

## Higher Education Students' Translanguaging Practices in North Sumatra: Case Study of Lecturer and Student Perceptions

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### Abstract

*This research explores the multifaceted concept of translanguaging in the context of teaching English as a foreign language in three universities in North Sumatra. Translanguaging, a term encompassing various aspects of multilingualism, is examined as a pedagogical approach that utilizes multiple languages within a classroom setting. The study investigates translanguaging practices among lecturers and aims to address three key research questions: the types of translanguaging practices, perceptions of lecturers and students, and the motivations behind incorporating translanguaging in teaching and learning activities. The research method is a qualitative method with a case study approach model focusing on the exploration of a "bounded system" on one specific case or on some cases in detail by exploring data in depth. Through a combination of surveys and interviews with lecturers, the study identifies eight motivations for the intentional use of translanguaging practices. These motivations include adjusting to students' proficiency levels, clarification, and emphasis, translanguaging as an academic strategy, providing challenges for student growth, considering diverse student demographics, expressing firmness and solidarity, addressing real lexical needs in communication, and expressing group identity. The findings reveal positive responses to translanguaging from both lecturers and students, highlighting its versatility in meeting educational objectives and fostering effective communication in diverse learning environments. The motivations align with existing literature, emphasizing the adaptability and significance of translanguaging in enriching the teaching and learning experience. The study concludes with several insights into translanguaging practices in North Sumatra's universities and recommends possibilities for future research and practical implementation. The proposed recommendations include professional development for lecturers, curriculum design, student training, and calls for more studies in translanguaging. Overall, this research contributes to the understanding of translanguaging motivations and offers practical suggestions for enhancing its integration in higher education institutions.*

**Keywords:** Lecturers' Perspectives, Students' Perception, Translanguage, Translanguaging Practices, Multilingualism teaching, Universities in North Sumatera

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## INTRODUCTION

It will be a good start by defining what 'Translanguaging' means so that it will set the stage for our research. Translanguaging is a term that can refer to different aspects of multilingualism. It can describe the way or strategy that bilinguals and multilinguals use in their linguistic

resources to make sense of and interact with the world around them. It can also refer to a pedagogical approach that utilizes more than one language within a classroom lesson

Translanguaging allows learners to apply what they have already learned in their first language to clarify ideas and concepts in the second language. Students already know the meaning of a word in their first language and simply need to learn the word (not the meaning); hence, translanguaging can provide tools to connect all linguistic repertoire and improve comprehension. Using many languages together allows for a more natural comprehension process.

As a result, translanguaging can be a suitable technique to teach a language in which all knowledge is used to support learning rather than just one new language. Educators can also utilize translanguaging to compare language similarities and variances to solve the complexities of certain words or sounds. Using multilingual material can also help students. Students can use materials from any language they are familiar with to assist them understand the content.

Translanguaging is not new. As Jaspers (2018) suggests, translanguaging has from its early uses in the 1980s undergone significant expansion and now represents a complex concept that encompasses a broad range of ideas, issues, and agendas (García, 2009; Creese & Blackledge, 2010, 2015; Canagarajah, 2011; García & Li Wei 2014; García & Kleyn, 2016).

Translanguaging addresses issues such as language production, successful communication, language function, and the mental processes that underpin language use. Bilingualism results in translanguaging. The phrase is frequently used in an educational context, but it can also refer to any circumstance encountered by multilingual speakers, who make up many languages' groups around the world. This involves intricate linguistic family relations as well as the practice of code-switching and how it relates to one's personal multilingualism. This research is crucial to carry out because the application of translanguaging is believed to be able to increase student participation and understanding in learning English in the context of an EFL class. Apart from that, students will learn how to respect one another by using language codes which may be different and at the same time strengthen linguistic and cultural identity the student himself. This research examines translanguaging among lecturers and how the help students learn by applying elements of translanguaging such as linguistic code switching or translation patterns.

Based on the explanation above, the research problems are formulated as follows: What are the types of translanguaging practices by English lecturers in an English class? What are the perceptions of lecturers and students towards translanguaging in class? Why do lecturers apply translanguaging in teaching and learning activities in such a way?

The Significances of the Study: Strengthening the purposes of this research so it is described that the aim of this research is to identify various forms of translanguaging practices by lecturers in English classes in the classroom and explore lecturers' and students' perceptions of the use of translanguaging in English classes. The benefits of this research are divided into two, namely theoretical benefits and practical benefits. The theoretical benefit in this research is practical application translanguaging in the English classroom can be implemented effectively for achieve the desired achievements. Theoretically, the benefits of this research are also helpful theory development in the field of English language learning and linguistics. Besides that, enriches the literature related to how students acquire and learn language.

It not only adds to the literature, but it also paints a clearer and more accurate image of the function of language and culture in English language learning in the classroom. This study is

useful in that it provides an overview of how translanguaging approaches are applied in learning the English language learning. The students' various language backgrounds will be examined so that this research has a positive impact on the advancement of educational science. Furthermore, research into translanguaging procedures will have a beneficial motivating effect on students.

This study absolutely is its prominent effort to give the novelty related to translanguaging practices in some universities in Indonesia. If previous studies discuss the types of translanguaging, theories and practices, the important of translanguaging, however this study is going to discuss further than the previous studies' reach, namely: the types of translanguaging practices by English lecturers in an English class; the perceptions of lecturers and students towards translanguaging in class; and the reason of lecturers apply translanguaging in teaching and learning activities (what factors affecting these reasons).

## RESEARCH METHODS

This research method is a qualitative method with a case study approach model. A case study is a model that focuses on the exploration of a "bounded system" on one specific case or on some cases in detail by exploring data in depth. Various sources of information that are rich in context are used to data mining (Creswell, 2015). Research participants were selected using purposive techniques with the help of a key person. Through purposive technique, the researcher selects research participants and research locations with a purpose to study or to understand the main problem to be researched. Participants. The research and research locations selected with this technique are tailored to the objectives research (Herdiansyah, 2012). Data collection methods use interview methods, distributing questionnaires (Perception Survey for lecturers and students), observation (Focused group discussion with a small group of lecturers and students) and documentation.

The source of data in this research is 9 lecturers and 45 students from 3 universities in North Sumatera, University of Prima Indonesia (UNPRI), University of HKBP Nommensen Pematang Siantar, Institut Agama Islam Daar Al Uluum Asahan with the description as follows: 3 lecturers and 15 students from University of Prima Indonesia (UNPRI), 3 lecturers and 15 students University of HKBP Nommensen Pematang Siantar, and 3 lecturers and 15 students from Institut Agama Islam Daar Al Uluum Asahan. The researchers first used a perception survey of ten questions (See Table 1.1) to collect data from all participants. The data is collated and will be discussed under Data Analysis, Findings and Discussion. Next, the researchers followed an interview script with open-ended questions to interview lecturers (See Table 1.2). These answers are transcribed and analyzed. In shorts, the data was collected by the following ways: 1) Giving the questionnaires script to the informants (lecturers and students) to fill; 2) Interviewing the lecturers of English lecturers according to the data' requirement. The data from lecturers' interviews, were analyzed by following these steps: (1) transcribing the data from recorder into written transcription; (2) classifying data into categories of translanguaging types implemented by them in the teaching-learning process; (3) verifying the data through asking interview participants to confirm that was represented in the transcripts is a true reflection of what occurred during the interviews.

From these steps, it was drawn conclusions and the reasons why lecturers chose to implement translanguaging in such a way. We went through the process of data analysis such as data collection, data reduction and data display. From the analysis of the data, we can prove translanguaging implementation during the teaching-learning process. We can show the existence and the contribution of translanguaging implementation to maximize English implementation as language and communication delivery in education and how they interact.

## RESULT AND DISCUSSION

The data in this research is the perception of lecturers and students of translanguaging, types of translanguaging practices of lecturers was collected through observation and recording. The data was analyzed by identifying and classifying by using theory as data analysis' contemporary category. Three parallel flows of activity are involved in data analysis: data transcription, data reduction, data display, and deduction. The data was presented by the researchers as an orderly collection of information that allows for conclusion-making and action-taking (Bogdan & Biklen, 1992). The final action was making conclusions, which was accomplished by deciding what the data meant or by identifying patterns or regularities after reading the matrices or displays. In summary, this research which was conducted for one month, it was found that the subjects show positive perception from lecturers and students and types of translanguaging practices by lectures.

### Lecturers' Perception of Translanguaging

In total, we distributed the Perception Questionnaire and obtained results from 9 lecturers from 3 universities in North Sumatera, i.e., 3 lecturers from University of Prima Indonesia (UNPRI), 3 lecturers from University HKBP Nomennsen Pematang Siantar, and 3 lecturers from Institut Agama Islam Daar Al Uluum Asahan. We tabulated and charted the data (See Table 2 and Figure 1) and would like to highlight the following results:

1. Principles of Bilingualism & Language Use in The Classroom
  - 100% of respondents agree that when lecturers consciously apply bilingualism principles (English and Bahasa Indonesia) in the classroom, it is beneficial.
2. Lecturers first use English to explain materials in the classroom.
  - If students are confused, 100% of respondents agree that lecturers should translate their explanation from English to Bahasa Indonesia for clarity, especially for important words or new concepts.
3. English Learning Materials
  - All respondents (100%) strongly agree that providing English learning materials through books, music, videos, or games helps in learning new vocabularies.
4. Teaching Themes Through Stories
  - 77.8% strongly agree that lecturers giving examples of stories (friendship, love, culture, etc.) originally written in English, and instructing students to write short stories in Bahasa Indonesia and in an Indonesian context, is beneficial.
  - 22.2% agree with the above statement.
5. Assignments for Language Comprehension

- Lecturers give assignments for translating texts from Indonesian to English and vice versa.
  - 33.3% strongly agree with this approach.
  - 66.7% agree with this approach.
6. Student Interaction in English
- 100% of respondents strongly agree that students should use English to share thoughts during discussions or problem-solving in class.
  - 33.3% strongly agree that students should use English in everyday life to interact with teachers or fellow students on campus.
  - 66.7% agree that students can choose the language (their first language, English, or a mixture) for activities like making notes, using a graphic organizer, or during practical work.
7. Bilingual Direction Signs on Campus
- 77.8% strongly agree that direction signs on campus, especially to common important facilities, should be available in both Bahasa Indonesia and English.
  - 22.2% agree with the above statement.

In summary, the data from lecturers suggests strong support for translanguaging, namely, bilingualism in education, incorporating English learning materials, using English in various aspects of student life, and providing bilingual directions on campus for better understanding and communication. So far, our results agree with research that suggests that lecturers in Indonesia generally exhibit positive attitudes toward the use of translanguaging in EFL instruction (Hikmah, 2018).

### **Students' Perception of Translanguaging**

Besides lecturers, we also distributed the Perception Questionnaire and obtained results from 45 students from 3 universities in North Sumatera - 15 students from University of Prima Indonesia (UNPRI), 15 students from University HKBP Nomensen Pematang Siantar, and 15 students from Institut Agama Islam Daar Al Uluum Asahan. We also tabulated and charted the data (See Table 3 and Figure 2) and would like to highlight the following results:

1. Principles of Bilingualism & language use in the classroom
  - 33.3% strongly agree, and 66.7% agree that it is beneficial if lecturers consciously apply bilingualism principles (English and Bahasa Indonesia) when teaching in class.
  - 44.4% strongly agree, and 55.5% agree that in the classroom, lecturers first use English to explain. If students are confused, they should translate to Bahasa Indonesia for clarity and understanding.
  - 33.3% strongly agree, 62.2% agree, and 4.4% did not respond if important words or new concepts are presented in both English and Indonesian for better understanding.
2. English Learning Materials:
  - 31.1% strongly agree, 64.4% agree, and 4.4% did not respond if lecturers provide English learning materials through books, music, videos, or games for learning new vocabularies.
3. Teaching Themes through Stories:

- 28.89% strongly agree, and 71.1% agree if lecturers give examples of stories originally written in English and instruct students to write short stories with the same themes in Bahasa Indonesia and an Indonesian context.
- 4. Assignments for Language Comprehension:
  - 31.1% strongly agree, and 68.8% agree that to increase the use and comprehension of English, lecturers give assignments to students to translate texts from Indonesian to English and vice versa.
- 5. Student Interaction in English:
  - 24.4% strongly agree, and 75.5% agree that students should use English to share thoughts during discussions or problem-solving in the classroom.
  - 20% strongly agree, 75.5% agree, and 4.4% did not respond if students use English in everyday life to interact with teachers or fellow students on campus.
  - 24.4% strongly agree, 75.5% agree, and no response for students choosing the language (their first language, English, or a mixture) for tasks like making notes, using a graphic organizer, or during practical work.
- 6. Bilingual Direction Signs on Campus:
  - 40% strongly agree, and 60% agree if on-campus direction signs are available in both Bahasa Indonesia and English, especially for common important facilities like the main office, office of the rector, etc.

In summary, the data from students indicates generally positive attitudes toward translanguaging, namely, bilingual teaching methods, incorporating English in learning activities, and promoting language use both in the classroom and on campus. In comparing the perception of lecturers and students, both groups show similar positive responses, the only differences being in the percentages of strongly agree and agree. These results have answered our RQ1 (What are the types of translanguaging practices by English lecturers in an English class?) and RQ2 (What are the perceptions of lecturers and students towards translanguaging in class?)

These results agree with what past researchers have seen in students who generally view translanguaging as a valuable tool that enhances their understanding of English language concepts and facilitates communication (Rohmah, 2017). We can confirm that these positive attitudes are due to the familiarity and comfort that students derive from using their native language as a bridge to English learning (Mahmudi, 2019).

We have shared the positive results and findings from our perception survey. In the following pages, we would like to share results from the open-ended interviews that we conducted with 9 lecturers after administering and collating the perception results (See Table 1.2 for the questions that we asked). Through these open-ended interviews, we wanted to deeper answers to RQ1 (What are the types of translanguaging practices by English lecturers in an English class?) and find answers to RQ3 (Why do lecturers apply translanguaging in teaching and learning activities in such a way?)

## **Types of Translanguaging Practices Implemented by English Lecturers in Class**

According to Gracia (2009), there are 4 types of translanguaging practices, namely, code switching (consists of 3 types: tag switching, inter-sentential switching, and intra-sentential switching), language brokering, translation, and interpretation. We transcribed and analyzed open-ended responses to the types of translanguaging practices implemented by lecturers, we found evidences of these 4 types.

### **1. Tag-switching**

6 lecturers sometimes switch from English words to Bahasa Indonesia especially when giving example or additional explanation to students. 3 lecturers did not switch English words or phrases when explaining the materials to students. They deliver one sentence or some sentences or all the sentence components in full English without switching English and Bahasa Indonesia' words and phrases. Discourse markers:

Data 1:

*Actually*, ide yang bagus, Faldi (praise a student' statement).

This is used by the lecturer to emphasize that other' students opinion gives positive feedback to the betterment of one group of students' presentations). "Actually" is a kind of adverb to express "something in real or actual condition", hence the lecturer used this intends to show his admiration to a student' idea or opinion.

Data 2:

*You know*, lakukan seperti Angely (the lecturer talks to other students to follow a student' idea to present their presentation). The use of discourse marker "you know" to imply that other students should understand and know that something should be done.

Data 3:

*I mean*, ppt nya direvisi....

The use of "I mean" in this statement intends to explain or correct the previous statement which is less understandable by the students.

### **2. Intra-sentential switching**

During the class, 5 lecturers use English and Indonesia and at certain times, they change the language between sentences from English to Indonesia and vice versa. 4 lecturers explain materials in full English without switching between English and Indonesian sentence.

Data 1:

Angely, *I believe in you*. Lanjutkan!

This statement used by the lecturer to emphasize and show his belief that someone has ability which is better than performed at the previous session.

Data 2:

*I have told you before*, baca bab 2, *but why don't you do that?*

First statement is used to emphasize that a lecturer has explained before the session that the students must read Chapter II.

Second statement is used to explain that a lecturer was a little disappointed as the students did not follow the lecturer's instruction.

Data 3:

What do you mean by "*marhobas*"? baru dengar.

“What do you mean” is used to ask for clarification of a certain terminology which is not so familiar to him.

### **3. Inter-sentential switching**

5 lecturers in their teaching activity at the classroom sometimes do the transition of English to Indonesia or vice versa, while 4 lecturers rarely do transition of English to Indonesia or vice versa.

Data 1:

Next week, you prepare the presentation material about *Program Inovasi Desa*.

The use of word “Program Inovasi Desa” is used here by the lecturer because of real lexical need because the lecturer feels it easier to say in Bahasa Indonesia as English is not deep enough to explain or to describe the phrase. Program Inovasi Desa is an Indonesian Government program (Indonesian context), and it is not available in English context.

Data 2:

I believe that students follow “MBKM” have good responsibility, self-confidence, and good performance.

MBKM stands for Merdeka Belajar Kampus Merdeka. The term “MBKM” is used here by the lecturer because of real lexical need. The lecturer feels that is easier to say it Bahasa Indonesia language as English is not deep enough to explain or to describe the phrase. MBKM is an Indonesian Government program by the Ministry of Education. It is not available in English context.

### **4. Translation**

5 lecturers in explaining the material to students do so by translating from English to Bahasa Indonesia. The is because the clause or sentence is complex. 3 lecturers do not translate clauses or sentences or even paragraphs from English to Bahasa Indonesia.

Data 1:

Lecturer: ... *Writing is the process of expressing creativity or ideas into written language, which is usually called an essay. Because, the author expresses the contents of his thoughts, ideas, opinions or desires through the writing.*

Lecturer: what is writing?

Students: process to express idea, mam into written language

Lecturer: excellent .... *proses menuangkan kreativitas atau gagasan ke dalam bahasa tulisan untuk mengungkapkan isi pikiran, ide, pendapat atau keinginannya melalui tulisan tersebut.*

The lecturer for the first time expresses the definition of writing in full English. After confirming the definition with the students and realizes that not all students caught the point so she translates it to Bahasa Indonesia. She does not translate whole sentences but only switch for the main point of the definition.

### **5. Language Brokering**

3 lecturers sometimes instruct students who are proficient in English as an intermediary of students who are not so fluent in English and placed them in groups, particularly in presentation session. They also appoint students as intermediary to translate/paraphrase the lecturers’ explanation/instruction to other students. 6 lecturers do not consider using students as intermediaries.

Data 1:

(At the moment of presentation session, 4 students are in a group present their presentation, a student tries to answer the audience's question but the audience does not feel satisfied with the answer, so the lecturer instructs other students in the same group to answer or to give additional explanation to strengthen their friend's explanation):

A student : to comprehend English, hmmm, we can do listen to the radio, watching English movie, write composition in English

Another student: could you give me stronger explanation, please!

Lecturer : other student can help your friend to clarify or add additional explanation

A student : sure mam, can I give additional explanation?

Lecturer : sure...

### **Reasons of Why Lecturers apply Translanguaging Practices**

In the upcoming sections, we will present the outcomes of our questionnaire and interviews to address Research Question 3 (RQ3): Why do lecturers incorporate translanguaging in their teaching and learning activities? Our analysis has identified eight distinct motivations behind lecturers' utilization of translanguaging practices.

#### **1. Adjusting to Students' Proficiency Levels**

Lecturers employ translanguaging not due to a lack of English vocabulary but with a specific purpose – adapting to students' comprehension levels. When faced with English words that may challenge the students' proficiency, lecturers use translanguaging to ensure the students can comprehend the intended message. This strategy is influenced by the lecturer's awareness of the language abilities of their audience, facilitating a more effective communication process.

Sarwiji & Rahmawati (2021) identified challenges related to lecturers' and students' proficiency in multiple languages and have suggested that address these concerns to maintaining a balance between languages. These lecturers that we interviewed also faced similar challenges, and have taken steps to address these concerns in their classes.

#### **2. Clarification and Emphasis**

Translanguaging is employed by lecturers to elucidate and emphasize the content of their explanations or statements during an English class. This practice ensures a smoother delivery of information, enhancing students' understanding. Essentially, lecturers reiterate messages in another language to reinforce key points and ensure clarity.

#### **3. Translanguaging as an Academic Strategy**

Lecturers view translanguaging as an academic endeavour, aiding students in comprehending messages more easily. By incorporating bilingualism (English and Bahasa Indonesia), lecturers provide a bridge for students to relate English concepts to their everyday language, fostering a more comfortable and effective learning environment. Our analysis agrees with the earlier work of researchers (Cenoz & Gorter, 2017; García & Li, 2014; Lin, 2012, 2015). Cenoz and Gorter, 2017), who also found that translanguaging includes strategies of using different languages for input and output and translation; and the use of the first language as a resource (such as the scaffolding function).

4. Providing Challenges for Student Growth

Translanguaging is intentionally used as a challenge for students to enhance their understanding. Delivering explanations entirely in English stimulates students' motivation and curiosity, encouraging them to explore the meanings of specific terms and expanding their English vocabulary.

5. Considering Diverse Student Demographics

In classrooms with diverse demographics, where English may be a third or foreign language, translanguaging creates a more inclusive atmosphere. This strategy allows students greater freedom of expression, particularly when facing challenges in acquiring English language skills. This confirms what earlier research has found. Translanguaging is rooted in sociolinguistic theories, emphasizing the fluidity and dynamic nature of language use (García, 2009). It encourages the integration of students' native languages alongside English to promote a deeper understanding of language concepts and improve overall language proficiency (Canagarajah, 2011).

6. Expressing Firmness and Solidarity

Translanguaging, especially code-switching, is employed by lecturers to emphasize points and express solidarity. Lecturers may naturally switch to their first or second language when needing to convey a sense of firmness, as it allows for greater comfort and assertiveness, ensuring the audience understands the intended message.

7. Real Lexical Need in Communication

When a lecturer encounters a missing English word, they may find it easier to express it in Bahasa Indonesia, and vice versa. This approach ensures smoother communication by seamlessly incorporating terms from both languages as needed.

8. Expressing Group Identity

Lastly, lecturers use translanguaging to build group identity, demonstrating how academic communication within disciplinary groupings differs distinctly from other groups. This involves using specific terms, registers, or codes that are comprehensible only to members of that academic community, reinforcing a sense of identity.

We have covered results from our perception survey questionnaire and found positive responses to the use of translanguaging the classroom from both lecturers and students. We have also shown the main translanguaging practices used in 3 universities. We have also shared results from our open-ended interviews with 9 lecturers, and identified 8 reasons why they chose to implement translanguaging practices in that way. In conclusion, we can see that there are diverse motivations for incorporating translanguaging, and this highlight its versatility in meeting various educational objectives and fostering effective communication in diverse learning environments at 3 universities in North Sumatra.

**Table 1. Lecturers’ and students’ perception of translanguaging**

**Questionnaire on the perception of translanguaging in campus and in class:**

| No                                   | Questions  | Choice of Responses |           |              |                        |
|--------------------------------------|--|---------------------|-----------|--------------|------------------------|
|                                      |  | Strongly Agree (SA) | Agree (A) | Disagree (D) | Strongly Disagree (SD) |
|                                      |  | 4                   | 3         | 2            | 1                      |
| <b>Lectures (or Teachers)</b>        |  |                     |           |              |                        |
| 1                                    | Lecturers consciously apply principles of bilingualism (English and Bahasa Indonesia) when teaching in class.  |                     |           |              |                        |
| 2                                    | In class, lecturers first use English to explain. If there are students who are confused, they will translate to Bahasa Indonesia for clarity and understanding.   |                     |           |              |                        |
| 3                                    | Important words or new concepts or terminology are presented in both English and Indonesian so that students can understand the meanings and learn new vocabulary.   |                     |           |              |                        |
| 4                                    | Lecturers provide English learning materials through books, music, videos, or games in learning new vocabularies.  |                     |           |              |                        |
| 5                                    | Lecturers give examples of stories with themes like friendship, love, culture, etc. which are originally written in English, and instruct the students to write short stories with the same themes in Bahasa Indonesia and in an Indonesian context. |                     |           |              |                        |
| 6                                    | To increase the use and comprehension of English, lecturers give assignments to students to translate texts from Indonesian to English vice-versa.   |                     |           |              |                        |
| <b>Students &amp; Administration</b> |  |                     |           |              |                        |
| 7                                    | In class, students use English to share what they are thinking e.g., during discussions or problem-solving   |                     |           |              |                        |
| 8                                    | In campus, students use English in everyday life to interact with teachers or fellow students.   |                     |           |              |                        |
| 9                                    | Students choose which language they can use like: making their own notes from a text, graphic organizer or during practical work). It can be in their first language, English or a mixture.  |                     |           |              |                        |
| 10                                   | In campus, directions signs are available in both Bahasa Indonesia and English, especially to common important facilities like main office, office of the rector, etc.   |                     |           |              |                        |

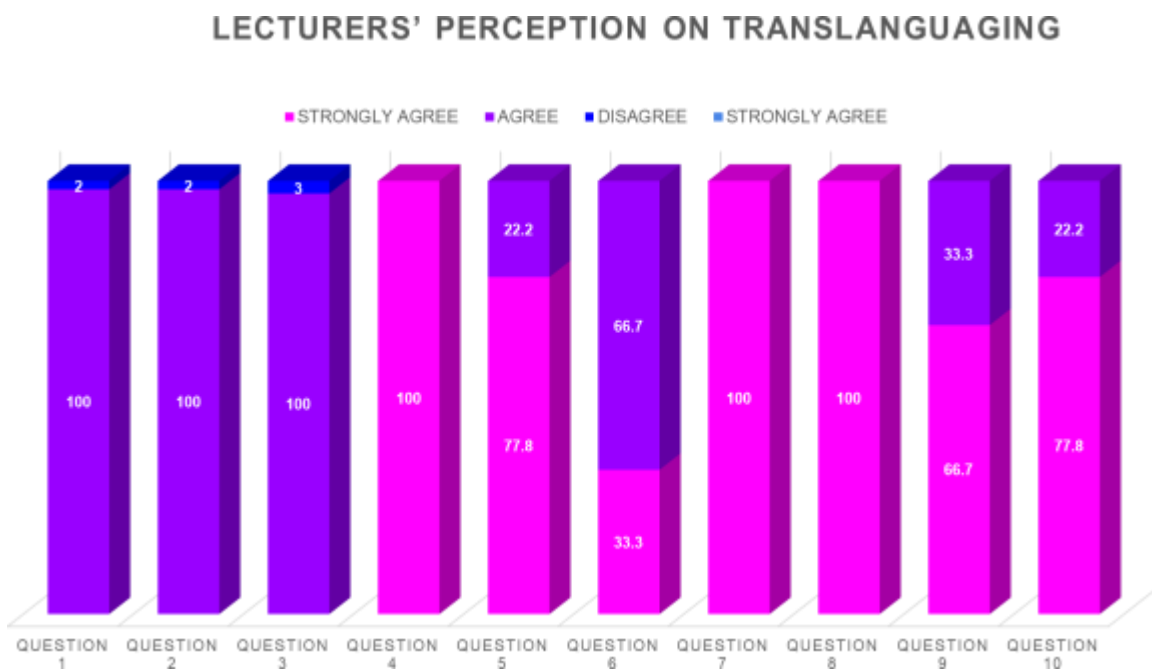
**Table 2 Lecturers' perception of translanguaging**

| Open-ended Interview Questions for Lecturers   | To answer which research question (RQ)                          |
|--|---|
| 1. When you start a lesson in class, do you use English only or both English and Bahasa Indonesia? If you use both English and Bahasa, which language do you use first?  | RQ 1: What  |
| 2. (based on Q1) If you speak in English only, what is your purpose for doing so?  | RQ2: Why  |
| 3. (based on Q2) If you use both English and Bahasa, and you start with English first, what is your purpose for doing so? OR If you start with Bahasa first, what is your purpose?                                     | RQ 2: Why   |
| 4. When you explain materials to students, do you use English only or in English AND Bahasa OR in another regional language?   | RQ 1: What  |
| 5. (based on Q4) If you use English, what is your purpose for doing so?  | RQ 2: Why   |
| 6. (based on Q4) If you use English AND Bahasa OR a regional language, what is your purpose (for doing so? Which language do you use first, and why?   | RQ 2: Why   |
| 7. Do you give students the freedom to translate English words or phrases by replacing them with words or Indonesian phrases? In speaking and writing?   | RQ3: How (measure translation)                                  |
| 8. Do you change the grammar or the structure of English into Indonesian or vice versa in student translation assignments?   | RQ 3: How (measure interpreting)                                |
| 9. When you teach, do you change English words or phrases into Indonesian sentences or vice versa?<br>E.g.: Jokowi itu so cool dalam bertindak, tapi who knows, dia punya deadly strategies                            | RQ3: How (measure Code Switching or Tag-Switching)              |
| 10. When you teach, do you switch language between sentences or different clauses from Indonesia to English or vice versa?<br>e.g.: Helping parents itu, kamu tahu so important, saya sangat respect orang seperti itu | RQ3: How (measure Code switching or Intra-Sentential Switching) |
| 11. In teaching/explaining materials, do you switch between languages in a sentence/one clause from English to Bahasa or vice versa? e.g.: Rini, idemu keren juga, I really appreciate that, kamu selalu yang terbaik  | RQ3: How (measure Code Switching - Inter-Sentential Switching)  |
| 12. In student presentation sessions, do you allow a student who is better in English to act as an intermediary for students who are not as fluent in English?   | RQ3: How (measure language brokering)                           |

**Table 3. Results of Lecturers’ Perception on Translanguaging (Responses)**

| LECTURERS’ PERCEPTION ON TRANSLANGUAGING |                                     |       |          |                   |  |
|--|-------------------------------------|-------|----------|-------------------|--|
| QUESTION NO.                             | TOTAL AND PERCENTAGE OF RESPONDENTS |       |          |                   |  |
|  | STRONGLY AGREE                      | AGREE | DISAGREE | STRONGLY DISAGREE | DESCRIPTION IN PERCENTAGE                |
| 1  |                                     | 9     | -        | -                 | AGREE: 100%                              |
| 2  |                                     | 9     | -        | -                 | AGREE: 100%                              |
| 3  |                                     | 9     | -        | -                 | AGREE: 100%                              |
| 4  | 9                                   | -     | -        | -                 | STRONGLY AGREE: 100%                     |
| 5  | 7                                   | 2     | -        | -                 | STRONGLY AGREE: 77.8 %;<br>AGREE: 22.2 % |
| 6  | 3                                   | 6     | -        | -                 | STRONGLY AGREE: 33.3 %;<br>AGREE: 66.7 % |
| 7  | 9                                   |       | -        | -                 | STRONGLY AGREE: 100%                     |
| 8  | 9                                   |       | -        | -                 | STRONGLY AGREE: 100%                     |
| 9  | 6                                   | 3     | -        | -                 | STRONGLY AGREE: 66.7 %;<br>AGREE: 33.3 % |
| 10                                       | 7                                   | 2     | -        | -                 | STRONGLY AGREE: 77.8 %;<br>AGREE: 22.2 % |

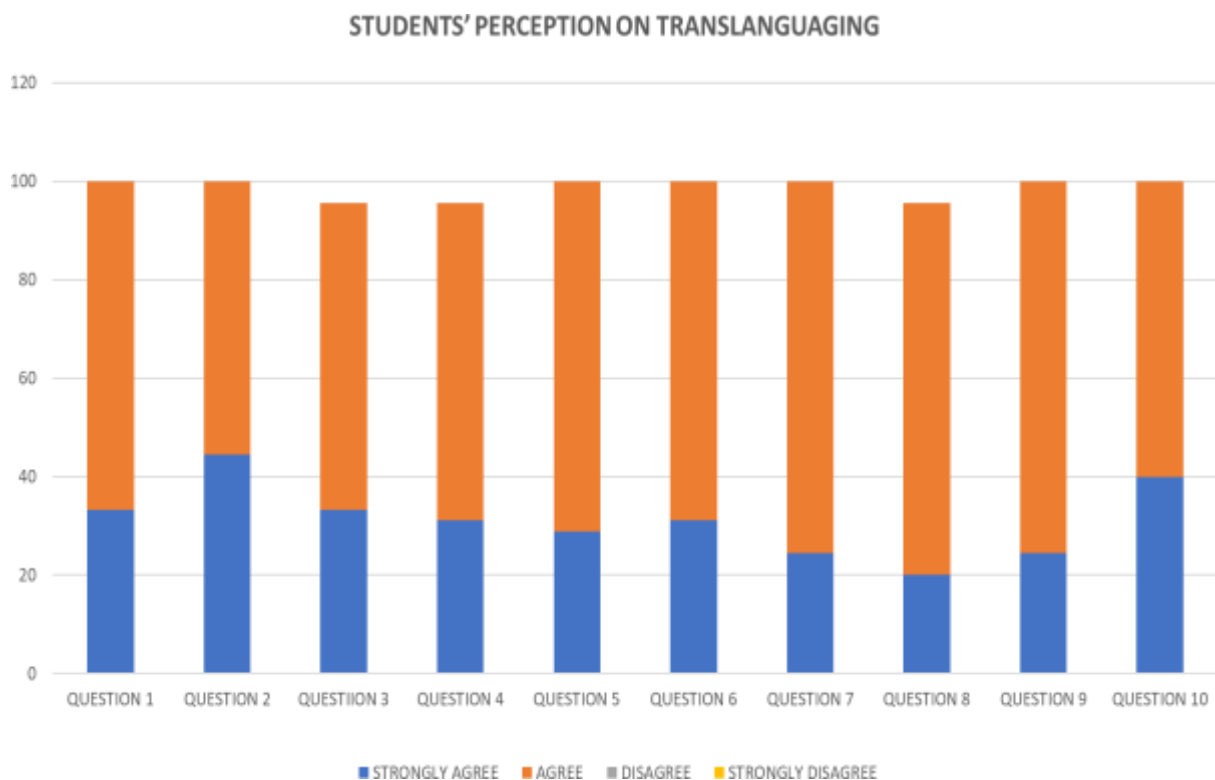
**Figure 1. Results of Lecturers’ Perception of Translanguaging (Percentages)**



**Table 3. Results of Students’ Perception of Translanguaging (Responses)**

| STUDENTS’ PERCEPTION OF TRANSLANGUAGINGS |                                     |       |          |                   |           |   |
|--|-------------------------------------|-------|----------|-------------------|-----------|---|
| QUESTION NO.                             | TOTAL AND PERCENTAGE OF RESPONDENTS |       |          |                   |           | DESCRIPTION IN PERCENTAGE                               |
|  | STRONGLY AGREE                      | AGREE | DISAGREE | STRONGLY DISAGREE | NO RESPON |   |
| 1  | 15                                  | 30    | -        | -                 | -         | STRONGLY AGREE: 33.3 %; AGREE: 66.7 %                   |
| 2  | 20                                  | 25    | -        | -                 | -         | STRONGLY AGREE: 44.4 %; AGREE: 55.5%                    |
| 3  | 15                                  | 28    | -        | -                 | 2         | STRONGLY AGREE: 33.3 %; AGREE: 62.2 %; NO RESPON: 4.4 % |
| 4  | 14                                  | 29    | -        | -                 | 2         | STRONGLY AGREE: 31.1 %; AGREE: 64.4 %; NO RESPON: 4.4 % |
| 5  | 13                                  | 32    | -        | -                 | -         | STRONGLY AGREE: 28.89 %; AGREE: 71.1%                   |
| 6  | 14                                  | 31    | -        | -                 | -         | STRONGLY AGREE: 31.1 %; AGREE: 68.8 %                   |
| 7  | 11                                  | 34    | -        | -                 | -         | STRONGLY AGREE: 24.4 %; AGREE: 75.5 %                   |
| 8  | 9                                   | 34    | -        | -                 | 2         | STRONGLY AGREE: 20 %; AGREE: 75.5 %; NO RESPON: 4.4 %   |
| 9  | 11                                  | 34    | -        | -                 | -         | STRONGLY AGREE: 24.4 %; AGREE: 75.5 %                   |
| 10                                       | 18                                  | 36    | -        | -                 | -         | STRONGLY AGREE: 40 %; AGREE: 60%                        |

**Figure 2. Results of Students’ Perception of Translanguaging (Percentages)**



## CONCLUSION

Our mini-research has investigated the motivations behind lecturers' application of translanguaging practices, our results have revealed a deliberate and multifaceted approach. The eight identified motivations shed light on the adaptability and significance of translanguaging in enriching the teaching and learning experience at 3 universities in North Sumatra. Each motivation reflects a purposeful and strategic use of multiple languages to enhance comprehension, emphasize key points, and foster a conducive learning environment between lecturers and students.

Our findings resonate with existing literature, such as Sarwiji & Rahmawati (2021), acknowledging the challenges posed by varying language proficiencies among both lecturers and students. The lecturers we interviewed demonstrated a proactive approach in addressing these challenges, aligning with the need to maintain a balance between languages for effective communication in the classroom and ensuring that learning takes place smoothly.

Furthermore, our study aligns with the academic perspective, as lecturers consider translanguaging an academic endeavour, facilitating easier comprehension for students. This echoes the work of researchers like Cenoz & Gorter (2017), García & Li (2014), and Lin (2012, 2015), who emphasized the various dimensions of translanguaging, including strategies like translation and the use of the first language as a valuable resource.

The intentional introduction of challenges through translanguaging, as observed in our findings, supports the notion that creating linguistic challenges contributes to enhanced student understanding. This approach, stimulating students' curiosity and motivation to explore meanings and expand vocabulary, aligns with effective pedagogical strategies.

The inclusive nature of translanguaging in diverse classrooms, particularly where English is a third or foreign language, reaffirms the sociolinguistic roots of this practice. Our study aligns with earlier research, such as that of García (2009) and Canagarajah (2011), emphasizing the dynamic and fluid nature of language use. Translanguaging encourages the integration of students' native languages alongside English, promoting a deeper understanding of language concepts and overall language proficiency.

The role of translanguaging in expressing firmness, solidarity, and building group identity further contributes to its multifunctional nature. The lecturers' intentional use of translanguaging to convey a sense of identity especially during group work reflects the nuanced ways in which language is employed for communication and community-building in academic settings

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