

LEARNING CHINESE THROUGH ENGLISH: TRANSLANGUAGING REALITY IN INDONESIAN HIGHER EDUCATION CFL CLASSROOM

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Abstract

As Chinese popularity globally increases, the dynamics of multilingual Chinese classrooms are becoming more apparent in the field of language teaching. Following such trends, this study explores the phenomena of learning Chinese as a Foreign Language (CFL) through the English as Medium Instruction (EMI) in the context of Indonesian Higher Education. This study intends to contribute to the growing body of knowledge on translanguaging pedagogy and offer decision-makers and educators' practical approaches for CFL training across a variety of linguistic situations. Through the use of a case study approach, this study investigates how CFL lecturers view and position translanguaging in their classes, as well as how such views are applied as they naturally occur in their CFL classes. Participating in this study are three native Chinese speakers of English who are limited to moderate competency in Indonesian and varied experiences in teaching CFL. The data are gathered through written teaching material examination and interviews. The results of this study show that lecturers are open to translanguaging options and positively perceive it and they use it either as explanatory strategy or managerial strategy in their CFL class. Even so, all three lecturers are aware that more careful consideration is still required due to its potential drawbacks and challenges.

Keywords: *chinese as foreign language (cfl); indonesian higher education; translanguaging*

1. Introduction

The number of people studying Chinese as a foreign language (CFL) has noticeably increased worldwide (Chan, et al, 2022), due to China's influence in the world economy and political affairs (Gil, 2021; Jackson, 2019). China's position as the second-largest economy in the world and its expanding impact across all sectors have made proficiency in Chinese Language become an invaluable skill in today's globally interconnected world. As a result, multilingual Chinese classrooms are becoming more typical in nowadays language teaching settings.

Not only do the multilingual Chinese classrooms increase in anglophone countries such as US and UK where CFL growth has been sped up by numerous national programs aimed at expanding the teaching of Chinese in schools (Chan, et al, 2022), some countries in Europe, Asia and Australia has also joined the trend by the increase number of opened Confucius Institutes (CIs). Confucius Institutes (CIs) are non-profit public educational

organizations which work to advance Chinese language and culture outside of China (Tao & Wang, 2018). They are affiliated with the Ministry of Education of the People's Republic of China. Till now, there have 8 CIs opened in Indonesia (Sutanto, 2022).

At first, the increasing number of Chinese language classes in Indonesia were offered limited to four major cities: Jakarta, Surabaya, Bandung, and Medan in 2000. However, by 2019 it has reached 20 provinces across Indonesia (Post & Rahmat, 2021). Further expanding, CFL is also presently offered by some Indonesian universities either as a study program or a language program. The establishment of CFL programs in universities is facilitated by organizations like the Center for Language and Education Cooperation (CLEC). Formerly known as Hanban, CLEC collaborates with universities in providing support and resources such as native Chinese teachers for the establishment and development of CFL programs.

Like any foreign language endeavor, the multilingual CFL program comes with its own set of challenges. One such challenge lies in the choice of medium of instruction, particularly when the program is facilitated by Chinese native lecturers. The presence of multiple languages in the classroom can be both a resource and a challenge. While students may be able to leverage their knowledge of other languages to aid in their Chinese language learning, the mixing of languages can also lead to confusion or interference, particularly for beginners. In such Indonesian CFL classes, English is adopted as the medium of instruction. The use of English as a medium of instruction in Indonesian CFL classes does indeed create a complex linguistic landscape, given the varying proficiency levels of students in English and Chinese, as well as the potential limited proficiency of lecturers in Indonesian. Amidst such challenges, translanguaging emerges as a powerful pedagogical approach. As a pedagogical strategy, translanguaging encourages the fluid and strategic use of multiple languages within educational contexts to enhance learning outcomes and promote inclusivity (Garcia, 2009). The option to translanguange is believed to enrich CFL programs and foster deeper linguistic and cultural understanding, as it offers a means to leverage the linguistic resources available within the classroom to maximize students' learning potential and facilitate cultural exchange (Garcia & Wei, 2015).

Since its debut, scholars have articulated the benefit offered by employing translanguaging for both students and teachers in the multilingual class (Kao, et al., 2021; Muguruza, et al., 2023). Within a multilingual educational setting, it fosters deeper comprehension by empowering students to comprehend and express complex ideas using their entire language range. Through flexible language policies offered by translanguaging, a framework for better and more effective classes can be provided for low English proficiency students (Muguruza at al., 2020). From the teacher's point of view, Kao et al. (2021) emphasize that teachers can employ both instructive and participatory strategies in the classroom by utilizing linguistic resources including L1 usage, non-verbal behaviors, and other cues to maximize the process of meaning making in the class. Further exploring teachers' side, this study intends to shed light on lecturers' perceptions and practices of translanguaging in their CFL class as it determines the effectiveness of translanguaging pedagogy within a class (Rivera & Mazak, 2017). With such aims, this study is guided by two research questions:

1. How do lecturers view and position translanguaging in their CFL instruction?
2. How are lecturers' viewpoints on translanguaging implemented in their CFL instruction?

2. Literature Review

2.1 CFL in Indonesian HE

Initially intended for ethnic Chinese as a basic mother tongue education hundred years ago, Chinese education in Indonesia has seen ups and downs over the years, ranging from literacy programs, informal schools, traditional home teaching, and modern official schools (Sutanto, 2022). As Indonesian nationals seek to tap into business prospects and cultural exchange with China, numerous Chinese language programs that serve students of all ages and backgrounds have been established throughout Indonesia (Setijadi, 2016). However, there have been difficulties in incorporating Chinese language education into Indonesian schools. Concerns regarding scarce resources, standardized curriculum creation, and teacher preparation have surfaced as areas that require focus to guarantee the quality and availability of Chinese language teaching.

In 2007, the Chinese Embassy in Indonesia held a formal signing and launching ceremony for the Jakarta Chinese Language Teaching Center. This marked the first opening of Confucius Institute in Indonesia (First Confucius Institute in Indonesia Established at the Jakarta Chinese Language Teaching Center_Embassy of the People's Republic of China in the Republic of Indonesia, 2007). The Confucius Institute's mission is to teach Chinese Mandarin and globally disseminate Chinese culture (Liu, 2019). It also works to advance cultural interactions and exchanges between Chinese and foreigners. Later in 2010, CIs, also known as the Mandarin Language Center in Indonesia, opened its doors in several universities in Indonesia including Bandung, Jakarta, Malang, Pontianak, etc. (Peng, 2024). As a result, many universities began to offer Chinese as a Foreign Language (CFL) programs, reflecting the growing interest and importance of Chinese language proficiency in Indonesia's educational landscape.

2.2 Translanguaging

In the field of language education, translanguaging is a concept that has gained popularity, especially in bilingual and multilingual environments. It lies within the recognition of the natural linguistic repertoire of bilingual people and the fact that they use all of their language resources to successfully communicate and make sense of the world (Li, 2018). Its strategy welcomes the fluidity and interplay between languages, as opposed to seeing languages as distinct and segregated entities. Moreover, translanguaging is defined by Genc et al. (2023) as the fluid usage of several languages as an integrated communication system. It transcends "between codes" and, hence, "switches" borders. Its theory has expanded to address the relationship between "different" language resources in multilingual repertoires and the meaning-making process, as well as a wider variety of semiotic resources and processes (Li, 2018).

Its origins can be found in the work of Welsh educator Cen Williams from the 1980s, who coined the term "translanguaging" to refer to the dynamic and flexible way that bilingual people use language (Jones, 2017). Since Welsh and English are both official languages in Wales, translanguaging has been especially important in the context of Welsh education. The emphasis on strict language separation was common in the past on Welsh language education, with Welsh-medium schools concentrating only on Welsh and English-medium schools concentrating only on English. According to Yilmaz (2021), the concept of translanguaging has prompted a shift in language use toward adaptability and inclusivity. Its

appearance signifies a shift away from old monolingual ideas and toward a more dynamic and inclusive view of language acquisition and use. It encourages a deeper comprehension of the nuanced ways that language influences identity and communication while also celebrating linguistic variety.

As its growing popularity, scholars have investigated not only its benefits but also its potential challenges and drawbacks (Itoi & Mizukura, 2023; Kucukali & Kocbas, 2021). According to Kucukali and Kocbas' (2021) research, translanguaging has been shown to be positively associated with language learning in terms of affective, cognitive, and social involvement among students. It was useful for teaching reading, complex grammar, abstract ideas and rules, cognates, and vocabulary. However, negative transfer and excessive L1 usage are reported in their study. Negative transfer can result in mistakes or misinterpretations while overusing L1, especially in situations when the target language is intended to be dominant and can impede language learning and fluency. With the same view, Itoi & Mizukura (2023) stress that although translanguaging should be welcomed and supported since it improves content understanding, it should be undertaken with careful consideration. The concern is due to the natural flexibility of language use in translanguaging, which may unintentionally result in some difficulties or disadvantages. One such worry is the possibility of linguistic ambiguity or confusion, as the easy switching between languages may lead to imprecise or confusing communication. Furthermore, if translanguaging techniques are overused, students may unintentionally become too reliant on their native tongue for expression and comprehension, which could impede their language development in the target language.

2.3 Previous Studies on Translanguaging within CFL

As translanguaging is often employed in the realm of Chinese foreign language (CFL) programs, there is a growing body of research related to translanguaging within CFL (Han, 2022; Wang, 2019; Zhang, 2023). Han's (2022) study on Chinese as Additional Language (CAL) discovered that students' and teachers' translanguaging activities demonstrated a strong pedagogical goal. Three aspects of CAL pedagogy benefited from the instructors' translanguaging practices: the design of learning activities, teaching and learning resources, and classroom instruction. These methods have improved dynamic teaching procedures, enhanced the subject being taught, and shown an effect on student involvement. Zhang (2023) also noted that teachers and students practiced utilizing English, a common language, as a bridge to Mandarin, the target language, resulting in smart and adaptable translanguaging. Students were found to be more engaged to the CFL class while prioritizing understanding what they were learning over utilizing the target language. Besides, translanguaging in Zhang's study acted as a mediation factor, supporting students' comprehension and influencing their willingness to engage in class. It is further emphasized by Wang's (2019) study which found that while some teachers found it challenging to work with multilingual students, others welcomed the concept and created translanguaging pedagogies. Translanguaging was shown to be a co-constructed dialogic strategy in the Chinese foreign language classroom, started by both teachers and students to maintain a communicative environment.

Underlying translanguaging perspective on medium of instruction in CFL class, Zang, et. al. 's (2022) study revealed that CFL teachers frequently employed translanguaging for the medium instruction. However, these translanguaging approaches also presented

obstacles for the teachers because of the limited availability of resources and the linguistic complexity of a CFL classroom. In their study, they noted that Chinese was selected mostly for instructing and teaching purposes, whereas English was used more often for explanatory and elicitation roles. The monolingual approach was still primarily employed and promoted at all levels, despite the fact that translanguaging practice was witnessed in both the more advanced class and the novice CFL class. Similarly, Zheng (2021) pointed out the potential hampers associated with its implementation within CFL programs. By adopting an ecological lens on Chinese immersion classroom, Zheng (2021) highlighted the difficulties and pedagogical ramifications of implementing translanguaging in situations of immersion in foreign languages to provide an inclusive learning environment for learners with diverse social and linguistic background. Even so, through addressing such issues, teachers can work towards creating more inclusive CFL programs that effectively leverage translanguaging to support diverse learners in their language learning journey.

3. Research Method

This study employs case study design. Wang (2021) noted that case study provides the opportunity to go deeper into translanguaging practices and intricacies as it involves the flexible use of multiple languages for communication, learning, and meaning-making process. The particular course observed in this study was a first-year undergraduate CFL course taught by 3 Chinese-native lecturers at Universitas Muhammadiyah Malang (UMM). UMM took its initial action for equipping its freshmen with CFL in 2017. Through the expansion of the English as Specific Purposes (ESP) program into Foreign Language as Specific Purposes (FLSP), CFL is offered for International Relation and Management students.

Of the three Chinese-native lecturers at UMM CFL classes, two were speaking Chinese and English with limited proficiency of Indonesian, while one speaking Chinese and English with moderate Indonesian proficiency. Lecturer 1 (L1) is female, has her bachelor degree in Journalism and an on-going master degree in International Chinese Education. She has been teaching CFL at UMM for 6 months. She has lived in Indonesia for eight months. Prior to her coming, she took a month-long Indonesian course provided by the Chinese government. Lecturer 2 (L2) is female with a bachelor degree in Teaching Chinese to Non-native Speakers. She has already taught CFL for almost 8 years. She has also been teaching CFL in Cambodia and Thailand prior to her teaching in Indonesia. She never took any Indonesian course. Lecturer 3 (L3) is female with bachelor degree on English Literature and master degree on English Linguistics. She has been staying in Indonesia for 7 years but has only been teaching for 3 months. She has taken BIPA (*Bahasa Indonesia bagi Penutur Asing*) class.

On the other hand, the students of CFL class mostly speak Indonesian with varied proficiency in English. None of them speak or understand Chinese. Therefore, the class is delivered through EMI. Lecturers use written resources (power points) for the course in Chinese and Indonesian, while in-class communication (lectures and discussion) is in English and limited Indonesian. In light of this, even though this study only describes one specific case, it provides the framework for a description of a common practice in the context of CFL EMI in Indonesia. This case was chosen despite the fact that the case study approach avoids drawing conclusions about entire populations.

In conducting the case study, researchers used two data collection techniques, including lecturers' interviews and examination of teaching materials. Using these multimodal data sources, both verbal and nonverbal parts of communication are captured, giving them a complete view of translanguaging behaviors in the context of CFL courses. Following the collection of all data, the data were combined and subjected to qualitative analysis. This included the coding and classification of the data, the identification of emergent themes, and the comparison of cases to make inferences regarding the translanguaging attitudes and practices in the CFL courses

4. Results and Discussion

4.1 Lecturers' View and Position of Translanguaging in Their CFL Classes

To shed light on CFL (Chinese as a Foreign Language) lecturers' opinions and stances on translanguaging in their classes, this analysis first examines the distribution and use of Chinese, English, and Indonesian within the classroom. The roles each language plays in facilitating understanding and effective communication are crucial for comprehending the lecturers' perspectives on translanguaging.

Chinese, being the target language, is primarily used for instruction, immersion, and cultural exposure. It serves as the medium through which students are expected to practice and refine their language skills. English often acts as a bridge language, helping students grasp complex Chinese concepts by providing explanations and comparisons that are more easily understood. Indonesian, in contexts where it is the native language of the students, is used to clarify instructions and ensure that foundational knowledge is accurately conveyed. The lecturers' views on translanguaging—using multiple languages within the same learning context—vary based on their educational philosophies and the observed effectiveness of this approach. Some lecturers view translanguaging as a beneficial strategy that leverages students' existing linguistic resources, thus enhancing comprehension and learning. Others may see it as a crutch that could potentially hinder full immersion and proficiency in Chinese.

By understanding how these languages are distributed and utilized in CFL classes, the analysis reveals how translanguaging can support or impede the learning process. The roles of each language in the classroom underscore the necessity for a balanced approach that maximizes language acquisition while addressing the diverse linguistic backgrounds of the students. This examination provides a comprehensive overview of CFL lecturers' views and positions on the use of translanguaging as a pedagogical tool.

4.1.1 The Portion of Chinese, English and Indonesian in CFL classes

In investigating translanguaging techniques effectively, an understanding of the language composition found in a Chinese foreign language lesson is required. The composition of Chinese, English, and Indonesian used within the CFL class observed is varied based on the lecturers' preference and students' linguistic background. Based on Lecturer 1's (L1) interview data, she made it clear that she preferred to use solely English in class as she is not so fluent in Indonesian.

1. "Mostly, I only use one language, which is English. But since not all students understand English, I sometimes use 80% English and the rest will be Chinese followed by a very little Indonesian." (L1, Interview)

Even so, she also tried to use Indonesian in certain cases to follow her students' English proficiency level.

2. "I do sometimes used Bahasa Indonesia to help my students understand better because I know maybe they got confused with my English explanation. I can sense that their English hasn't probably yet reach a standard where I can use full English in my class." (L1, Interview)

As can be observed from excerpt 1 to 2, L1 recognizes the value of linguistic accessibility in the classroom. Despite her preference for using English as the primary language of instruction due to her fluency in it, she is aware of the linguistic diversity among her students. Her pragmatic approach to language teaching is demonstrated by the occasional use of Chinese and Indonesian, which she uses to help students who might have trouble understanding English.

Similar to L1, Lecturer 2 (L2) class is mostly done through EMI with some differences in the distribution of languages used.

3. "Actually, I think the use of English in my class is around 93%, pretty high. Then the rest will be Chinese followed by Indonesian. The proportion of the Chinese language is higher than Indonesian. But while it comes to giving examples, I will try to use as many Chinese as possible. Because when we learn a new language, exposure is the key." (L2, Interview)

Excerpt 3 reveals that L2's approach to language instruction appears to strike a balance between maintaining a predominantly English-speaking environment while also incorporating elements of the students' native languages for support and reinforcement. Besides, she also emphasized on exposure to the Chinese language during example-based instruction. It reflects an understanding of the role of immersion and contextual learning in language acquisition.

Same as other lecturers, Lecturer 3 (L3) mentioned that she used mostly English with a pattern where she initially started her class in English then add some Indonesian during her teaching. With the same intentions as other lecturers, L3 incorporates Indonesian into her instruction as needed to address potential comprehension challenges.

4. "My class will always start in English, presentations and everything start in English but since students are not from the English department, their English is not that good, probably in the middle level of beginner. Sometimes they misunderstand my explanation and instruction in English. At such time, I will mix my language with Bahasa Indonesia, as it is their mother tongue." (L3, Interview)

Therefore, it can be seen from excerpt 1 to 4 that even if lecturers' portion of language used is varied, all aimed at fostering students' understanding on CFL material being taught and fostering inclusivity despite students' diverse linguistic background. These findings highlighted that all three lecturers are actively involved in translanguaging, skillfully combining many languages to facilitate student learning.

4.1.2 The Option to Translanguaging

Going deeper to the option to translanguage, L1 noted that it is somewhat seen as a practical way to maximize students' meaning making process.

5. "I agree to translanguaging because students can't understand Chinese very well as they are totally new to it and some of their English are not very good. Sometimes it is difficult for them to understand my explanation. In such conditions I will definitely mix my explanation with a little Indonesian." (L1, Interview)

She observed that the concept of translanguage offers a practical approach to enhancing students' ability to construct meaning, particularly for those who are new to Chinese or have varying levels of proficiency in English. Translanguage, in her view, represents a valuable tool for maximizing the process of meaning-making and inclusivity among students. It is in line with Muguruza, et. al. (2020) that flexible language policies could help students with low proficiency in English. Their study also emphasized that if students had been prohibited from using other languages, they would have struggled far more in the class. As well, it further clarifies Zhang's (2023) study which noted that as the teachers applied translanguaging, students were found to be more engaged while prioritizing understanding what they were learning over utilizing the target language.

Even so, at the end of her interview, she mentioned her worry and consideration toward her use of translanguaging.

6. "Actually, I think It's better to use Bahasa Indonesia more, as students speak Bahasa Indonesia. But Chinese lecturers can't. Like me, I can't speak Bahasa Indonesia very well. If I use Bahasa Indonesia, maybe there'll be some miss or broken translation that I can't understand or realize." (L1, Interview)

Here, L1 also recognizes the difficulties in putting translanguaging into practice, particularly given her limited command of Indonesian. She expressed worry about misinterpretations or incorrect translations even when she acknowledged the advantages of using more Bahasa Indonesia in her instruction. This has previously pointed out by Zheng (2021) study which highlighted the possible drawbacks of implementing translanguaging in CFL programs. Zheng (2021) emphasized the challenges and pedagogical implications of utilizing translanguaging in foreign language immersion scenarios to create a welcoming learning atmosphere for students with varying social and linguistic backgrounds with the teachers. Even so, L1 answered emphasized that she was aware of the importance of effective communication in the classroom through translanguaging and was willing to adapt her teaching style to meet the needs of her diverse students.

For L2, she mentioned that she was open to the option to translanguage but with a certain limit focusing on helping students pose a thorough understanding of a certain difficult point.

7. "Actually, I agree to translanguaging. But I kinda limit it since I sometimes can sense that my students got way more confused if I mix too many languages at a time. But, when I taught them some new Chinese grammar points, students could not easily understand as the grammar is totally different from Indonesian. At that time, I knew that it

was such a perfect timing to start mixing my language, especially to their mother tongue.” (L2, Interview)

Excerpt 7 from L2 indicates that she expressed openness to translanguaging with caution that doing so could lead to confusion because of the possibility of mixing too many languages at once. However, she recognized the need of translanguaging as a strategy for helping students comprehend, especially when they are having trouble with challenging concepts in the CFL content. Her approach to translanguaging reflects a thoughtful balance between making use of linguistic resources such as Bahasa Indonesia to support student learning CFL and ensuring clarity and coherence in the instructional process of her CFL classroom. By strategically integrating languages based on students' needs and the complexity of the material, L2 promotes deeper understanding in the CFL classroom. L2's answer emphasized a part of Han's (2022) study that discovered how teachers' translanguaging activities demonstrated a strong pedagogical goal which have improved dynamic teaching procedures, enhanced the subject being taught, and shown an effect on student involvement.

Besides, she noted that translanguaging plays a part in making students feel at ease during the class (Muguruza, et. al, 2020) and can be used as a tool to get close to them (Kucukali & Kocbas', 2021).

8. “It is useful, as in making students feel more related to the topic being explained as well as a way to get closer to the students. Students showed more interaction and enthusiasm when they saw me using Bahasa Indonesia. So, I try my best to learn Bahasa Indonesia to help my students understand more.” (L2, Interview)

Yet, she explained that the choice of translanguaging may come with its own challenges as well.

9. “To be honest, If I have the choices I don't want to use mix. Because sometimes I can feel that my students are way more confused after I mix the language. Because it's hard, learning one new language through another different language. But since my students are total beginners, I have no other choices.” (L2, Interview)

As can be seen from excerpts 7 to 9, although L2 acknowledges the potential advantages of translanguaging for student comprehension, she also seems to be aware of the difficulties that could arise. This implies that while she sees the value in incorporating translanguaging into teaching practices, she may be reluctant to embrace it completely due to concerns on how to effectively manage those challenges. It is in line with Itoi & Mizukura (2023) finding which highlighted that translanguaging should be undertaken with careful consideration as it may come with its challenges regarding the flexible language use it allowed. L2's stance reflects a balanced attitude, where she is open to translanguaging but also mindful of the practicalities involved in implementing them. It is as just previously mentioned by Zang, et. al. 's (2022) study which revealed that even if CFL teachers frequently employed translanguaging for the medium instruction, these approaches also presented obstacles for the teachers due to the linguistic complexity of a CFL classroom.

Within Lecturer 3's (L3) point of view, she was fully aware of the use of translanguaging. In her CFL teaching, she made use of the option to it as an important tool to help students learn and understand more Chinese.

10. "I think It's okay to translanguaging, or maybe it's even better to translanguaging if the position of learning Chinese is as an added course to facilitate students with more foreign languages, like what I taught here, Chinese for management students. But if their main major is Chinese Mandarin, I think it's not okay to translanguaging. Because we know that translanguaging somehow decreases the amount of target language being taught in the class." (L3, Interview)

In excerpt 10, L3's translanguaging viewpoint emphasizes how crucial it is to balance language use and take contextual aspects into account when teaching CFL. While acknowledging its benefit, she is also aware of the possible disadvantages in terms of exposure to the target language. Her approach to language instruction is informed by this sophisticated knowledge, which also promotes effective approaches for teaching CFL. To sum up, Lecturer 3's method of teaching CFL demonstrates a sophisticated grasp of pedagogy and language acquisition. She exhibits flexibility and awareness of the needs of her students by using translanguaging as a strategy to close comprehension gaps among students with different levels of English proficiency (Muguruza, et. al, 2020). Her smooth transitions between English and Bahasa Indonesia provide a positive learning atmosphere that is ideal for language development. Furthermore, her view on the suitability of translanguaging based on the situation also demonstrates how carefully educational goals are considered and how crucial target language exposure is.

4.2 Lecturers' Translanguaging Practices

The interview as well as teaching materials data revealed that the CFL lecturers' practice of translanguaging is deeply rooted in the pedagogical approach for both explanatory and managerial strategy. With the focus on emphasizing flexibility and inclusivity in language instruction used in the class (Muguruza, et. al, 2020), translanguaging within this context acts as a bridge across languages, promoting understanding and communication in a supportive learning environment.

4.2.1 Translanguaging as an Explanatory Strategy

For CFL lecturers, translanguaging serves as a powerful explaining technique that helps them effectively accommodate the varied language backgrounds and skill levels of their students. By seamlessly integrating multiple languages—such as English, Chinese, and Bahasa Indonesia—into their teaching, they can accommodate the various linguistic backgrounds and skill levels of their students. First, the lecturers deliberately alternate between languages according to the intricacy of the material and the students' degree of comprehension. To ensure that all students comprehend new concepts or instructions, they might, for example, introduce them in English then provide Indonesian translation. This finding further strengthens Wang's (2019) study which has noted that translanguaging was proved to be a co-constructed dialogic strategy in the Chinese foreign language classroom, started by both teachers and students to maintain a communicative environment. Further,

to provide students with real-world language immersion experiences, they switch to Chinese as the course goes on to teach grammar and vocabulary.

11. "To cope with students' difficulty in understanding my explanation of certain Chinese materials in English, I will make use of the google translate or other translation app. I will also provide some pinyin in my *Powerpoint*." (L1, Interview)
12. "Just Sometimes, when students need to understand some difficult Chinese language points maybe I will use google translate to explain them. Not only that, I also provide some pictures followed by pinyin and Indonesian translation on my PPT to help them understand better." (L2, Interview)
13. "I will start the class and presentation in English, but if I find some students confused I'll explain to them in limited Indonesian. As Chinese language uses a special character which is completely new to students, I will note the Pinyin so students can read it. And I will explain the meaning to them. Sometimes, I also add pictures to further clarify the concept." (L3, Interview)

Excerpts 11 to 13 give more details about the ways in which students' diverse linguistic backgrounds and skill levels are taken into account when lecturers used translanguaging as an explanatory strategy. By acknowledging some possible challenges students may face in understanding certain Chinese materials explained in English, L1 added pinyin to her PowerPoint presentations to improve comprehension and using translation software like Google Translate. In a similar vein, L2 and L3 also acknowledged that students required assistance in understanding complex Chinese language concepts. By adding illustrations, pinyin, and Indonesian translations to their lectures, they improve comprehension and make use of translation resources. The data on lecturers' teaching material samples are shown in Figure 1 to 3 below.



Figure 1. Sample of Lecturer's 1 Ppt Slide



Figure 2. Sample of Lecturer's 2 Ppt Slide

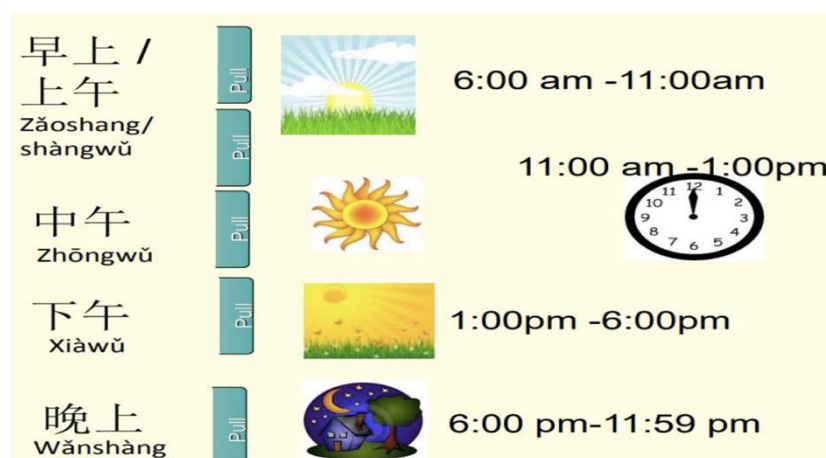


Figure 3. Sample of Lecturer's 3 Ppt Slide

Figures 1 through 3 show detailed examples of lecture slides that incorporate translanguaging techniques. Figure 1 and 2 specifically showcases a method whereby new vocabulary is presented in Chinese characters alongside its corresponding pinyin representation and Indonesian translation. This demonstrates a dual process of translanguaging in action. First is the process of semiotic translanguaging (Li, 2018), in which the Roman alphabet is used to translate Chinese characters into pinyin, a phonetic system for encoding Chinese sounds. This transformation makes it easier for students to comprehend pronunciation and comprehension by creating a bridge between the written Chinese alphabet and the more comfortable pinyin language. Next, lecturers added the Indonesian translations to further enhance understanding for students. Within figure 2 and 3, to enhance the written components, pictures are used to provide a more thorough and immersive learning experience. In figure 2, the written content is supplemented with visuals to further elucidate the vocabulary. Retention and comprehension are improved by this visual reinforcement.

Similarly, figure 3 carefully incorporates visuals to set the scene or clarify ideas, facilitating the understanding and assimilation of the verbal content. Even in the absence of an Indonesian translation, figure 3 uses visual aids to successfully convey the idea of CFL topic being explained. The inclusion of a visual representation depicting the time division of the day serves to elucidate the linguistic content being presented. Overall, these slides

exemplify a comprehensive and engaging approach to language instruction in fostering both comprehension and linguistic proficiency. This finding further evidence Kao, et. al (2021) study which noted that teachers can employ both instructional strategies in the classroom by utilizing linguistic resources including L1 usage, non-verbal behaviors, and other cues to maximize the process of meaning making in the class.

4.2.2 Translanguaging as a Managerial Strategy

In addition to its use in helping lecturers further explain the teaching materials, translanguaging is frequently employed as a management strategy to improve classroom dynamics and promote inclusion. It is further highlighted in Kao, et. al (2021) study which emphasized that translanguaging engages students' participation and enhances communication fluency. It guarantees that every student can participate and engage actively in learning activities. In this study, lecturers might advise students to trans-language to promote teamwork and communication during group discussions or collaborative exercises. Students were enabled to use their linguistic resources in this setting, whether they were in the classroom medium instruction or their mother tongue, in order to collaborate and contribute to the learning process. Furthermore, lecturers also mentioned that they might intentionally use translanguaging to manage classroom behavior and maintain engagement.

14. "In my class, students are allowed to use mixed language to help them more engage in the discussion. Then, after they discuss with their groups, they will use simple English to communicate or report to me." (L1, Interview)
15. "As I previously mentioned, students are more excited and engaged when I mix my explanation in Indonesian. Seeing such a response, I can conclude that they will listen to me more when I translanguaging. So, I use more translanguaging during discussions. Sometimes, I will also use it more when the class discussion is going a bit out of control." (L2, Interview)
16. "During discussion, students in my class not only mix English with Indonesian. Sometimes, they will speak to each other in the local language like Javanese. Knowing such things, I maximize the use of translanguaging. Knowing they will be more engaged in my class if I didn't only speak in English." (L3, Interview)

According to L1 in excerpt 14, letting students speak in a variety of languages during class discussions can improve their engagement and participation in the process of learning. Following the group discussion, students are encouraged to report or communicate in simple English in order to advance language practice and ability. In a similar vein, L2 emphasizes how successful translanguaging is at sustaining student interest, especially during discussions. L2 strategically uses translanguaging to promote active involvement and comprehension, noting students' increased interest and attentiveness when explanations are given in Indonesian. Furthermore, as L2 pointed out, the deliberate use of translanguaging can assist restore control and refocus students' attention when class

discussions wander off topic or become rowdy. Within the same view, L3 mentioned that she took into account her students varied linguistic background and preferences. Instead of enforcing rigid language barriers, she made the most of translanguaging as a teaching strategy to encourage involvement and engagement. This method makes advantage of students' linguistic repertoire to encourage participation and improves their education as a whole. Such a flexible approach to language use enhances both efficient classroom management and student engagement. These results are consistent with Wang's (2019) research, which showed that translanguaging promotes a more communicative classroom environment. By facilitating easy communication, translanguaging preserves the lesson's flow while fostering meaningful connection and teamwork.

5. Conclusion

In this study, we have delved into CFL lecturers' attitude and practice of translanguaging in their class. The interview data revealed that despite challenges and drawbacks, all three CFL lecturers were open to translanguaging in their class, as it fosters deeper understanding than employing English only norms. Regarding lecturers' practices of translanguaging in the class, all three lecturers noted the same things which revealed that the use of translanguaging in the class is either for explanatory strategy or managerial strategy. For explanatory strategy, these lecturers provide translanguaging on her *Powerpoint* by providing Pinyin, Indonesian translation or pictures. While managerial strategies are used to encourage and facilitate students during classroom discussions. Other than that, Google translate or other translation platforms are used on specific occasions. Thus, this study reveals an additional degree of complexity by highlighting the practical methods lecturers use to overcome language barriers and improve their students' understanding and participation in their CFL class. This finding is intended to add to the expanding corpus of knowledge on translanguaging pedagogy and provides educators and decision-makers with useful strategies for CFL instructions in a range of language contexts.

This study has some limitations as the results may not be as broadly applicable as they could be due to the study's concentration on a single private university and small sample size of CFL instructors. In order to lessen this restriction, future studies could take a multi-site strategy, incorporating more institutions and a bigger and more varied sample of CFL educators. Furthermore, adding viewpoints from CFL students would result in a more thorough knowledge of translanguaging techniques and how they affect students' educational experiences. By addressing these limitations and incorporating recommendations for future research, scholars can enhance their knowledge of translanguaging in CFL education and contribute to the creation of evidence-based strategies for fostering multilingualism, linguistic diversity, and inclusive language education policies and practices in Chinese language learning contexts.

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