's sufficient because, in any case, what I teach is not a language skill course but a specialization course in Teaching Chinese, so the most important thing is that they understand.

The informants show tolerance for using other languages because the learning process is not solely focused on language proficiency but also on understanding the theories or materials used. Complicated terms to explain and understand in Mandarin prompt informants to explain them in other languages or variations easier for students to grasp. However, the translanguaging process sometimes yields different results for instructors. This may be because students' knowledge in specific fields still needs to improve.

Excerpt 14

- SA : In my experience, even though I have given examples to students using Indonesian, they still need help to answer my questions. So, the issue may not be the language; it might be that their knowledge is somewhat shallow.

Generally, the complete and absolute use of Mandarin throughout the learning process is less feasible. However, it can be realized in specific themes or meetings, especially for upper-level students.

Excerpt 15

- EM : For fifth-semester students, I always use Mandarin during classroom activities.
- SA : Some Research Methods class students ask, "Laoshi, can I explain my research title in Indonesian?" I replied, "You cannot."
- GN : In essence, the percentage of Indonesian language use will be higher when teaching lower-level students, and then the percentage of Mandarin use will gradually increase as students' language skills improve. When teaching upper-level students, the primary medium of instruction is Mandarin. During class presentations, students are also required to use Mandarin, right?
- SA/JN/CS : Of course.
- SA : According to my experience, even though I have provided examples to students using Indonesian, they still cannot answer my questions. So, in my opinion, the issue may not be the language; it might be that their knowledge is somewhat shallow.

The excerpts suggest that the informants tend to encourage students to use Mandarin exclusively in the classroom, especially if students have reached a certain semester. Additionally, there are some courses that must be delivered entirely in Mandarin. This may indicate that most participants support the use of a monolingual policy. The informants' views on the importance of using the target language in learning align with the categorization of educators' beliefs and assumptions regarding the use of the first language proposed by Macaro (2001), known as the "maximal position." Educators with a maximal position believe that students

should learn the language using the target language, but they also acknowledge that the implementation of a monolingual policy may not always be feasible due to certain conditions, such as low student competence and the complexity of the teaching material.

The demand for the quality of graduates and their readiness for the job market is a top priority for any educational institution (Kamaruddin et al., 2021; Rifah et al., 2021). Similarly, this is felt by the instructors in the Mandarin Language program, which leads them to feel conflicted about implementing a higher percentage of Mandarin usage in teaching so that students become accustomed to it.

Excerpt 16

- CS : Basically, I agree if we use another language to facilitate communication in learning. I often feel torn, on one hand, whether we are too strict or whether our standards are too high (due to the high percentage of Mandarin usage), but on the other hand, every time I think that they will eventually enter the workforce, they will have to deal with superiors or colleagues from Mainland China or Taiwan who tend to predominantly use Mandarin. As a teacher, it is my duty to train or prepare students for that.
- GN : That's right, because it seems that Chinese company executives are generally not proficient in English, and the use of Mandarin is still very dominant. Their tolerance level is low; they tend to believe that as graduates of the Mandarin Language program, students should have excellent Mandarin skills and be able to communicate in Mandarin. Basically, the use of Chinese thoroughly and absolutely throughout the learning process is considered less possible, but it can be realized on certain themes or meetings, especially for students at the upper level.

The Aim of Using Translanguaging

The excerpts demonstrate that translanguaging is a teaching method to enhance students' understanding of the presented material. In line with previous research Duarte (2019), (2020); García & Li (2014), the findings of this study show that most instructors apply translanguaging when explaining vocabulary, specialized terms, and idiomatic expressions that are difficult for students to understand, as well as for providing examples.

Excerpt 17

- YT : The percentage of English usage is low compared to Indonesian, but sometimes, there are terms or vocabulary that cannot be translated into Indonesian, or an exact Indonesian equivalent cannot be found, so an explanation in English is needed. I often experience something similar when teaching Business specialization courses.
- GN : Once, during an online class, a student asked in a written forum about the meaning of the phrase "错落有致" (cuò luò yǒu zhì). In a short time, I could not find a precise translation in Indonesian, so I used baidu.com to search for the word's meaning in English, and I thought the translation was entirely accurate. At that time, another student posted a translation in Indonesian on the forum. However, after comparing them, I still felt that the English translation was closer to the original meaning.

These quotes show that language competence and semantic limitations can result in a word having no equivalent in the student's native language (Indonesian), making it difficult to understand. To address this issue, instructors often use another language, such as English, a lingua franca and a compulsory subject in the Indonesian education curriculum. These language variations are typically used to explain figurative or metaphorical language expressions that are difficult to find equivalents for in Indonesian.

In explaining pronunciation and pinyin (Mandarin sound-spelling), an instructor tends to use both Mandarin and Indonesian, paying attention to the sequence of their usage.

Excerpt 18

When explaining pinyin in the first semester, I always use both languages, so I explain in
EM : Mandarin first to create an impression and then in Indonesian. Since what is usually
remembered most is the last part, I use Indonesian at the end.

Translanguaging is used in the classroom to facilitate students' understanding of the material being taught. EM employs the strategy of translating terms for students with low Mandarin competence.

Excerpt 19

If there is a word in a dialect almost the same as Mandarin, I will use it as an example. For
JG : instance, the word "吃饭" means "Sit Fon" in the Hakka dialect, and "洗澡" means "Liem
sui" in Hokkien dialect. So, students who can speak the dialect can understand it more
easily.

In the above quote, the instructor uses dialects in explanations because specific vocabulary in dialects has pronunciation or meaning almost the same as Mandarin. According to the instructor, the response from students is quite positive.

Furthermore, using languages other than the target language is not only for explaining the material but can also deepen students' understanding.

Excerpt 20

Even if they already understand when using Mandarin, it is still necessary to use Indonesian
GN : to reinforce their memory or deepen their impression.
Uses Mandarin to explain the material, and then the instructor re-explains using another
language to reinforce students' memory or deepen their impression of the material
GN : previously explained. Additionally, from a psychological perspective, the instructor states
that using a more familiar language for students can capture their attention during class. If
the target language is used continuously, some students may need help understanding or
become bored.

Excerpt 21

I only provide examples in Indonesian, but I need to translate them again, or it could be
GN : alternating between two languages. This way can capture students' attention because they
may have difficulty understanding if Mandarin is used continuously.

Translanguaging and Learning Strategies

Language learning is directed toward meeting and achieving students' language competencies at a certain level (Jayanti & Rosita, 2019). The linguistic competencies possessed by students in a class or level can vary greatly. This necessitates an instructor to adapt and map out the needs of all learners. The findings from discussions with the informants show that translanguaging is a common occurrence in classroom interactions. This is consistent with previous research results that indicate translanguaging phenomena cannot be avoided, even if institutions implement a monolingual policy Lucas & Katz (1994); Santoso & Hamied (2022), especially in multilingual environments, such as Indonesia.

Tolerance for the use of language variations is done with the aim of achieving learning objectives as per the desired target. In the early stages of Mandarin learning, the focus is on students' understanding of the material presented in the classroom. Translanguaging in the context of Mandarin is intended to help students better understand the material being taught. Therefore, the logical implication of translanguaging in Mandarin learning is that the higher the competence of the students in the class, the lower the likelihood of translanguaging occurring. This assumption is based on the idea that the richer the Mandarin repertoire or the higher the communication competence Cazden (2011) of a speaker, the higher the percentage of Mandarin usage in the classroom, hence, the lower

the likelihood of translanguaging being found. In the context of higher education, it can be observed that as students' progress to higher levels, the likelihood of translanguaging being applied decreases.

In the context of classrooms with entirely multilingual students, translanguaging can be optimally applied as a teaching method, even though it is often not consciously realized by participants (Santoso, 2020). This study shows that translanguaging, in a specific language or dialect, is used to overcome difficulties that occur in the learning process, typically caused by low linguistic competence and understanding of the material by students. Tolerance for translanguaging is demonstrated and conveyed at the beginning of the learning process to control the use of other languages outside the target language (Mandarin).

The findings indicate that translanguaging is used to (1) translate words or terms in Mandarin that are not understood by learners; (2) provide examples to help students understand the taught material; (3) explain the material learned during class; and (4) encourage learners to stay engaged. Translanguaging is done by involving several languages and dialects believed to be understood by all speakers. The majority of informants tend to use Indonesian because most of them are native speakers of Indonesian, and the majority of students are also Indonesian speakers. The use of Indonesian in the context of Mandarin learning is done to explain terms, provide easily understood examples, and translate unfamiliar vocabulary. Meanwhile, the use of English is employed by native Mandarin speakers who do not master Indonesian and to explain Mandarin terms that do not have suitable equivalents in Indonesian. English is used because it is the lingua franca for a significant number of learners, and their English proficiency is considered quite high.

Translanguaging using dialects understood by some students is one of the strategies used to bridge gaps encountered during the learning process. Some students are of Chinese descent and are familiar with Mandarin dialects (Hokkien or Hakka). This is why instructors tend to use this access in the classroom, both for providing examples and explaining material during the learning process.

Translanguaging, Identity, and Language Ideology

From the results and findings, instructors who participated in DKT tend to have a positive response and a high tolerance for translanguaging. They apply translanguaging during class, reflected in the use of languages other than Mandarin, such as Indonesian, English, and dialects (Hokkien and Hakka). The most frequently used language besides the target language is Indonesian, which is the native language of many speakers. Additionally, English as a lingua franca (Crystal, 2003; Silalahi, 2021) is also used when there are limitations in using Indonesian to explain vocabulary, idioms, or specific terms in Mandarin. Dialects are used by one instructor who is a native Mandarin speaker due to limitations in language proficiency, and non-native Mandarin instructors also use them to explain vocabulary with pronunciations close to Mandarin. However, the use of dialects also depends on whether some students are familiar with these dialects.

Translanguaging in Mandarin indicates that foreign language learning at every level is oriented toward mastering the material and practical learning involving students' and instructors' active participation in the classroom. To ensure optimal communication, instructors sometimes show high tolerance for other variations outside Mandarin so students can follow the material provided. This is based on the belief that the better students understand the material, the higher their language skills, ultimately leading to a lower likelihood of encountering translanguaging phenomena.

Mandarin learning reinforces what Wei (2022) has stated: that the language learning process is an ideological phenomenon that should legitimize creativity and offer openness to various language variations and repertoires possessed by participants for practical learning purposes. Despite providing openness in the learning process, power relations can still be felt, especially in determining learning policies, so the process aligns with the rules agreed upon at the beginning.

CONCLUSION

From the results and findings, it can be concluded that the educators who participated in the Focus Group Discussion (FGD) tend to provide positive responses and have a high tolerance for translanguaging.

They apply translanguaging during classes, which is reflected in the use of languages other than Mandarin, such as Indonesian, English, and also dialects (Hokkien and Hakka). The most frequently used language alongside the target language is Indonesian, which is the native language of the speakers. In addition, English, as a lingua franca Crystal (2003); Silalahi (2021) is also used when there are limitations in Indonesian language proficiency when explaining vocabulary, proverbs, or specific terms in Mandarin. Dialects are used by one of the educators who is a native Mandarin speaker due to limitations in language proficiency, and they are also used by non-native Mandarin speakers to explain vocabulary with pronunciation closer to Mandarin. However, the use of dialects has conditions, as some students are not familiar with these dialects.

In practice, educators can flexibly adjust the percentage of language use according to the students' proficiency levels and the type of courses they are teaching. However, some educators have different views on translanguaging because they hope that students can take the opportunity to practice Mandarin language skills in class. Additionally, they see a dependency on Indonesian language, which is considered to have a negative impact on learning the target language (Mandarin).

The application of translanguaging by educators mostly aims to achieve the learning objectives, where students can understand the material being taught. Therefore, the practice of translanguaging applied currently is mainly for enhancing and deepening students' understanding of the material. Translanguaging often occurs when educators encounter students with low linguistic proficiency.

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