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The Use of Javanese in EFL Classes: A Translanguaging Study in a Private University in Indonesia

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Abstract

Realizing the potential of employing translanguaging in improving English as a Foreign Language (EFL) learning, scholars have done more studies on translanguaging in different EFL contexts in Indonesia. Most of the studies reported that regional languages are used in translanguaging, yet no particular research has been done on the use of regional languages. The current study aims to reveal teachers' views on using the most spoken regional language in Indonesia, Javanese, in teaching English and to describe how the teachers use Javanese in their classes. Therefore, four English teachers from a private university in Central Java, Indonesia, were interviewed, and their classes were observed. The study found that all of the teachers have a positive attitude toward using Javanese, and they expressed three reasons for using the regional language: getting students' attention, building rapport with students, and expressing specific meaning. The study also found that the teachers' use of Javanese was limited to only serving interpersonal functions, marking relationships, social closeness, identity, and cultural values, not ideational or textual functions, which are more related to the delivery of the lessons. This finding suggests that Javanese as a source of language learning has not been used to its maximum potential.

Introduction

The monolingual policy allowing only English as the medium of instruction in the classes has been considered the ideal practice in Indonesian EFL for decades. The implementation of the policy is, however, often not as expected. Teachers often struggle with whether to use English only, leading to less interactive classes, or they need to use the mother tongue to keep the learning process dynamic (Manara, 2007). The mismatch between the policy and its implementation seems to have resulted in the ineffective English language education in Indonesia, as many students who have learned English for years still have problems with communication (Farhani et al., 2020; Lie, 2007; Renandya et al., 2018).

In recent years, studies have shown that translanguaging practice in multilingual contexts brings benefits to language learning in increasing students' motivation, reducing anxiety, fostering students' linguistic and cognitive development, improving students' communicative competence, and facilitating students' engagement in the classroom activities.

(Capstick, 2019; Child, 2016; Tai & Wei, 2023; Zhang, 2022), Indonesian scholars have begun to see translanguaging as a better option for classroom practice than the monolingual policy. They started to accept that the monolingual policy may not be appropriate for Indonesian EFL as Indonesia has always been a multilingual society. Indonesia has over 700 spoken languages (Martí et al., 2005). Inevitably, multilingual practices like translanguaging often occur spontaneously in Indonesian EFL classes.

Hence, as the demand for English in Indonesia is increasing, and more scholars realize the potential of applying translanguaging as a pedagogical practice (Halim et al., 2023; Setyarini & Jocuns, 2024; Yolandana et al., 2024), there has been more research done on translanguaging in different EFL contexts. The studies mainly discuss two major themes, i.e., attitudes toward translanguaging (Khairunnisa & Lukmana, 2020; Rahmadani, 2023; Raja et al., 2022) and the benefits of translanguaging (Emilia & Hamied, 2022; Riswanto, 2022; Titania & Ashadi, 2024). Meanwhile, to develop translanguaging as a pedagogical practice, it is necessary to see the interplay among the languages used in spontaneous translanguaging in EFL classes.

A literature study done by Putrawan (2022) gathers information about 13 translanguaging studies done in Indonesian settings. The study reports that in most cases, teachers used a combination of English, Indonesian, and a local/regional language in teaching English. However, there is no information on how teachers use the local/regional languages. The current study attempts to fill the gap by describing how teachers utilize Javanese, Indonesian most-spoken regional language with more than 75 million speakers (Gordon & Grimes, 2005), in EFL classes at a private university in Central Java, Indonesia.

The study has three questions to answer :

1. What are the teachers' views on using Javanese in teaching EFL?
2. What are the teachers' reasons for using Javanese in teaching EFL?
3. How do the teachers utilize Javanese in EFL classes?

The study contributes to the growing body of research in translanguaging in EFL, especially in the Indonesian context. It does not only add another study on teachers' attitudes toward translanguaging, but it also adds something new since it showcases how Javanese is used when teachers translanguaging in EFL classes. It can be useful for teachers or educational institutions that aim to study how a regional language can be used in classroom translanguaging practice.

Literature Review

Translanguaging Definition

Since it was introduced by Cen William in 1994 (Lewis et al., 2012), the concept of translanguaging has changed in the face of language education worldwide. As García and Sylvan (2011) discussed, translanguaging can be considered a method of opposing Western ideas of monolingualism, which has dominated language education for decades. Baker (2011) defines translanguaging as using two languages to negotiate meaning and build comprehension. Lewis et al. (2012) view translanguaging as using one language to support the other language to

enhance understanding and promote activities using both languages. Both definitions focus on the use of different languages in developing knowledge.

Meanwhile, García (2008) defines translanguaging as bilinguals' effort to communicate in the best way possible using various aspects of their linguistic repertoires. García's definition seems to emphasize communication and the elements of the languages involved in the communication process. The definition is in line with the definition given by Canagarajah (2011), which is that multilinguals can easily use different languages from their linguistic property as a unified system. Translanguaging in the current study follows the definitions of García (2008) and Canagarajah (2011).

Spontaneous and Pedagogical Translanguaging

Cenoz (2017) differentiates spontaneous translanguaging from pedagogical translanguaging. Spontaneous translanguaging refers to discourse practices initiated by multilingual speakers. It usually occurs naturally in multilinguals language interactions. It may have certain pedagogical value but is not planned for pedagogical purposes. Translanguaging practices found in Indonesian EFL are commonly spontaneous ones. Many scholars study these spontaneous translanguagings to develop pedagogical translanguaging.

According to Cenoz and Gorter (2020), Pedagogical translanguaging refers to the theory and practice of employing translanguaging in language teaching. It consists of teacher-planned strategies using students' linguistic repertoires as learning sources. The purpose of pedagogical translanguaging is to maximize the benefits of the language learning process.

Weak and Strong Forms of Translanguaging

García and Lin (2016) perceive translanguaging as having two different forms in language learning contexts. They are weak and strong forms of translanguaging. In its weak form, translanguaging means softening boundaries between languages used in bilingual education, and the first language (L1) is involved in the learning process. In this form, learning instructions can be given in either L1 or the second language (L2), and switching between languages is often done.

A strong form of translanguaging develops when bilinguals can formally build their linguistic repertoires and use its elements for learning (Otheguy et al., 2015). In the current study, translanguaging can be classified as weak because the flexibility in using different languages when giving instructions can be seen. In fact, applying a strong form of translanguaging in Indonesian EFL is difficult due to its multilingual contexts and the challenge of setting the standard for the linguistics repertoire to be used.

Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory

Concerning the concept of weak and strong translanguaging, Cummins (2022) classifies theories of translanguaging pedagogy into two. They are unitary translanguaging theory (UTT) and crosslinguistic translanguaging theory (CTT). UTT is somehow similar to the concept of the strong form of translanguaging. It is based on García and Lin (2017) idea that "bilinguals do not speak languages". UTT views bilinguals' linguistic system as a unified

entity, with no boundary among languages in their linguistic repertoires. It also views that languages are only real in a social sense, not in a linguistic sense. Cummins (2022) perceives that linguistic repertoire cannot be used without naming languages. He, therefore, views UTT as not rational. He further argues that pedagogical translanguaging practices that take place in language classes are more in line with CTT. CTT is like the weak form of translanguaging in which bilinguals use various languages and different linguistic aspects, switching between languages and teaching how to shuttle between languages, which are the most important parts of translanguaging pedagogy.

Indonesian EFL

Although English has been learned in Indonesia for decades, teachers are still faced with challenges in teaching. Given its status as a foreign language in Indonesia has not changed since 1955 (Lauder, 2008), English is used only in limited contexts like business and tourism, making it difficult for Indonesian EFL students to find opportunities to practice and learn English from their daily communications (Sulistiyo, 2016). They can only count on classroom interactions with their teachers and friends in learning.

In attempting to help students to maximize English exposure, many educational institutions in Indonesia have implemented a monolingual policy. They allow only English as the medium of instruction in EFL classrooms based on the assumption that the best way of learning a second language is by using the target language only (Ellis, 2008; Krashen, 1982; Nation, 2003). The practice has been regarded as the ideal preference for Indonesian EFL for decades (Azir, 2019). However, in the real teaching practice, many teachers are often torn between two choices, using English only but the students will be passive, or using the first language together with English to make the students active (Manara, 2007). The mismatch between the language policy and its implementation has caused ineffectiveness that leads to unsuccessful EFL learning.

The emergence of translanguaging has brought some changes to Indonesian EFL. Since some studies have shown the benefits of translanguaging practice in multilingual contexts (Capstick, 2019; Child, 2016; Tai & Wei, 2023; Zhang, 2022), scholars have begun to see that translanguaging can potentially solve the issue in Indonesia EFL. They have done studies on translanguaging and looking at the possibility of implementing translanguaging in Indonesian EFL. (Halim et al., 2023; Setyarini & Jocuns, 2024; Yolandana et al., 2024)

Previous Translanguaging Studies in Indonesian EFL

As translanguaging has gained more attention in recent years, more studies have been done in Indonesian EFL. Most studies emphasize the views on translanguaging practices and the advantages of employing translanguaging. Some of the studies in the first category include the study done by Khairunnisa and Lukmana (2020), Raja et al. (2022), and Rahmadani (2023). Khairunnisa and Lukmana (2020) conducted a study with 50 Indonesian English teachers. The study revealed that the teachers have positive views on translanguaging practices as they can facilitate students' learning. Meanwhile, Raja et al. (2022) and Rahmadani (2023) studied with students as participants. Raja et al.'s (2022) study involved 40 high school students. The study

found that students have positive attitudes toward teachers' translanguaging practices. Rahmadani's study (2023) involved 50 university students, and her study showed that students have positive views on how they can use translanguage in doing their tasks.

Studies that highlight the benefits of translanguaging include the study by Emilia and Hamied (2022), Riswanto (2022), and Titania and Ashadi (2024). Emilia and Hamied (2022) observed teachers and students in a university and revealed that translanguaging practices provide EFL students with cognitive, social, and psychological benefits. Meanwhile, Riswanto (2022) and Titania and Ashadi (2024) studied translanguaging practice in high schools. Their studies revealed that translanguaging fosters students' learning development and increases students' engagement in the classroom.

The current study falls into the first category because it includes teachers' perspectives on translanguaging. However, it differs from previous studies because it aims to describe how a regional language, Javanese, is utilized in translanguaging in EFL classes. The study was done because in previous studies on translanguaging, especially in Indonesian contexts, the use of regional languages mostly occurred.

Research Methodology

The current study is qualitative research as it explores and tries to understand what happens to humans in their social environment (Creswell, 2012). It uses an ethnographic approach that includes describing, explaining, and interpreting collected data to portray Indonesian teachers' and learners' activities in their natural environment (Hammersley & Atkinson, 2020). Specifically, the study concerned teachers' translanguaging practices using Javanese in their teaching. The study was conducted in a private university in Central Java. Most teachers employed by the university are native speakers of Javanese who use Javanese in their daily activities, thus having the potential to be the participants of the study.

Participants in the Study

There are 4 university English teachers participated in the study. They were chosen from 20 English teachers in the English Language Teaching Program using convenience sampling, the selection is based on the ease of access (Golzar et al., 2022). Here, the participants are the teachers who were available and willing to participate when offered to be involved in the study. The participants are senior teachers, three males and one female. These teachers have at least 20 years of teaching experience and can speak three languages: Javanese, Indonesian, and English.

Data Collection

The data for the study were collected in two ways. First, each participant was interviewed individually using a semi-structured interview once. The interviews were done in English, using a list of questions prepared by the interviewer. The interviewer sometimes asked follow-up questions on specific themes if necessary (Loewen & Plonsky, 2016). The individual interviews lasted for about 30 minutes. They were recorded and transcribed. Second, the four

participants' classes were observed. The observations were made when they taught the same subject, English for Academic Purposes (EAP) because EAP is one of the courses that require teachers to use more languages with students. Each class was observed 12 times during a semester. The data related to using Javanese in teachers' translanguaging are noted using an observation protocol.

Data Analysis

Since there are two types of data, each type is analyzed separately. The data collected through interviews were analyzed thematically to find the answers to the first and second questions in the study. It is done by carefully reading and searching for repeated patterns (Braun & Clarke, 2012). Meanwhile, the data obtained from the class observations were examined using mediated discourse analysis (MDA) to find the answer to the third question of the study. MDA is an approach to discourse developed by Ron and Suzanne Scollon in the late 1900's (Scollon & Scollon, 2004). According to Jones (2014), the root of MDA is from Vygotsky's social psychology. The analysis units in MDA include social actors, mediated actions, and mediational means. A social actor is the doer of the mediated actions. Mediated action is what the social actor does using mediational means. Mediational means are semiotic tools ranging from language, gestures, objects in the material world, and literacy events that a social actor employs to perform a mediated action. In the current study, the analysis investigates teachers' actions, focusing on translanguaging using Javanese as a mediational means.

Results and Discussion

Teachers' Views on Using Javanese in Teaching EFL

The interviews revealed that all teachers have similar perspectives about using Javanese in teaching English. The teachers think it is alright to use Javanese in teaching English for two reasons. The first reason is that the use of Javanese reflects the speakers' identity, as shown in excerpts 1 to 3. This finding aligns with Almashour's (2023) study, in which he reveals that translanguaging can be used to express identity.

Excerpt 1.

"For me... it's alright... we cannot avoid using our mother tongue, Javanese is our day to day language..." (Teacher A)

Excerpt 2.

"In my opinion, it's okay... I sometimes use Javanese, I think other teachers that speak Javanese also sometimes use Javanese in teaching, because some Javanese words are unique and we can't find similar words in English or Indonesian." (Teacher C)

Excerpt 3.

"Hmm I think that's alright... languages that we speak are parts of our identity.... Umm occasional use of Javanese is alright. It can make student relate their home language and English." (Teacher D)

The second reason is that two teachers view Javanese as beneficial for classroom interaction, as expressed in excerpts 4 and 5. Teachers A and B view that using Javanese can create a comfortable learning space for students. Although there has not been any specific study on the use of Javanese in English teaching, a study on translanguaging that includes Javanese by Rasman (2018) also noted that the practice is beneficial for students' learning, especially in increasing students' multilingual competency.

Excerpt 4.

“...and I think using Javanese in our classes can make students feel safe as they realise that their teachers also speak their language.” (Teacher A)

Excerpt 5.

“I think that’s fine... I sometimes Javanese to joke with students and that makes the class fun.” (Teacher B)

Teachers' Reasons for Using Javanese when Teaching EFL

In the interviews, the participants expressed three reasons why they use Javanese in EFL classes. The first reason is that teachers can get students' attention when using Javanese, which they cannot get when they use English. The second reason is that teachers feel they must make the students feel close to the teachers so that students are not afraid to communicate with them. Since most students are from Java, the teachers used Javanese expressions to create a sense of closeness. The third reason is that using Javanese is sometimes more effective if teachers cannot find words that can express equal meanings in English or Indonesian. Table 1 displays the distribution of these reasons.

Table 1

Teachers' Reasons for Using Javanese

	To get students' attention	To build rapport with students	To express words that have no equivalent in English or Indonesian	No reason
Teacher A	v	v		
Teacher B	v	v		
Teacher C		v	v	
Teacher D				v

As can be seen from Table 1, the most mentioned reason is that teachers use Javanese to build rapport with students. Three teachers revealed that they want to feel close to the students, as can be seen in excerpts 6 to 8.

Excerpt 6.

“Well... I use ^{JAV}*Mbak* (address for a girl) and ^{JAV}*Mas* (address for a boy) to make the students feel close. I call them like that because they are like... they are my children. I want them to feel it is alright to talk to me about the lesson because I am just like their father.” (Teacher A)

Excerpt 7.

“Sometimes if I express something in Javanese, I feel like the students listen more attentively, and they become closer. Take for example I sometimes say ^{JAV}***aja ndableg*** (do not persistently behave in a way that make people annoyed; ignoring other peoples’ feelings and advice) to give advice to student, and that makes me feel I talk to my own children.” (Teacher C)

Excerpt 8.

“....the sense of humour can also make student feel close to the teacher. Expression like ^{JAV}***mudeng apa mubeng*** (understand or confuse) is also interesting to use because it’s like rhyming. If I express using English or Indonesian words, they are not rhyming, there’s no sense of fun.” (Teacher B)

Teachers A and C used Javanese to make the students feel like family, while Teacher B tried to make the class fun. Although the senses of closeness are not the same, the three teachers created a friendly learning experience through translanguaging using Javanese. They created a translanguaging space (Wei, 2011), a social setting constructed by creatively using the languages that they have in communication with their students.

Two teachers mentioned the second reason. They argued that they use Javanese to get students' attention. This is probably related to students' foreign language classroom anxiety, a complicated attitude caused by the uniqueness of the language learning process (Horwitz et al., 1986). The teachers’ use of English makes students anxious, but when the teacher switched the language to Javanese, students became more attentive and responsive, as can be seen from excerpts 9 and 10.

Excerpt 9.

“I don't know if they feel that they need to pay more attention when asked in Javanese or Indonesian than in English. I often observe that in English, they don't seem to be responsive. But in Javanese, they always respond.” (Teacher A)

Excerpt 10.

“Yeah the same reason students usually give answers to me immediately because it is in Javanese and it is funny” (Teacher B)

In their statements, teachers A and B expressed that the involvement of Javanese terms can be the ice breaker because it stimulates students' responses. It strengthens the claim that translanguaging reduces anxiety (Capstick, 2019; Dryden et al., 2021) and increases learning engagement (Nie et al., 2022; Tai & Wei, 2023).

The third reason is revealed by Teacher C in except 11. She used Javanese terms to express cultural meanings that other languages cannot easily represent. This is in line with the concept of pedagogical translanguaging (Cenoz & Gorter, 2020), in which students’ L1 is used as a source in language learning.

Excerpt 11.

“Sometimes, I will say things in Javanese because.... sometimes there are words which we cannot find the words that match. Like the word ^{JAV}***Nggrambyang*** (taking about various things, no certain di rection, no certain propose). It's difficult to find similar word in English, even in Bahasa Indonesia...”

Meanwhile, teacher D used Javanese in teaching, but he argued that he had no specific reason for it since the Javanese expressions occur without him having previously thought about it, as seen in excerpt 7.

Excerpt 12.

“I was not aware that I often use Javanese expressions. I think that happens naturally as the influence of my Javanese. I cannot really answer why I'm using those words.”

Teacher D's statement about his language practices in his interaction with students clearly describes translanguaging. He mentioned that he *was unaware* of using Javanese, which indicates that he, as a multilingual speaker, automatically accesses different features from his whole linguistic repertoire, in accordance with the definition of translanguaging given by García (2008).

The use of Javanese in EFL Classes

Although using Javanese in translanguaging can help teachers create a comfortable learning space and engage students in learning, in the study, the teachers only used Javanese occasionally, not as much as English and Indonesian. The study by Rasman (2018) and Rasman and Margana (2022) reveal similar findings. The limited use of Javanese is perhaps caused by the diglossia (Holmes & Wilson, 2022) situation in most regions of Java. People usually use both Indonesian and Javanese in communication to serve different functions; Indonesian, as the national language, is used formally in academic contexts, while Javanese is more informal and used in day-to-day interaction.

In the study, Javanese use has always been a part of translanguaging. The form of translanguaging can be inter-sentential, intra-sentential, or tag translanguaging, as also found in Liando et al.'s (2023) study. Each teacher used Javanese differently, but Javanese usually occurs together with Indonesian, which shows that each language reflects different social aspects that the teachers want to present in the classes. Since every teacher uses Javanese differently, the teachers' use of Javanese will be discussed separately in this section. The discussion will start with teacher A, followed by teachers B, C, and D, using some excerpts from the class observations. The Javanese use in the excerpts are written in bold and italics.

Teacher A

As shown in the previous section, Teacher A's intentions in using Javanese were to get students' attention and to make students feel closer to the teacher. The following excerpts, 8 and 9, describe how he usually used Javanese in his classroom. In excerpt 8, Teacher A asked his students to write a thesis statement after explaining argumentative writing and thesis statement. He did translanguaging using English, Indonesian, and Javanese. First, he talked in English, then switched to Indonesian and again to Javanese. His move from Indonesian to Javanese is an *intra-sentential translanguaging* within a sentence (Sari, 2021).

Excerpts 11.

“Now you need to work on your thesis statement, ^{INA}*sudah tau thesis statement kan ya? Apa itu*, (you know what thesis statement right? (What is it) ^{JAV}**Mas** (address for a boy))?”

As a social actor, Teacher A used translanguaging his voice and hand gestures to perform several mediational actions. First, he told his students to write their thesis statements,

then he checked their understanding of the thesis statements and addressed them. In this case, he used the Javanese address for a boy as a mediated tool to point to a student and ask the student to answer his question about the thesis statement.

In excerpt 12, Teacher A discusses students' proposed topics for an argumentative essay. Like in the previous excerpts, he also used English, Indonesian, and Javanese in translanguaging. Javanese is used as a tag question at the end of the sentence. It is an example of *tag translanguaging* (Sari, 2021).

Excerpts 12

"....and if you say Social Media used in English Teaching. ^{INA} *Media Sosial itu kan banyak ya, perlu lebih spesifik lagi*, (there are many kinds of social media, right, you need to be more specific) ^{JAV} *mudeng ya* (understood, right)?

In this case, the social actor, teacher A, used translanguaging and his voice as the mediational means to do two actions. First, he explained to his students that they must be more specific when writing a topic. Second, he checked his students' understanding of what he had explained.

Teacher B

Like Teacher A, Teacher B also used Javanese with his students to check their understanding, but Teacher B did not ask tag questions. He often asked interrogative questions in a humorous way, as can be seen in excerpt 13.

Excerpt 13

I will give you an example: "Communicative Language Teaching Method is not suitable for Indonesian students". ^{INA} *Itu claimnya ya, nanti di dalam tulisannya harus diberi* (That is the claim, okay, later in your writing you need to provide) *evidences*. Is there any question? ^{INA} *Nggak ada ni?* (No question?) ^{JAV} *Dong pa ra* (do you understand or not)?

In excerpt 13, Teacher B explained what he meant by a claim in a thesis statement; after giving an example, he asked his students whether or not they wanted to ask a question. As there was no response from the students, he used *inter-sentential translanguaging* (Sari, 2021), moving from an English question to an Indonesian question. Finally, he asked using a Javanese question to check whether or not his students understood his elaboration. He used Javanese as his final attempt to get a response from his students. He used the Javanese word *dong*, the less formal form of *mudeng*, to break the ice and create a sense of humor.

In excerpt 14, Teacher B used his voice, hand gestures, and intra-sentential translanguaging to do three mediated actions. First, he informed his students that they could use their handwriting to do their writing task; second, he told his students to make sure that their handwriting was readable; third, he also told them why they should do that humorously. He used the Javanese expression to describe his eyes so that his students remembered what he said.

Excerpt 14

If you don't bring a laptop, you can write on a piece of paper, ^{INA} *tapi tulisannya jangan kecil - kecil* (but please don't write in small size), ^{JAV} *mata tua iki* (these eyes are old, you know).

Teacher C

In addition to using Javanese to check students' understanding and create a friendly learning environment, teacher C also used Javanese in advising students, like in Except 15, and in conversation in general, like in Except 16. In excerpt 15, Teacher C gave feedback on students' writing, the introduction part of an argumentative essay. At first, she used an English sentence, then continued with an Indonesian sentence and a Javanese sentence. Here, she did *inter-sentential translanguaging*, moving from an Indonesian sentence to a Javanese sentence (Sari, 2021).

Excerpt 15.

"I have checked the introduction parts submitted to me. Some of you have written in a good way, some others I don't understand what you are writing. You know you have to refer to the thesis statement when writing an argumentative essay. ^{INA} *Coba kalau nulis difokuskan ke inti masalahnya* (try to focus to the main problem when writing). ^{JAV} *Aja nggrambyang ya* (do not talk about many things without purpose, without any points, okay)" (Teacher C)

Teacher C used her voice and translanguaging as a mediational means to perform two actions. First, she gave feedback to her students, and second, she gave them advice on how to write. The Javanese sentence served as a medium for this advice.

In excerpt 16, Teacher C instructed her students to write a summary of the chapter the class would discuss in thirty minutes. One of the students asked whether they were only given thirty minutes to do the task; the student used Indonesian and addressed Teacher C in English. In response to the student's question, Teacher C asked another question in Indonesian, but then she used Javanese and English in one sentence. It is an *intra-sentential translanguaging* using Javanese and English.

Excerpt 16.

Teacher C : "I'll give you thirty minutes to write the summary."
 Student X : "^{INA} *Cuma tiga puluh menit* (only thirty minutes), Mam?"
 Teacher C : "^{INA} *Kurang waktunya* (not enough time)? ^{JAV} *Ya wis* (Alright), you can have forty-five minutes."

As the social actor, teacher C used her voice and translanguaging as the mediational means to do three things: question the students, express her understanding, and provide information so that the students have more time to do the task. The Javanese here was used to confirm that teacher C understood her students' need to complete the task.

Teacher D

Teacher D expressed that he was not aware that he used Javanese, perhaps because he used Javanese words that usually collocate with Indonesian words that are commonly used by those speaking both languages, like ^{JAV} *monggo* ^{INA} *silahkan* and ^{JAV} *sik* ^{INA} *bentar*, as can be seen in except 17 and 18. In Except 17, teacher D discussed one chapter from the students' handbook. He asked one student to say something about the chapter, and the student asked for his permission to use Indonesian when talking about it. He responded to his students by translanguaging using English, Indonesian, and Javanese.

Excerpt 17.

Teacher D : “Now tell me about what you have read. Any volunteer? ^{INA} *Yak kamu* (Yes, you)?”

Student Y : “^{INA} *Pakai Bahasa Indonesia boleh*, (Can I use Indonesian) Sir?”

Teacher D : “Yeah in Indonesian is okay ^{INA} *silahkan* (please) ^{JAV} *monggo* (please).”

As a social actor, Teacher D used his voice and translanguaging to perform two mediated actions: allowing his student to talk using Indonesian and convincing the student that it was alright to do so. The Javanese word *monggo* has the same meaning as the Indonesian word *silahkan*. It was used as a form of repetition to show the student that it was really alright.

In Excerpt 18, Teacher D reminded students about their assignment. As many of his students had packed their things and seemed ready to leave the room, he used Javanese and Indonesian to start his sentences and asked them to pay attention for a while.

Excerpt 18.

“... ^{JAV} *sik* (wait) ^{INA} *bentar* (a moment), before I end the class, I want to remind you that you need to submit your summary before Monday, don't forget that, okay.”

In this case, teacher D used his voice and translanguaging to do two actions: asking for his students' attention and reminding his students. The Javanese expression was used to get students' attention and halt the students from leaving the classroom.

Looking at the translanguaging practices done by teachers A, B, C, and D, Javanese was mainly used to serve *interpersonal functions*. It was used to communicate in a way that the exchange represents relationships, social closeness, identity, and cultural values. It did not serve either an *ideational function* to elaborate or translate academic content concepts or a *textual function* to highlight shifts or to mark out transitions between activities (Mahboob & Lin, 2016).

Conclusions and Recommendations

The study found that all the teacher participants perceived that using Javanese in teaching EFL was positive. The practice reflected the teachers' and students' identity as Javanese and benefited learning. The teachers used Javanese in their teaching to get students' attention, create comfortable learning environments, and express specific words. The study also found that each teacher uses Javanese in different ways that serve the interpersonal function of the language. The findings imply that Javanese needs to be utilized more as a language learning source in classroom interactions, as translanguaging is expected to be a pedagogical practice that supports minoritized language.

The study has some limitations. It was conducted in a private university with a limited number of participants. A study involving more participants across educational institutions in Java, Indonesia, can provide a more thorough description of the role of Javanese in EFL classes.

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