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Translanguaging and Intercultural Communication Competence in Vocational Hospitality English in Bali: Testing Learning Effectiveness and Teacher Support as Mechanisms

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Abstract

Hospitality students in Bali, Indonesia, learn to serve international guests in English while moving among Balinese, Indonesian and English, yet English classes may treat this repertoire as interference. Drawing on translanguaging theory and intercultural communicative competence, this study tested whether students' translanguaging practices predict their intercultural communication competence (ICC), whether perceived learning effectiveness mediates this relationship, and whether teacher support for translanguaging moderates it. A sequential explanatory mixed-methods design was used with all fourth- and sixth-semester Diploma IV hospitality students at one university (n = 80). Survey data were analyzed with partial least squares structural equation modelling, and interviews, focus groups, classroom observations and role-plays with 15 students were analyzed thematically. Translanguaging practices had a significant positive effect on ICC ($\beta = 0.292$, $p = 0.012$) and on learning effectiveness ($\beta = 0.519$, $p < 0.001$), but learning effectiveness did not mediate the effect on ICC, and teacher support did not significantly moderate it. Qualitatively, students used translanguaging to compare pragmatic and cultural meanings, comprehension did not always transfer to guest encounters, and teachers' stances determined whether translanguaging was visible or hidden. The study offers guidance on planning translanguaging in hospitality English.

Keywords: Translanguaging; Intercultural Communication Competence; Hospitality English; Teacher Support; Vocational Education

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INTRODUCTION

Hospitality work is intercultural communication at close range. Front-office staff, servers and guest-relations officers must understand requests, manage complaints and explain local customs to guests from many linguistic and cultural backgrounds. Doing so requires more than accurate English: staff have to infer what a guest intends, choose a level of politeness that matches the guest's expectations, anticipate service expectations that differ across cultures, and handle the cultural differences that surface in tourist encounters (Jack et al., 2020). Most of these encounters take place in English used as a lingua franca; front-desk staff in Thailand, for example, deliberately repeat, define and reformulate key information to keep such encounters unambiguous (Thongphut & Kaur, 2023). Studies of hospitality industry and education perspectives therefore identify English proficiency combined with cultural sensitivity and adaptability as core competencies for frontline work (Gelacio-Macedo et al., 2025; Liu et al., 2022), and vocational programmes are expected to develop these competencies before graduates meet guests. Studies of tourism and hospitality students show that intercultural communication competence (ICC) depends on awareness of cultural difference and on learning activities that resemble real encounters (Badu-Baiden et al., 2025; Tran & Vo, 2023). Yet tourism workers often rate their own intercultural skills more highly than their performance warrants (Koç, 2021), which suggests that ICC cannot be assumed to develop simply through exposure to guests.

This study is situated in Bali, where these demands meet a distinctive multilingual ecology. Indonesia as a whole is linguistically superdiverse, with Indonesian serving as the national language alongside hundreds of

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regional languages (Zein, 2020). In Bali, hospitality students typically speak Balinese at home, study in Indonesian and practise service encounters in English; in the present sample, 80% of respondents reported Balinese as their first language (Table 2). Research on Balinese tourism actors shows that they already move fluidly among these languages and treat that movement as an economic and cultural bridge and a sign of openness to guests (Sinaga & Marbun, 2025). Classroom practice, by contrast, may follow an English-only orientation in which the use of Indonesian or Balinese is read as a sign of weak proficiency; students in an English-medium intercultural communication course in China, for instance, accepted their teacher's translanguaging but were uneasy about using other languages themselves (Z. Wang & Shen, 2023). Whether a similar orientation shapes hospitality English classrooms in Bali has not been documented, so it is explored in this study rather than assumed.

Translanguaging theory offers an alternative view. Conceptually, it holds that multilingual speakers draw on one integrated repertoire rather than on separate named languages (García & Li Wei, 2014; Li Wei, 2018; Li Wei & García, 2022). Whether mobilizing this repertoire also brings pedagogical benefits is an empirical question, and the evidence reviewed below shows that such benefits have so far been documented mainly outside vocational settings.

Studies that link translanguaging with intercultural outcomes differ in context, method and in what they actually measure. In general higher education, Wang and Shen (2023) examined a teacher's translanguaging and students' attitudes in an English-medium intercultural communication course in China; they identified functions such as concept explanation, engagement checks, context reorientation and relationship maintenance, but did not measure students' ICC. In online exchange, Yeh et al. (2024) examined the effects of oral translanguaging in telecollaboration on EFL learners' intercultural awareness and communicative competence, constructs that are adjacent to, but narrower than, ICC as defined by Byram (2021). Interview-based work suggests that world Englishes and translanguaging can be combined to build intercultural competence (Fang & Xu, 2025), again on the basis of participants' perceptions. In tourism, research has focused on linguistic landscapes and signage (Kimambo, 2025; Wirza et al., 2025) or on workers outside the classroom (Sinaga & Marbun, 2025). The evidence therefore comes mainly from general higher education and online exchange, relies largely on qualitative or perception data, and treats intercultural awareness or attitudes rather than full ICC as the outcome. Vocational hospitality classrooms, where language learning is tied directly to service performance, have received little attention.

Three gaps follow from this synthesis. First, the mechanism has not been tested: no study has examined whether translanguaging affects ICC through better learning of concepts and vocabulary or directly. Second, the role of the teacher is acknowledged but rarely measured, even though students in Wang and Shen's (2023) study welcomed teacher translanguaging while remaining uneasy about their own. Third, local knowledge such as the Balinese philosophy of *Tri Hita Karana*, which emphasizes harmony among people, nature and the divine, is invoked in tourism research (Rosalina et al., 2023; Roth & Sedana, 2015) but seldom examined as part of the linguistic and cultural repertoire that students bring to language learning.

This study addresses the first two gaps by testing a model in which translanguaging practices (TP) predict ICC directly and through perceived learning effectiveness (LE), and in which teacher support for translanguaging (TS) moderates the TP–ICC relationship (Figure 1). The third gap is addressed in the qualitative phase: local knowledge enters the model only as one dimension of TP (local knowledge integration), while how students use it and what it means to them is treated as an exploratory focus rather than as a separate tested path. The study asks: (1) to what extent do hospitality students in Bali use translanguaging in learning English; (2) how are translanguaging practices related to ICC, and does LE mediate this relationship; (3) does TS moderate the relationship; and (4) how do students explain the role of Indonesian, Balinese and local knowledge in their intercultural learning, and how does this help interpret the tested paths? Its novelty lies in testing, rather than assuming, the pathways from translanguaging to ICC in a vocational hospitality setting, in measuring teacher support as a separate construct, and in using mixed-methods integration to explain which paths hold and which do not.

Translanguaging As a Pedagogical Resource

Translanguaging refers to the deployment of a speaker's full linguistic and semiotic repertoire without regard to the socially constructed boundaries of named languages (García & Li Wei, 2014; Li Wei, 2018). In education it has two senses: the spontaneous practices of multilingual learners and the planned pedagogical use

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of those practices by teachers (Cenoz & Gorter, 2021). Recent work frames translanguaging as a way of giving learners access to knowledge that monolingual instruction withholds. In English-medium programmes, teachers and students used translanguaging to counter epistemic injustice and to bring their own knowledge into the classroom (Zheng & Qiu, 2024), and students welcomed assessment designs that integrated Indigenous knowledge with an additional language (D. Wang, 2024). Translanguaging is also distinct from translation: it is a collaborative meaning-making practice rather than word-for-word substitution (Choi & Liu, 2021). In multilingual workplaces, employees create their own communicative space through key terms in English, bilingual labels and cross-language recapping (Sun et al., 2021), practices that closely resemble those of hospitality staff.

Intercultural Communication Competence in Hospitality

ICC is the ability to communicate effectively and appropriately with people of other cultures, built on attitudes of openness, knowledge of one's own and others' cultures, skills of interpreting and relating, and critical cultural awareness (Byram, 2021; Deardorff, 2006). In hospitality it is usually measured through cognitive, affective and behavioral dimensions (Yang et al., 2020). This study adds identity integration, the extent to which students see themselves as bicultural professionals, because research on Indonesian hospitality interns shows that professional identity is negotiated through language (Prawira et al., 2025). Hospitality educators agree that ICC should be taught explicitly but differ on how (Liu et al., 2022; Shen et al., 2021), and local wisdom has been proposed as a foundation for intercultural sensitivity in Indonesian vocational tourism schools (Hafizin et al., 2026).

Hypotheses

Translanguaging allows learners to compare cultural meanings across languages, notice differences in politeness and service norms, and rehearse adaptation, all of which are components of ICC (Fang & Xu, 2025; Ou et al., 2020). Translanguaging also supports comprehension and retention of new concepts, which students experience as more effective learning (Z. Wang & Shen, 2023; Yeh et al., 2024). Learning that is perceived as effective should in turn build the confidence and knowledge on which intercultural performance depends. Finally, students are more likely to use their repertoires strategically when teachers model and legitimise translanguaging (Cenoz & Gorter, 2021; Z. Wang & Shen, 2023). We therefore propose:

H1: Translanguaging practices have a positive effect on intercultural communication competence.
H2: Translanguaging practices have a positive effect on perceived learning effectiveness.
H3: Perceived learning effectiveness has a positive effect on intercultural communication competence.
H4: Perceived learning effectiveness mediates the effect of translanguaging practices on intercultural communication competence.
H5: Teacher support for translanguaging strengthens the effect of translanguaging practices on intercultural communication competence.

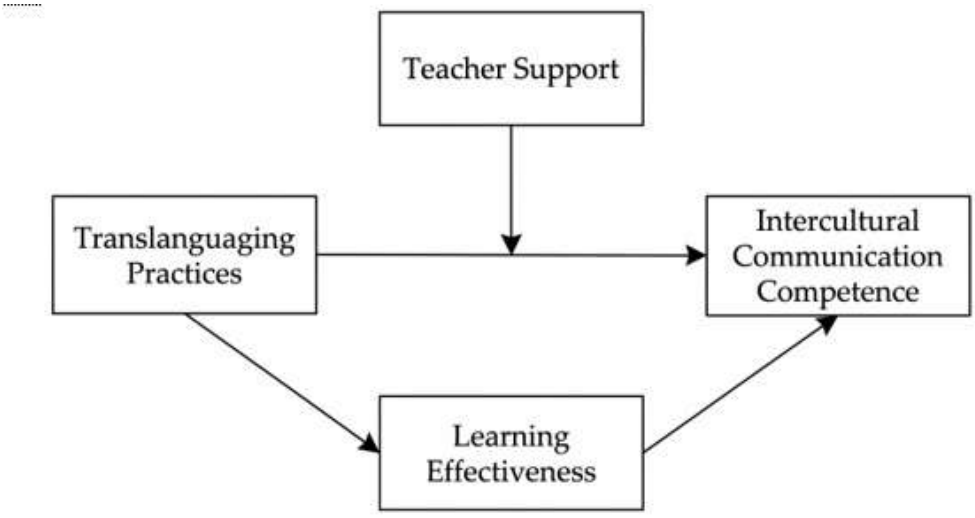


Figure 1. Conceptual model of the study

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METHOD

Research Design

The study used a sequential explanatory mixed-methods design in which a quantitative survey is followed by qualitative data that explain the statistical results (Creswell & Plano Clark, 2018). The quantitative phase tested H1–H5. The qualitative phase was connected to it in three ways. First, participants were selected from the survey sample according to their ICC scores (high, medium and low). Second, the interview and focus group guides were organized around the tested paths: how translanguaging helps students understand hospitality concepts (H2), whether that understanding carries over to guest encounters (H3–H4), and how teachers' stances shape students' language use (H5). Third, classroom observations focused on when teachers opened or closed translanguaging spaces and on how students compared service norms across languages. The role of Indonesian, Balinese and local knowledge such as *Tri Hita Karana* was explored as an open, exploratory focus within these guides. The qualitative results were then used to interpret each path, particularly those that were not supported, and were merged with the statistical results in a joint display.

Setting and Participants

The study took place in the Diploma IV (applied bachelor) hospitality management programme at Triatma Mulya University in Bali, Indonesia, where English for hospitality is taught across several semesters alongside practical service courses and industry internships. All students in the fourth and sixth semesters were invited (census sampling; population = 80), and all participated. Two semesters were included so that differences in experience could be described. Sample adequacy was checked against two criteria. The inverse square root method requires about 79 cases to detect a path coefficient of 0.28 at the 5% level (Kock & Hadaya, 2018), which the sample meets. A power analysis for a regression with four predictors (TP, LE, TS and the interaction term), a medium effect ($f^2 = 0.15$), $\alpha = .05$ and power = .80 requires 85 cases (Faul et al., 2009), which the census population could not reach; the moderation test (H5) is therefore slightly underpowered, and this is taken into account when it is interpreted. For the qualitative phase, 15 students were selected purposively from the survey sample to represent high, medium and low ICC scores (five each).

Instruments

Four scales were used (Table 1). The Translanguaging Practices Questionnaire (TPQ) measured English–Indonesian code-switching, English–Balinese integration and local knowledge integration. A TPQ subscale on intercultural communication confidence was excluded from the TP construct because it overlaps conceptually with the outcome variable; including it would inflate the TP–ICC relationship. The Intercultural Communication Competence Scale (ICCS) measured four dimensions on a seven-point scale. The Learning Effectiveness Scale (LES) measured students' perceptions that translanguaging helps them understand and retain hospitality English. The Teacher Translanguaging Support scale (TTS) was developed from the pedagogical functions of teacher translanguaging identified by Wang and Shen (2023) and from the principles of pedagogical translanguaging (Cenoz & Gorter, 2021). A Linguistic Repertoire Inventory recorded the languages students use and was analysed descriptively. All items were written in English with Indonesian translations, back-translated, reviewed by two experts in English language education and one hospitality practitioner, and piloted with 30 students outside the sample.

Table 1. Constructs and Instruments

Construct	Dimensions (items)	Scale	Basis
Translanguaging practices (TP)	Code-switching (5); English–Balinese integration (5); local knowledge integration (5)	1–5	García & Li Wei (2014); Cenoz & Gorter (2021)
Learning effectiveness (LE)	Perceived effectiveness of translanguaging for learning (10)	1–5	Wang & Shen (2023); Yeh et al. (2024)
Intercultural communication competence (ICC)	Cognitive adaptability (4); affective engagement (4); behavioural flexibility (4); identity integration (3)	1–7	Byram (2021); Deardorff (2006); Yang et al. (2020)
Teacher support (TS)	Teacher modelling, permission and scaffolding of translanguaging (6)	1–5	Wang & Shen (2023); Cenoz & Gorter (2021)

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Because self-reported ICC may overstate actual competence (Koç, 2021), a behavioral check was added: the 15 qualitative participants completed a five-minute front-office role-play with a simulated international guest, scored by two raters with a rubric covering appropriateness, adaptation and repair strategies. Inter-rater agreement was excellent (intraclass correlation coefficient = 0.85).

Data Collection

The survey was administered on paper with a Google Form alternative during January–May 2026 after the purpose of the study was explained and written informed consent obtained. Participation was voluntary, did not affect grades and was not administered by the students' own English teacher. Qualitative data comprised semi-structured interviews (45–60 minutes), three focus group discussions of five or six students, four observed and recorded English for hospitality lessons, and the role-plays. Interviews were conducted in whichever mix of English, Indonesian and Balinese the participants preferred, which is itself a translanguaging methodology (Polo-Pérez & Holmes, 2023).

Data Analysis

Quantitative data were analyzed with partial least squares structural equation modelling (PLS-SEM) in SmartPLS 4, which is suited to predictive models and moderate sample sizes (Hair et al., 2019). TP and ICC were specified as reflective–reflective higher-order constructs and estimated with the two-stage disjoint approach (Sarstedt et al., 2019). The measurement model was assessed through outer loadings (≥ 0.70), Cronbach's alpha and composite reliability (0.70–0.95), average variance extracted (AVE ≥ 0.50) and the heterotrait–monotrait ratio (HTMT < 0.85) (Hair et al., 2022). Common method bias was checked with full collinearity VIFs below 3.3 (Kock, 2015). Paths were tested with 5,000 bootstrap subsamples; mediation was assessed through the specific indirect effect and classified following Zhao et al. (2010), and moderation through a two-stage interaction term (Becker et al., 2018), with the semester entered as a control variable. Reporting followed current PLS-SEM guidance (Becker et al., 2023).

Qualitative data were transcribed in the original languages, translated where quoted, and analyzed with reflexive thematic analysis (Braun & Clarke, 2022) in NVivo 12 Pro. Initial codes were informed by the functions of translanguaging reported in previous studies (concept explanation, engagement, context reorientation, relationship maintenance) but remained open to new patterns, including students' use of local knowledge. Trustworthiness was supported by triangulation across interviews, focus groups, observations and role-plays, member checking with 15 participants and peer debriefing. The two strands were integrated in a joint display that sets each statistical result beside the qualitative evidence (Fetters, 2020).

RESULT AND DISCUSSION

Profile of Respondents and Descriptive Results

A total of 80 Diploma IV hospitality management students participated in this study, representing a 100% response rate from the targeted population. The sample consisted of 40 students (50%) from the fourth semester and 40 students (50%) from the sixth semester. The descriptive analysis of the translanguaging dimensions showed that students frequently engaged in code-switching and English-Balinese integration. The Linguistic Repertoire Inventory indicated that Balinese is predominantly used at home, Indonesian in classroom discussions, and English during simulated service encounters with guests, though boundaries between these languages remain highly permeable in practice.

Table 2. Profile of Tespondents (n = 80)

Characteristic	Category	f	%
Gender	Female / Male	48 / 32	60.0 / 40.0
Semester	4 / 6	40 / 40	50.0 / 50.0
First language	Balinese / Indonesian / Other	64 / 12 / 4	80.0 / 15.0 / 5.0
Internship completed	Yes / No	40 / 40	50.0 / 50.0

Measurement Model

The measurement model was evaluated in two stages. In stage one, items LES7 and TTS6 were removed to improve construct validity, while the remaining indicators exhibited acceptable loadings. In stage two, all

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constructs cleared the established thresholds for reliability and convergent validity. The outer loading range for Translanguaging Practices (TP) was 0.836–0.859, Learning Effectiveness (LE) was 0.696–0.816, Intercultural Communication Competence (ICC) was 0.687–0.881, and Teacher Support (TS) was 0.736–0.868. The composite reliability (rho_c) for all constructs ranged from 0.887 to 0.931, indicating strong internal consistency without exceeding the redundancy threshold. Discriminant validity was established as all Heterotrait-Monotrait (HTMT) ratios were well below the 0.85 threshold, with the highest value being 0.591 between TP and LE. Finally, full collinearity VIFs for all constructs ranged from 1.102 to 1.574, which are strictly below 3.3, indicating no evidence of common method bias.

Table 3. Reliability and Convergent Validity

Construct	Loading range	α	rho_a	rho_c	AVE
Translanguaging practices (TP)	0.836–0.859	0.810	0.812	0.887	0.724
Learning effectiveness (LE)	0.696–0.816	0.917	0.922	0.931	0.602
Intercultural communication competence (ICC)	0.687–0.881	0.832	0.861	0.889	0.668
Teacher support (TS)	0.736–0.868	0.888	0.933	0.917	

Table 4. Discriminant Validity (HTMT)

	TP	LE	ICC
LE	0.591		
ICC	0.590	0.488	
TS	0.086	0.300	0.220

Structural Model and Hypothesis Testing

The structural model explained 26.9% of the variance in learning effectiveness ($R^2 = 0.269$) and 35.0% of the variance in intercultural communication competence ($R^2 = 0.350$).

As detailed in Table 5 and Figure 2, TP significantly predicted both ICC ($\beta = 0.292$, $p = 0.012$, $f^2 = 0.087$) and LE ($\beta = 0.519$, $p < 0.001$, $f^2 = 0.368$), supporting H1 and H2. Conversely, H3 was not supported as the direct effect of LE on ICC was not statistically significant ($\beta = 0.211$, $p = 0.053$, $f^2 = 0.046$). Consequently, the indirect effect for H4 was not significant ($\beta = 0.110$, $p = 0.066$), which classifies this as a direct-only (non-mediation) model rather than partial or full mediation.

For the moderation hypothesis (H5), the interaction term (TP × TS) was not statistically significant ($\beta = 0.153$, $p = 0.082$, $f^2 = 0.034$), so H5 was not supported. Because the interaction was not significant, simple slopes are reported descriptively only: the conditional effect of TP on ICC was 0.122 ($p = 0.478$) at low teacher support (−1 SD) and 0.463 ($p < 0.001$) at high teacher support (+1 SD). This pattern is in the direction proposed by H5 but does not confirm it.

Table 5. Results of Hypothesis Testing

H	Path	β	t	95% CI	Decision
H1	TP → ICC	0.292	2.52	[0.051, 0.511]	Supported
H2	TP → LE	0.519	8.06	[0.398, 0.648]	Supported
H3	LE → ICC	0.211	1.94	[-0.015, 0.415]	Not supported
H4	TP → LE → ICC	0.110	1.84	[-0.008, 0.225]	Not supported
H5	TP × TS → ICC	0.153	1.74	[-0.038, 0.307]	Not supported
Control	Semester → ICC	0.169	1.80	[-0.010, 0.358]	Not significant

Qualitative Findings

The reflexive thematic analysis of the qualitative data (interviews, focus groups, observations, and role-plays) revealed three main themes regarding how hospitality students and teachers navigate their multilingual repertoires.

Theme 1: Translanguaging for Pragmatic and Cultural Comparison

The data showed that translanguaging serves as a tool for pragmatic and cultural comparison, rather than only as a mechanism for basic comprehension. Students actively mapped English language functions onto local

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sociocultural frameworks to make sense of service encounters. During observations, student S05 compared the English polite request form "Would you mind…" with the Balinese system of speech levels (*sor singgih basa*). The role-play data also showed how local knowledge, explored here as an open theme, was used to explain service values: S11 explained the cultural significance of the *canang* (daily offering) to a simulated guest through the lens of *Tri Hita Karana*. This theme helps interpret H1: the direct TP–ICC path appears to work through comparison of politeness and cultural meanings, which belongs to the interpreting and relating skills of ICC, rather than through general comprehension.

Theme 2: The Gap Between Concept Comprehension and Service Performance

While translanguaging improves the understanding of hospitality concepts, the qualitative data show that this understanding does not always transfer to guest encounters. Participants noted that complex concepts were often clarified in Indonesian first (e.g., S03). Using this knowledge in English during an encounter remained difficult, as S02 put it: "in class I understand, in the lobby I forget everything". The behavioral check pointed the same way: S06 rated themselves as competent in the self-report but could not apologize appropriately to the simulated guest. This theme helps interpret why H2 was supported while H3 and H4 were not: translanguaging improved perceived learning, but learning experienced as comprehension did not translate into the performance-oriented competence that ICC requires.

Theme 3: Teacher Stance Dictates Translanguaging Visibility

The pedagogical environment established by the instructor strongly influenced whether students used translanguaging openly or covertly. When a lecturer legitimized language mixing, students such as S14 felt supported in using their full linguistic repertoire. In classrooms managed by an "English-only" lecturer, students such as S09 reported that they would simply "stay silent". When translanguaging spaces were closed, students did not abandon their other languages; instead, they engaged in "hidden translanguaging" (S07) away from the teacher's observation. This theme offers a possible explanation for the pattern of simple slopes under H5, although the interaction itself was not significant.

Table 6. Joint Display of Quantitative and Qualitative Results

Quantitative result	Qualitative evidence	Meta-inference	Fit
H1 supported (β = 0.292, p = 0.012)	S11 explained the canang to a guest through Tri Hita Karana; S05 compared sor singgih basa with 'Would you mind…'	Translanguaging works as a tool for pragmatic and cultural comparison, not only for comprehension	Expands
H2 supported; H4 not supported (indirect = 0.110, CI includes 0)	S03: concept clarified in Indonesian first; S02: 'in class I understand, in the lobby I forget everything'	Translanguaging improves understanding, but understanding does not always transfer to guest encounters	Partly diverges
H5 not supported (p = 0.082); slope significant only at high TS	S14: lecturer legitimizes mixing; S09: English-only lecturer, students stay silent; S07: hidden translanguaging	Teacher stance shapes whether translanguaging becomes visible and productive; n = 80 may be too small to detect the interaction	Expands

Discussion

Translanguaging and ICC (H1). The findings show a significant positive relationship between translanguaging practices and intercultural communication competence (β = 0.292, p = 0.012), supporting H1. This association extends the work of Wang and Shen (2023) and Yeh et al. (2024) from general higher education and telecollaboration to vocational hospitality English, and supports the argument that ICC develops when learners can compare meanings across their whole repertoire rather than suppress part of it (Li Wei & García, 2022). Moving between English, Indonesian and Balinese gives students repeated occasions to notice how requests, apologies and refusals carry different degrees of directness, which is the kind of interpreting and relating skill that Byram (2021) places at the centre of ICC. The qualitative evidence expands this by showing that students use their other languages for pragmatic and cultural comparison, such as relating English indirect requests to the Balinese *sor singgih basa*. Because the effect size is modest (f^2 = 0.087), the result should also be read alongside Koç (2021), who showed that self-reported intercultural competence may be inflated. Our role-

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play data are consistent with this: some students who reported high ICC could not apologize appropriately in simulated guest encounters.

The mediating role of learning effectiveness (H2–H4). Mediation was not supported. The indirect effect of translanguaging practices on ICC through learning effectiveness (H4) was not significant (β = 0.110, p = 0.066, 95% CI [-0.008, 0.225]); following Zhao et al. (2010), this is a direct-only (non-mediation) pattern. Translanguaging improved students' perceived understanding of hospitality concepts (H2 supported; β = 0.519), but this did not significantly carry over to intercultural competence (H3 not supported; p = 0.053). The qualitative data help explain this divergence: complex service concepts were often clarified in Indonesian first (e.g., S03), consistent with the concept-explanation function identified by Wang and Shen (2023), yet understanding a concept did not guarantee performance in guest encounters, as S02's remark "in class I understand, in the lobby I forget everything" illustrates. One possible explanation, to be tested in future research, is that translanguaging shapes ICC partly through affect and identity, as the interns in Prawira et al. (2025) and the tourism actors in Sinaga and Marbun (2025) used language choice to position themselves as open and globally competent professionals.

Teacher support (H5). The moderating effect of teacher support was not supported (β = 0.153, p = 0.082, 95% CI [-0.038, 0.307]). The descriptive simple slopes were in the expected direction, with a non-significant effect of translanguaging practices on ICC at low teacher support and a significant effect at high teacher support, but they cannot be interpreted as evidence of moderation when the interaction itself is not significant. Wang and Shen (2023) found that students accepted teacher translanguaging but worried about using it themselves in an English-only environment, and employees in multilingual workplaces translanguage regardless of formal policy (Sun et al., 2021). The qualitative data from this study point in a similar direction: when lecturers enforced English-only rules, students reported staying silent (S09) or engaging in "hidden translanguaging" (S07), whereas open legitimization (S14) made translanguaging visible and productive. A moderating role of teacher support therefore cannot be ruled out, and the non-significant result may partly reflect limited power, since the sample (n = 80) was below the 85 cases required for the interaction test. H5 nevertheless remains unsupported, and the qualitative evidence is best read as an explanation of how teacher stance shapes the visibility of translanguaging, which is the core concern of pedagogical translanguaging (Cenoz & Gorter, 2021).

Pedagogical implications. Four practices follow from these findings. Teachers can plan translanguaging moments, such as pre-task discussion in Indonesian or Balinese before an English role-play, rather than banning or merely tolerating other languages. They can build glossaries in which students explain hospitality terms across their languages and link them to local practices. They can include guest-encounter role-plays with debriefs on cultural differences, as hospitality students prefer authentic tasks (Tran & Vo, 2023). Finally, assessment should value the ability to adapt and repair communication, not only accuracy in English, which aligns hospitality English with the intercultural demands of the industry (Badu-Baiden et al., 2025; Liu et al., 2022).

Limitations. The design is cross-sectional and drawn from one institution in Bali, so causal claims and generalization to other language ecologies are limited. ICC was measured mainly through self-report, although the role-play provides a partial behavioral check. The census sample (n = 80) gave limited power for the interaction test, and the semester comparison describes differences between cohorts rather than development over time.

CONCLUSION

This study found that vocational hospitality students in Bali actively use translanguaging and that their translanguaging practices have a direct positive effect on intercultural communication competence. Translanguaging also improves perceived learning effectiveness, but this does not mediate the effect on ICC, and teacher support did not significantly moderate it. The qualitative findings explain these results: students use Indonesian, Balinese and local knowledge to compare pragmatic and cultural meanings, comprehension gained through translanguaging does not always transfer to guest encounters, and teachers' stances determine whether translanguaging is visible or hidden. Hospitality English teachers are therefore advised to plan translanguaging tasks, link them to role-plays with intercultural debriefs, and assess adaptation and repair. Future research should follow cohorts into internships, compare institutions in other language ecologies and test planned translanguaging interventions.

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