

Contextualizing Teachers and Learners' Perception of Translanguaging Practices in ESP Classroom

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Abstract

The use of the monolingual method in the teaching and learning process has drawn a lot of criticism from education professionals as well as language learners, in line with the growing use of translanguaging in language learning. Translanguaging allows users to use their linguistic resources as a new paradigm for utilising more than one language when learning a foreign language. The current study examined how English for Specific Purpose (ESP) teachers and students utilised and interpreted translanguaging in healthcare learning contexts. This study used a mixed research method using the instruments of observation, semi-structured interviews, and questionnaires, involving 150 nursing students and 5 ESP lecturers as the study participants. The study revealed that nursing students generally have a positive attitude towards translanguaging practice in ESP classes. The five ESP teachers are aware of the efficacy of translanguaging for content instruction to improve comprehension, foster solidarity in the classroom, and produce better learning outcomes, especially for those with lower ESP language proficiency. Most teachers also call for the continuation of the translanguaging philosophy and practice by supporting language policies that relate to its use in ESP learning. This paper also confers the insinuations of the study's findings concerning the requirement for contextualised translanguaging implementation and system construction. It is advised that the use of translanguaging by multilingual learners in ESP learning should be seen by instructors and students from a wider viewpoint.

Keywords: English for specific purpose; nursing English; perceptions; translanguaging

1. Introduction

For the last decades, the enactment of monolingual policies in educational practices has been established for several years, particularly in foreign language and bilingual classes (Medlock Paul & Vehabovic, 2020). In addition, according to Kubota and Bale (2020), monolingualism maintains that immersion or bilingual classes should be tightly maintained and that students' first language (L1) should not be included in the acquisition of the target language. However, the adoption of monolingualism in educational contexts is not supported by empirical evidence in cognitive psychology and applied linguistics.

Additionally, multilingual and diverse learners embrace and adapt their unique resources as linguistic and cultural advantages to enhance learning and maintain a balance between language acquisition and subject. The emphasis on multiple languages in the field of higher education is changing the capacity of the community, organizations, institutions, and individuals to regularly interact with more than one language in their educational activities. In this way, the idea of utilizing translanguaging becomes more prevalent (Alesaari et al., 2019). About the request for a multicultural viewpoint in language teaching and learning, translanguaging has become a novel idea.

Instead of seeing languages as limited systems, translanguaging researchers see languages as interconnected linguistic repertoires that are available to those who speak multiple languages. (Lewis, Jones, and Baker, 2012). Multilingual learners can use their whole linguistic repertoire to make sense of the knowledge material, even though their linguistic resources are tied to their experience. Higher education institutions have used translanguaging to characterize multilingual and multimodal behaviours in a variety of contexts and research settings. Yet, very little attention has been directed to the study of translanguaging in the English as a Foreign Language (EFL) classroom contexts (Tai & We, 2021). Some scholars (see Alasmari et al., 2022; Sobkowiak, 2022) also have looked at how English as a Medium of Instruction (EMI) receives fuller attention than that of translanguaging and multilingual education research in EFL contexts.

Research on translanguaging in the context of EFL is crucial for language instruction for two reasons. Firstly, the majority of nations with

higher education still prioritize native speakers in both language policies and classroom dialogue. Single-language use policy implementation has been ingrained in the brains of all parties involved such as policymakers, linguists, and students (Piller and Gerber, 2021; Li et al., 2022; Troyan and Auger, 2022). In the context of multilingualism, where many university graduates will have to interact with speakers of other lingua-cultures understanding how people construct, communicate, and manage their social and cultural identities is very crucial. Secondly, the use of translanguaging in different contexts will additionally stick with research in the EFL setting to when seen from a sociolinguistic viewpoint, be able to grasp a variety of linguistic issues related to self-identity, authority, and unfairness.

The study investigated how translanguaging was perceived to be used in the setting of ESP classes to provide a full picture of translanguaging in the discourse that was conducted in the classroom. In addition, the need for English-only instruction has been increasingly stringently enforced in ESP classes at several Indonesian institutions that use EMI (Sah, 2022; Rose, Sahan, and Zhou, 2022).

Concerning ESP for nurses, one of the graduation profiles for the nursing program at Indonesian institutions is "a competent professional care provider," to become a medical professional in an international nursing service, where English is inextricably woven into the job description (Saragih, 2022; Lu, 2018; Wang et al., 2021). As a result, English ESP instruction in Indonesia places a strong emphasis on oral communication skills to better prepare nursing graduates for professional communication. This emphasis is reflected in the ESP's learning goals, curriculum, and teaching strategies. Some nursing institutes have implemented EMI policies in the classroom to help nursing students practice their English (Zuraida, Irwan, and Sjattar, 2022).

The practice of translanguaging continues to advance in the ESP sector as one of the linguistic methods for learning other languages. The research explores how translanguaging has been incorporated into ESP teaching and learning at Indonesian nursing education institutions, as well as how instructors' and students' views regarding translanguaging methods have changed over time. By comprehending the linguistic approach and beliefs of many participants in the Indonesian setting, the present study aims to expand the literature on translanguaging research. By exploring three research objectives: 1) teachers' reasons for using translanguaging in their classes, 2) ESP students' attitudes towards translanguaging practices, and 3) ESP teachers' attitudes towards translanguaging research.

1.1 English as a Medium of Instruction

Due to its popularity, English is now taught in more countries than any other language, as the language of globalization. At higher education levels, there has been an increase in the availability of EMI courses in Indonesia. English plays a unique position at EMI, both as an academic language of teaching and learning and as a tool for cross-cultural contact. Creating EMI programs is usually viewed as a powerful strategy for expanding educational globalization and involvement in the worldwide economy.

The development of EMI programs in Indonesia has consistently been encouraged by the modernization trend and international educational opportunities (Sulistiyo et al., 2020). Higher education in Indonesia should incorporate EMI foreign language into the learning process in addition to the internationalization program at Indonesian institutions, particularly at the higher education level. Although EMI programs have gained a lot of popularity, it is still unclear if they aid in students' subjects and English language learning (Goodman, 2014). Even some research on the efficiency of EMI has produced underwhelming findings. Students' English language skills or positive attitudes about studying English were not improved by EMI. However, Hamid, Nguyen, and Baldauf (2013) examined how well EMI increases the motivation and academic success of language learners in terms of students' motivation, anxiety, and academic success. They also found that language learners in EMI courses were highly motivated and that their learning curiosity was most strongly correlated with their high self-perceived English-language ability of materials being taught.

The challenge of executing an English-only strategy is another concern with EMI (Simbolon, 2023). The problems resulted from instructors' and pupils' limited English competence. To varying degrees, L1 has been used successfully in EMI programs as a pedagogical tool; yet, there is a gap between the idealized concept of EMI and the real practices in Indonesia. Saragih (2024) discovered that language barriers led to the delivery of EMI courses being simplified. To aid kids in learning, teachers are required to code-switch. It is also noted that students tended to remain silent in response to English queries more frequently than Indonesian inquiries (Ghajarieh, Mozaheh, & Ghazyani, 2024)

Additionally, teachers preferred to ask more questions to gauge the student's level of knowledge while instructing in English. However, different from that of Gu, Lee, & Jin, (2023) study, it is also evident that students responded adversely when the lecturers used their common L1s to improve the students' learning (Chang, 2019; Muguruza et al., 2020). Although they lost out on learning information, the students perceived the use of L1 as an indication of poor English language skills. The colleges and universities in many Asian countries (see Thompson et al., 2022) shared the students' monolingual attitudes. Finally, the inefficiency of EMI and the challenges associated with its application suggest the necessity of approaching EMI via a multilingual lens.

1.2 Translanguaging as a Pedagogical Tool in EMI

In response to the shift from a single use of language to a multilingual viewpoint, the term "translanguaging" is a new term used to characterize the communication practices of individuals who speak multiple languages (Galante, 2020). When students get input in one language and reply in another to further their knowledge, this is referred to as a planned educational method. Various scholars have understood the idea of translanguaging that challenges the distinctions between languages, goes beyond the use of instructional techniques,

and involves multilingual individuals' "multiple discursive practices" or capacity to "shuttle between languages" in regular conversation (Chang, 2019).

From this view, other scholars (Tai & Wei, 2021) have highlighted how translanguaging utilizes various things, motions, visual indicators, touch, tone, sounds, and speech; Translanguaging advocates for lowering language barriers generally, that is, by presenting multilingual activities from the viewpoint of users rather than the languages, notwithstanding the minor definitional discrepancies. It highlights the whole language vocabulary of multilingual speakers, from which they selectively choose aspects for improved communication. Recognizing the intricacy of translanguaging, including the necessity to switch between modes of language and communication tools, the researchers included the idea in the investigation.

Using the students' first language (L1) as a teaching tool is another aspect of translanguaging that was originally viewed as a linguistic shortcoming or inability to be native-like from the views of language separation. Students who are somewhat proficient in a second language (L2) would naturally use translanguaging while participating in casual classroom conversations reinforcing the theory that translanguaging does not always stem from a linguistic shortage. Some research such as (Kim, 2018; and Nguyen, 2019) found that learners used translanguaging to convey their dual/multi-identities with counterparts from the same minority group as a possible teaching method to comprehend and improve subject matter contents.

1.3 Teachers' and Students' Attitudes toward Translanguaging Practices

The opinions of instructors and students about translanguaging techniques have been examined in previous studies. Researchers have looked at studies on instructors' opinions regarding translanguaging. For instance, Wang (2020) discovered that while some instructors favoured translanguaging techniques, others did not see their value or felt bad about employing them, so they stuck with monolingual methods. Additionally, Liu and Fang (2022) asserted that there are three perspectives from which to view translanguaging: from the virtual position, which encourages only using L2; from the maximal position, which acknowledges the value and necessity of using various languages but feels guilty about using non-L2; and from the optimal position, which upholds the use of various languages at particular times to foster learning.

The challenges that keep instructors from taking a translanguaging attitude in the classroom have also been recognized in this research. Contrary to instructors' opinions on translanguaging, it appears that no prior research has been done on how students interpret translanguaging in ESP learning. The researchers assumed that foreign language instruction should adapt to the increasingly multilingual environment (Saragih, 2019), with sentiments toward monolingual and multilingual approaches. However, little is known about how translanguaging is handled and perceived in Indonesian higher education, particularly in the teaching of ESP for nursing students in the EMI context. To further uncover the opinions of various stakeholders, the authors of the study looked at translanguaging procedures and their acceptance in EMI and ESP courses at Indonesian institutions.

2. Method

2.1 Participants

The research was conducted at a faculty of nursing and midwifery, at a university in Medan, Indonesia, by inviting five ESP teachers and 150 nursing students. Both the teachers and students use their Indonesian language as a national language of communication, and English language as the foreign language in the classroom. Thus, English was learned as a foreign language by the participants. The university has outlined the significance of English language instruction for nursing students and created particular ESP programs. Nursing English language courses were mandatory for all nursing students. Teachers from each of these fields were chosen since this study wanted to integrate ESP courses and EMI subject courses as classroom settings. The institution has promoted EMI and provided English-taught courses in response to the rising trend of English-taught courses at Indonesian universities. Offering English-language courses is made feasible by the faculty members' international expertise. Additionally, to compete with other prestigious universities worldwide, the university needs to provide more EMI courses to meet government requirements for colleges to internationalize.

2.2 Instruments and Procedures

The researcher employed a mixed-methods approach to gather the data, using (1) classroom observations to observe translanguaging practices in real-world contexts, (2) an online questionnaire to gauge the students' attitudes toward translanguaging, and (3) semi-structured interviews to ascertain the justification for the prevalent translanguaging methods used in the classrooms and gain an understanding of the attitudes of the teachers. The data were gathered in the odd semester of 2022–2023.

Firstly, to comprehend the roles played by translanguaging techniques in that context, the researcher observed classroom activities. The study employed a selective sample strategy and concentrated on EMI topic lectures and ESP for nurses. To that purpose, letters inviting prospective instructors from this university's nursing and midwifery program, medical school, and English language centre were issued to possible teachers. The study used classroom observations, semi-structured interviews, and online questionnaires using Google Forms to collect data. Before data collection was performed, the respondents were informed that the information collected would be used as the research data. In addition, they were also informed that their names and class information would be kept private. Four female instructors

(T1–T4) agreed to take part in the study and allowed observers to observe their courses. Two of the four teachers were EFL instructors, while the other two were nursing professors. Two of the professors are PhDs, while the other two are Masters. The teachers' experience ranged from 10 to 30 years. The classes were audio recorded and at least twice observed. In this study, 900 minutes of classroom instruction were recorded and examined. Field notes were recorded throughout the observation to make later transcription and coding easier.

Secondly, to learn more about the students' opinions on translanguaging in the classroom, the study team gave them access to a bilingual online questionnaire. With the assistance of some of the lecturers and students. The questionnaire was developed as an online form, and students at this university were given access to it via social media. A total of 150 nursing students consented to participate in the online survey. The participants consisted of 54 male and 96 female nursing students chosen using the cluster sampling method. Nursing students who responded to the online poll on a five-point Likert scale indicated how much they agreed or disagreed with the generalizations regarding translanguaging techniques. Thirdly, in the semi-structured interviews, five medical English teachers were asked to take part. Personal information, opinions on using various languages in universities, and purposefully or mistakenly using different languages were addressed in this sequence during the interviews. The interviews were conducted in both Indonesian and English for the convenience of the researchers and the participants as well as to enable them to provide more detailed replies to the questions. It took between 30 and 50 minutes for each interview.

2.3 Data Analysis

The data consisted of the recordings of Nursing English ESP learning activities. Translanguaging practices in the classroom were defined as any situation involving the integrated use of two languages and several modalities. The researchers then divided up the many instances of translanguaging into categories. These occurrences included instructors and students who spoke many languages. In these situations, the researchers gave translanguaging pedagogy their attention. The examples were then divided into groups based on their communicative and discursive roles. The practices' typical instances were chosen for verbatim transcription and thematic categorization.

To analyze the quantitative data in the research, the study used Statistical Package for the Social Sciences (SPSS) version 16.0. Macaro's (2001) framework of virtual position, maximum position, and ideal position was utilized to evaluate the data to examine the instructors' perspectives on translanguaging. The study team did this by listening to the instructors' interview tapes and verbatim transcribing them. The data were then reviewed once more before being coded, which is the process of categorizing sentences (or paragraphs), or images, using text data or photos obtained during data gathering. The transcripts of interviews were made available to confirm the precision of the transcription and translation processes.

3. Results

3.1 Teachers' Reasons for Using Translanguaging in the Classrooms

From the research team's direct observations of ESP classes, there are five different underlying reasons for performing translanguaging in ESP classes for nursing students; explanation points, comprehension check, localization of content knowledge, reinforcement of instruction, and creation of classroom rapport.

Explanation Points

The explanation notion refers to the use of complete linguistic materials by instructors to clarify and show essential ideas or significant language points, such as L1 drawings and diagrams. In this study, language point explanation was employed in the EFL classrooms whereas the exclamation point was frequently seen in ESP classes. They both require elaborating on important academic material in class, making them the first examples of translanguaging use.

Extract 1:

"A nurse must be able to hmm...memberikan layanan terbaik to patients as a public servant such as the doctor in this picture lakukan, look at this...". "A nurse who...hm well...yes, provides good and friendly service can not only heal patients quickly but motivate them to heal. I think you agree with me on this?". "Yes, Ibu".

"People with very high blood pressure (usually 180/120 or higher) can experience hmm gejala/symptoms including severe headaches, chest pain...nyeri dada (pointing to her chest), and dizziness.

Extract 1 demonstrates how T1 used the students' L1 to explain the difficult vocabulary use and used visual aids as a helpful non-linguistic tool. T1 was explaining to the class how to utilize four crucial medical verbs. The fact that the students actively participated in responding to her questions from Task 1 shows that their understanding of her method of conveying a linguistic point was favourable.

Comprehension Check

The second type of translanguaging is the checking comprehension of students. This type of translanguaging confirms nursing students' understanding of the main concepts of the materials by translating certain concepts that have been taught previously. In this research, T2 and T4 are more dominant using this type of translanguaging, as shown in the example below:

Extract 2:

Teacher: "Maybe you have so far been able to distinguish the functions of the Intensive Care Unit and Emergency Unit, Nina. Would you please translate the terms Intensive Care Unit and Emergency Unit into Indonesian?"

Nina: Unit Perawatan Intensif dan Unit Gawat Darurat, Ibu.

Teacher: Could you please repeat once again, tekanan darah tinggi in English?

Students: High blood pressure, Mam.

In implementing this type of translanguaging, lecturers ask nursing students to translate specific terms from English to Indonesian to improve the quality of bilingual literacy of nursing students.

Localization of Content Knowledge

The purpose of using this type of translanguaging is to emphasize the equivalence of the meaning of several concepts in the local context/content that are generally familiar to nursing students, as described in the example below:

Extract 3:

"...this specialist doctor treats diseases related to the stomach and human digestive system. For example, when someone experiences stomachache, sakit perut, or feels pain in his stomach continuously, a dokter umum or general doctor can refer him to an internist, spesialis penyakit dalam."

"A premature birth means a baby is born...dilahirkan too early. Bayi prematur often have serious health problems..."

In extract 3, T3 demonstrates how she made use of the students' L1 when she discussed a few examples from Indonesia to place the diseases in local perspectives. She used terminology from the Indonesian language and culture, as seen, to explain the two medical concepts. She claimed in the interview that she used those terms to help her students understand what she was saying. Using local examples helped improve the student's comprehension of the subject matters previously learned additionally, while conveying the crucial idea, 'of sexually transmitted diseases, T3 localized this concept by talking about the common sexual disease "Penyakit Menular Seksual" in Indonesian. Despite having an English label, it's possible that students are not accustomed to it. To ensure that everyone listened to her instructions, T3 first said its English translation before switching to its original Indonesian sentences.

Instruction Reinforcement

A separate translanguaging strategy is also used by teachers who repeat concepts in the first language or switch to the first language to offer instructions in class. By doing this, they highlight their lessons for their pupils and call attention to them.

Extract 4:

First, your read this text in 15 minutes and write down your own sentences with the same ideas. Tuliskan kembali ide kalimat tersebut dengan kalimatmu sendiri.

"don't forget to collect your home assignment tonight by filling out the Google Form that I share to you. Jangan lupa mengumpulkan tugas kamu malam ini melalui Google form yang sudah saya kirimkan..."

T2 asked nursing students to rewrite statements or phrases from a PowerPoint slide in Extract 4. To point out her English instructions, she purposefully reiterated them in Indonesian. She went through the steps with the students before they began. She emphasized the points in the PowerPoint presentation in Indonesian after first elaborating on them in English.

Class rapport

The translanguaging type refers to teachers adopting translanguaging to foster more cordial relationships with students. In this study, lecturers told jokes in Indonesian to introduce common comedy is a typical illustration of this. Because the instructors and learners in this research were both Indonesian, they were able to readily understand and enjoy each other's humour, which would be challenging when speaking English.

Extract 5:

Teacher 1: Well students, English people say "Brokenhearted" while Indonesians say, "Patah hati". Do you know why?

Student: Hmm...(smiling). No, Mom.

Teacher: Karena orang Inggris bermasalah dengan jantungnya, sedangkan Indonesia bermasalah dengan hatinya.

Teacher: Which one is true? Do patients care for nurses or merawat patients?

Linda : (silent for a while). Nurses care for patients, mam. (smiling)

In extract 5 above, lecturers try to bring the communication distance between lecturers and students closer by telling jokes in Indonesian. The events that are often used by lecturers to make class report cards are when the teacher explains a concept by including humour in Indonesian in the explanation. This type of translanguaging is usually very effective for stimulating nursing student learning motivation.

3.2 Students Attitudes Towards Translanguaging

When students were asked 15 open-ended questions in the form of a qualitative survey on their perspectives on using translanguaging, a description of their answers is described in the findings below:

Based on Q1's findings, students were more inclined to believe that translanguaging comes naturally to multilingual individuals (M = 3.50). But a sizable number of students (32.1%) felt that Translanguaging revealed a lack of English language skills (M = 2.98; Q2). For Q3, the majority of learners thought Translanguaging was good practice (M = 3.54). The broadest range of consent was found in the question (Q4) about the role of translanguaging for L2 learning. Translanguaging was deemed crucial for learning a new language by the majority of students (72.84%) (M = 3.80).

Additionally, the replies to Q5 demonstrated that learners thought Translanguaging increased their comfort level while speaking English (M = 3.51). In addition, they expressed disapproval of the claim that "language instructors should avoid translanguaging because it will prevent second language development" in response to question 6 (M = 2.84; Q6). A majority of learners (69.75%) acknowledged that the instructor's usage of translanguaging during instruction would be beneficial for bilingual students (M = 3.72), according to Q7, which asked about the students' views about teachers' Translanguaging procedures throughout the class.

The next 8 questions (Q8 to Q15), which probed students' opinions on instructors' use of translanguaging techniques in certain classroom settings, reveal what learners thought of those techniques. 3.48 was the total mean value. There is a demand for structuring because the mean values for "describe concepts" and "assist less experienced students" were the highest (M = 3.94 and 3.98, respectively). Other times, the methods of translanguaging were generally well received, with a mean score between 3.26 and 3.65.

3.3 Teachers' Attitudes Towards Translanguaging

Teachers' attitudes towards translanguaging in the study are described in the following table:

Table 1. Teachers' Attitudes Toward Translanguaging

No	Reasons	Mean
1	Discussing materials in teaching ESP materials	3.54
2	Assisting students in learning activities	3.81
3	Brainstorming students in learning activities	3.34
4	Enabling the participation of passive students	3.75
5	Questioning and answering about materials	2.72
6	Motivating students to learn	2.25
7	Helping less proficient students	3.12
	Average score	3.21

Table 1 lists the instructors' justifications for their use of translanguaging. The average mean score was 3.21, which is considerably lower than their students' attitudes about translanguaging practices (M = 3.58); this may indicate that the instructors wish to use English more frequently. At 3.75 and 3.81, respectively, the mean values for "assist students" and "allow participation by passive students" were the highest. The attitudes toward other circumstances ranged from 3.12 to 3.26 and were mainly positive. With a mean score of 2.72, the acceptability of utilizing translanguaging to "answer students' questions" was notable for being substantially lower.

4. Discussion and Conclusion

The purpose of the study was to shed light on translanguaging attitudes and behaviours in the setting of ESP learning at an Indonesian institution. Following the English-only rule, the participating teachers employ translanguaging techniques to help with content teaching, such as concept and language issue clarification, knowledge testing, and localization of topic knowledge. The result shows that most nursing students are not fluent enough to enrol in English-only classes. Additionally, the students' linguistic resources could be used because they are intimately tied to their prior experience (Alisaari et al., 2019). Although not consistent, translanguaging practice for ESP classroom management was well recognized to improve their English speaking skills.

Regarding RQ2, the study's answers showed that most Indonesian university students had a neutral to favourable opinion on translanguaging. Although many participants still view native English speaking as the standard, most multilingual students consider translanguaging as a natural and suitable behaviour that boosts their confidence and speeds up their L2 study. This observed behaviour corroborated the results of earlier research (Liu & Fang, 2022; Kuteeva, 2020; Nguyen, 2019). The majority of the students feel that

Translanguaging should be used for scaffolding, which includes delineating important ideas and helping pupils with limited language skills. The findings confirm the need for translanguaging techniques ESP learners.

Based on the answers to RQ3's question, each of the five teachers had a unique justification for using translanguaging. To acknowledge additional uses for translanguaging activities, teachers choose to employ translanguaging methodologies. Some believe that context-related factors, such as the kind of course and the English language competency of the students, also enable students to choose an adaptable bilingual approach, which has been supported by analogous results published in prior studies (Chang, 2019). Our study's findings demonstrate that the instructors who took part in it thought translanguaging was more appropriate for classes integrating language and subject matter. and using it with pupils who had a limited command of the language proved to be essential.

As previously stated, relatively little research has been conducted regarding translanguaging in EFL and ESP educational institutions. The results show that translanguaging procedures are mostly used in EFL and ESP contexts as strategies for regulating classroom interactions and deconstructing knowledge, which has previously been observed in classrooms (Zhang, 2022). As opposed to EFL environments, where students are more prone to face conflicts of identity and translanguaging is employed to foster students' positive bilingual identities, the identification problem is less obvious here. Most participants in the study were not aware of the possible impacts of translanguaging practices on their speaking performances. T2 was the only one who noticed that speaking Indonesian in specific contexts encourages the manifestation of one's individuality, and she performed it.

The results of our study additionally assist in extending some earlier research in the Indonesian environment. Translanguaging techniques could encourage a positive outlook on English dialects and language blending. To promote the stakeholders' linguistic capital and resources to support language learning, the study challenged the restricted English-only policy for both language- and content learning. Implementing translanguaging in EFL classrooms would benefit students from understanding the lessons well (Chau, et. all, 2022). Since the teachers and students who took part in our study could naturally acquire translanguaging, this merits additional investigation. The findings also suggest that the concept of applying translanguaging in ESP classrooms is significant research in the future since lecturers have mixed opinions regarding the approach and students have relatively good attitudes towards it.

However, some educators can find it difficult to properly integrate translanguaging into their lesson plans due to specific difficulties. The bilingual policy's effect is the biggest obstacle, as revealed in several other research (Muguruza et al., 2020; Itoi & Mizukura, 2023). The research expressly stated language strategy is a strong deterrent against teachers using more adaptable bilingual strategies in the ESP subject courses. Only fundamental and essential translanguaging techniques are used by those professors as they arbitrate between the department's English-only stance and their instructional requirements, particularly whenever discussing challenging ideas.

The study found that nursing students in ESP courses had a moderate to favourable opinion about translanguaging practice. Although several medical English lecturers are still hesitant to apply this translanguaging approach in ESP learning, they concurred that it was beneficial for teaching content. The three primary benefits of translanguaging approaches according to some lecturers, are to improve subject comprehension, straightforward classroom management, and a welcoming environment. However, the main barriers to implementing translanguaging in ESP courses include the language policy, the philosophy of immersion learning, worries about student usage, and the availability of other methodologies are the main barriers stopping the instructors from completely embracing the translanguaging approach. Overall, because translanguaging may embrace and expand dynamic cultural and linguistic repertoires across academic contexts, this study provides evidence that translanguaging procedures are appropriate for lecturers and nursing students.

In contrast to the study's inherent constraints, there are some limits to this research. Firstly, the sample size employed to gauge the opinions of students is rather tiny. The results thus could not reflect the opinions of all students at this university. Secondly, video recording was not permitted while the study team described the research goals throughout the data-collecting procedure due to certain concerns raised by the teachers. Though the researchers were able to describe more linguistic characteristics, such as the change shift between languages, when researching translanguaging practices, the multimodalities of both instructors and students were recognized and appeared throughout the class sessions in some of the activities in the classroom. A follow-up qualitative technique might be utilized as triangulation to obtain further insight into the students' feelings on their own and their instructors' translanguaging processes.

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Authors' contributions

The team of authors are responsible for the following tasks. Dr. Rohdearni Wati Sipayung designs research instruments, collecting data and validating findings. Dr. Erikson Saragih analyses research data and handles manuscript submission and revision. Dr. Roswani Siregar serves as the validator of the research instruments, methods and results. Dr. Mahriyuni serves as preparing manuscript layout and language editing.

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Data sharing statement

No additional data are available.

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