

Translanguaging Pedagogies in an ESP Course: A Case in Indonesia

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Abstract

This study investigates the implementation of translanguaging pedagogy within Indonesian English for Specific Purposes (ESP) classrooms. In Indonesia, where multilingualism is prevalent, there is a growing trend to integrate local languages, such as Indonesian and Javanese, into educational contexts. This approach, which values and purposefully employs students' first languages (L1s), has been increasingly adopted by teachers. The research aims to explore Indonesian ESP teachers' perspectives on translanguaging and its application in their teaching practices. Through a qualitative case study, this paper examines how translanguaging facilitates communication, enhances teacher-student relationships, and aids in the processing of educational material. It also investigates potential resistance to monolingual pedagogies and the constructive use of translanguaging to further educational objectives. Data were gathered via semi-structured interviews with five ESP teachers and through classroom observations. The findings highlight the positive role of translanguaging in education. Teachers reported that translanguaging aids in knowledge construction, boosts vocabulary comprehension, strengthens interactions between teachers and students, and fosters a comfortable and engaging learning environment. These insights underline the importance of developing translanguaging strategies, encouraging teachers to incorporate students' complete linguistic repertoire in their teaching. This approach not only facilitates English language learning but also acknowledges and leverages the linguistic diversity in Indonesian classrooms.

Keywords: ESP, multilingualism, translanguaging, pedagogies

INTRODUCTION

For decades, English language teaching predominantly favored a monolingual approach, emphasizing an English-only strategy. However, recent shifts in language education have acknowledged the value of students' first or native languages (L1s) in learning English as a foreign language (EFL). Contrary to previous beliefs that considered L1s as a hindrance, current perspectives view them as a beneficial resource and a right for learners. As highlighted by [Wei and Ho \(2018\)](#), the objective of learning a new language is to attain bilingualism or multilingualism, not to replace or lose one's existing language(s).

This shift in thinking has rendered the monolingual, English-only approach outdated. Modern pedagogies, like translanguaging, recognize and intentionally incorporate L1s into the learning process, moving away from the notion that L1 use must be eliminated (Canagarajah, 2013; García, 2014).

The term "translanguaging" originally emerged in the context of Welsh bilingual education and was coined in 1994 by Cen William. It refers to a pedagogical strategy where students fluidly switch between languages to achieve specific learning objectives (Conteh, 2018). At the core of translanguaging is the idea encapsulated in the prefix "trans," which suggests moving beyond the limits of individual languages (García & Wei, 2015; Wei, 2011). Bilingual speakers engage in a dynamic, boundary-crossing process of language use, illuminating authentic linguistic practices. Translanguaging, therefore, shifts the focus to the real language behaviors of bilingual and multilingual individuals, allowing us to understand their language use without confining them to rigid linguistic categories.

Besides, teaching English in Indonesian upper secondary schools presents unique challenges due to the infrequent exposure of students to English as a foreign language. This often results in limited English proficiency among learners. However, translanguaging pedagogy offers a promising solution. By leveraging students' first languages (L1s) as a foundational resource, teachers can enhance English learning. Indonesia's remarkable linguistic diversity – it is the world's second most linguistically diverse nation (Zein, 2019, p. 1) – means that both teachers and students commonly speak multiple languages, typically their local language, Indonesian and English. Consequently, it's not unusual to find English teachers in Indonesian EFL classrooms incorporating local languages, such as Indonesian and Javanese, into their teaching methods. This is particularly evident in certain regions, like in a small town in Central Java, where researchers observed teachers employing Indonesian and Javanese in English for Specific Purposes (ESP) classrooms. The decision of these teachers to adopt and implement translanguaging pedagogy, considering their diverse linguistic backgrounds and motivations, presents a compelling area for investigation.

Translanguaging pedagogy in ELT classrooms has garnered significant attention in academic research globally, with extensive studies conducted across various continents. In America, scholars like Dougherty (2021), Burton and Rajendram (2019), and Galante (2020) have explored this area. European research, contributed by Cenoz & Gorter (2020), Cots et al. (2022), Sobkowiak (2022), Iversen (2020), and Kirkgöz et al. (2022), has also been prolific. Similarly, in Asia, researchers including Tai & Wei (2021), Fang & Liu (2020), and Liu et al. (2020) have delved into this topic. These studies primarily examine classroom practices and the perceptions of teachers and students regarding translanguaging. From a practical standpoint, translanguaging is observed to facilitate smoother communication and foster positive relationships among students and between students and teachers, especially when they share the same first language (L1) (Dougherty, 2021). It also aids students in processing educational material more effectively (Kampittayakul, 2018). However, teachers' views on translanguaging are mixed. Some view it as an impediment to language learning (Burton & Rajendram, 2019), while others consider it a valuable resource (Iversen, 2020). Student perceptions mirror this duality, recognizing translanguaging as both a potential obstacle and a beneficial tool in their language-learning journey. However, despite the extensive research in various global

contexts, the specific application and impact of translanguaging in the Indonesian context, particularly in English for Specific Purposes (ESP) classrooms, remain relatively underexplored.

Furthermore, this study investigates the concept of translanguaging, focusing on its potential benefits in synchronizing various linguistic resources within English for Specific Purposes (ESP) sessions in Indonesia. By enabling students to use all available languages flexibly and simultaneously, this approach could significantly enhance their learning experience. The research primarily investigates the prevailing attitudes of Indonesian teachers towards monolingual pedagogy, exploring whether and how they are transitioning away from this traditional approach in favor of translanguaging. A key aspect of this investigation is evaluating the constructive use of translanguaging by teachers to achieve educational goals. The study examines the specific methods employed and the motivations behind these choices. Given the limited exploration of translanguaging in the Indonesian ESP context, this research aims to provide fresh insights and contribute significantly to the field of English education research in Indonesia. It seeks to uncover how translanguaging can be effectively integrated into the classroom and its impact on both teaching and learning processes.

METHOD

The study was conducted in a public vocational secondary school located in Central Java, Indonesia, with the underlying interest being to ascertain the extent to which the significant potential of translanguaging is harnessed in Indonesian ESP (English for Specific Purposes) classrooms. Central to the investigation were two primary objectives: to explore Indonesian ESP teachers' perceptions of translanguaging pedagogies and to evaluate how extensively these teachers apply these pedagogies in their classrooms. To address these objectives, the researchers in this study posed two guiding questions: firstly, what are Indonesian ESP teachers' beliefs about translanguaging pedagogies, and secondly, to what extent do they enact these pedagogies in their teaching environments? Adopting a qualitative case study approach, a method frequently used in social sciences for its effectiveness in elucidating complex social phenomena, the researchers aimed for a deep, contextual understanding of the participants' views and practices. In addition, the participants in this study included five teachers from a public vocational secondary school in Central Java, Indonesia, comprising four female and one male teacher. Their ages ranged from 29 to 52 years, and they brought a diverse range of teaching experiences spanning from 5 to 28 years. Educational backgrounds among these teachers varied as well: two held master's degrees, while the others possessed bachelor's degrees, all in English Education. The selection of these particular teachers was methodically informed by data from preliminary studies, especially focusing on their adept use of translanguaging in their ESP classrooms.

For data collection, two primary methods were employed: semi-structured interviews and classroom observations, corresponding to the study's two research questions (RQ1 and RQ2). The interviews, aimed at addressing RQ1, sought to delve deeper into the teachers' beliefs and practices regarding translanguaging. Lasting between ten to twenty minutes, these interviews were audio-recorded to ensure accurate documentation of the teachers' insights. To address RQ2, classroom observations were utilized, offering a direct view of

the language practices in the teaching environment. This approach was instrumental in providing a 'reality check' against the interviews, validating the observed activities against the responses. Moreover, it facilitated the collection of rich, detailed data about the phenomena in its natural context. Both audio recordings of the observations and comprehensive field notes were utilized to gain an in-depth understanding of the teachers' and students' translanguaging practices, the objectives they aimed to achieve through these practices, and their attitudes toward them.

In analyzing the qualitative data, this study adopted the stages analysis framework as proposed by Yin et al., (2016). Notably, existing literature does not explicitly integrate Yin's five-phase model into thematic analysis. Thematic analysis is defined as "a method for identifying themes and patterns of meaning across a dataset in relation to research" (Braun & Clarke, 2006, p. 79). However, Yin's model, which includes coding and theming, aligns well with key elements of thematic analysis. The research process was structured into five distinct phases. It began with the compilation of field notes and interview data, transcribed using Auris AI. This initial phase was crucial, as it recognized potential limitations in translation accuracy, necessitating manual verification for enhanced reliability. The next phase, disassembly, involved the meticulous coding of these transcripts, pinpointing instances specifically related to participants' discussions about translanguaging. This was followed by the reassembly phase, where the identified codes were organized into broader themes, consistent with the thematic analysis approach outlined by Braun and Clarke (2006). The interpretative phase then followed, where a coherent narrative was constructed, potentially incorporating restructuring elements as suggested by Yin (2016). The final phase was the synthesis of the findings, which closely integrated insights from the previous stages.

FINDING AND DISCUSSION

After conducting detailed classroom observations and semi-structured interviews, the data collected was subjected to a rigorous analysis process tailored to address the study's two main research questions (RQ1 and RQ2).

A. Indonesian ESP teacher beliefs about translanguaging pedagogies

In order to understand the Indonesian ESP teachers' beliefs about trans-language pedagogies, the researchers interviewed five teachers. The results of the data collected show that teachers view the practice of translanguaging positively in ESP classrooms. In their beliefs, translanguaging enables them to (1) help students get the meaning of the words directly, (2) help students understand the material better, (3) strengthen their interaction with the students, and (4) create a playful talk to lighten the mood.

1. Helping students get the meaning of the words directly

From the data collected from semi-structured interviews conducted with the five participants, the first finding is that implementing translanguaging in classrooms allows the teachers to help the students directly comprehend the meaning of the terms. In the context of an English for Specific Purposes (ESP) class, where students frequently encounter unfamiliar and infrequently used terminology (Peters & Fernandez, 2019), the practice of translanguaging allows teachers to impart the meaning directly in Indonesian or Javanese. This approach, highlighted by one of the interviewed teachers, significantly

enhances students' understanding of the terms, offering a targeted and effective pedagogical strategy, as explained by one of the teachers:

"In the Vocational High School material, there are lots of special terminology vocabulary for techniques, and the vocabulary mastery of the students in my major, especially, is lacking a lot. So, if I only speak fully in English, they just look at me and stare blankly because most of them do not understand." [T1]

In the context of Vocational High Schools, the incorporation of specialized technical terms aligns with [Dudley-Evans and John's \(1998\)](#) theory on English for Specific Purposes (ESP), emphasizing the language, skills, discourses, and genres tailored to students' discipline-specific needs. The pedagogical challenge of teaching ESP vocabulary is a recurring concern for educators, and the adoption of translanguaging emerges as a promising solution. Translanguaging, with its explicit objective of constructing meaning for words ([García & Wei, 2015](#); [Otheguy et al., 2015](#)), provides a revitalizing approach for teachers. This sentiment resonates with [Wang and Curdt-Christiansen's \(2018\)](#) research, where translanguaging was found to enhance students' comprehension of technical English vocabulary. Their study revealed that students, through subject-knowledge learning employing translanguaging, acquired proficiency in technical terms. The current investigation corroborates these findings, as teachers perceive translanguaging as instrumental in facilitating students' grasp of technical terms within the realm of ESP.

2. Helping students understand better the materials

All participants emphasized the importance of translanguaging practice in helping students understand ESP learning material. It is not only the specific technical terms that make teaching ESP challenging for teachers but also the general English material itself, which is also difficult for students to accept, as learners of English as a foreign language, if it is delivered in full English. Many factors influence it, including the students' lack of English proficiency caused by the abolition of English at the elementary school level ([Islamy, 2020](#); [Kosasih & Apriliyanti, 2020](#)). Then, the outbreak of the Covid-19 pandemic caused chaos in high school education in Indonesia, which caused students not to get the maximum English learning at the previous school level. Consequently, teachers face a tremendous challenge in making students understand ESP, even basic English materials. T1 and T2 use Indonesian and Javanese because students have difficulty understanding what they explain if they do not use the translanguaging method, as explained as follows:

"What we say needs to be translated because certain materials are difficult. If we continue to speak full English, many students don't understand. In VHS, the students' English proficiency is very, very diverse, so we have to adjust the languages we use in the classroom. Instead of continuing to speak full English and in the end, they don't understand even though our goal is to teach so they understand the material we teach, it's better for us to insert Indonesian or even Javanese so they understand." [T1]

"The reason why when we teach, we sometimes use translanguaging, mixing Javanese, sometimes Indonesian, because the students can understand better if we do so. If we fully speak English, only one or two students understand it. The others may not understand." [T2]

In the context of language instruction, T3's testimony provides insightful illumination on the pedagogical efficacy of translanguaging, particularly in enhancing students' comprehension of grammatical concepts. Despite the prevailing genre-based approach in the Indonesian curriculum (Wijayanti et al., 2018), the acquisition of grammatical elements remains a fundamental objective for students. Recognizing the multifaceted nature of this linguistic competence, educators, including T3, employ diverse strategies. Translanguaging emerges as a noteworthy method employed by teachers, allowing for clearer and more accessible explanations of intricate grammatical concepts (Barahona, 2020), thereby enriching the instructional toolkit and contributing to the holistic language learning experience.

"I sometimes explain material in a little bit of Indonesian or Javanese, especially when I teach grammar. If reading, maybe it's better to use English." [T3]

García (2017) affirms that one of the functions of using L1 in ELT is to help students construct knowledge, and many studies have confirmed this. For example, Fang and Liu (2020) reported in their research that teachers firmly believed a particular proportion of L1 usage by teachers or students in particular situations would improve learning. This study also discovered that the teachers applied L1 to clarify essential concepts and grammatical structures and relied on their students' prior experience to improve their understanding. Furthermore, Kwihangana (2021), who conducted research that focused on students, revealed that students considered translanguaging, or utilizing L1, advantageous when explanations were required, and understanding could not be accomplished easily in English, as the TL. The current study clearly supports the critical role of adopting translanguaging, specifically using Indonesian and Javanese, for content-learning in ESP in Indonesia.

3. Strengthening the teacher-student interaction

In the course of the semi-structured interview, the researchers delved into the nuanced dynamics of classroom interaction shaped by the utilization of Javanese and Indonesian as the first language (L1) by both teachers and students. The teachers provided insights into their experiences within the English for Specific Purposes (ESP) classrooms. Notably, Teacher 5 (T5) emerged as a paradigmatic figure, embodying an optimistic and idealistic perspective. T5 ardently advocated for the exclusive use of English in ESP classrooms, perceiving other languages as potential impediments to language development. This nuanced exploration sheds light on the multifaceted considerations surrounding language use in educational settings, reflecting diverse perspectives within the teaching community, as explained below:

"I had an experience in the beginning when I started teaching tenth graders. I tried to speak full English. In the end, the students and I felt distant. When I asked, they did not dare to answer. Finally, I translated using Javanese, and they answered my question. Then, I asked why they didn't answer earlier, and it turned out that, in fact, some of them understood what I was asking but didn't know how to answer in English." [T5]

However, T5 recognized as time went by that his interactions with students would be weakened if the students did not engage in classroom communication due to their inadequate capacity to grasp the target language. Finally, T5 employed L1, Indonesian, and

Javanese. T3, a teacher with approximately 20 years of experience, had a slightly different view. T3 realized that ESP classrooms solely using the target language, English, would be very tough. Students still at the lower-intermediate level must think hard about what the teachers meant and how to reply to the teacher in the target language, causing them to be tense. Therefore, the teacher must be there and ask a few personal questions to students during classroom interactions. Consequently, solid relationships and interactions develop between teachers and students (Kahlin et al., 2022).

"To bring closer the relationship between teachers and students. So, we can get to know the students better. If we are too formal in using English and Indonesian in learning, we become too rigid, and learning becomes rather boring, so sometimes we change languages. Consequently, sometimes I use Indonesian, English and Javanese."
[T3]

The adage "teachers are parents at school" underscores the pervasive belief in educators assuming a parental role (Kabungo & Munsaka, 2020). In the case of T4, this principle was actively embraced, resulting in the cultivation of connections that mirrored parent-child interactions. T4 adopted a parental approach by addressing male students as "mas" and female students as "mbak," employing Javanese, the predominant home language. This deliberate use of translanguaging not only reflected cultural sensitivity but also fostered more robust and meaningful interactions between T4 and the students, exemplifying the potential for linguistic strategies to enhance teacher-student relationships.

"If we insert a little Javanese, it will be more comfortable when asking the students to do something. I position myself like their mothers, so I use Javanese, for example, to ask the students, I use "Ayo, le" or "Ayo, mas" or "Ayo iki digarap sek, Mbak." In this way, I feel that my relationship with the students has become closer." [T4]

The present study's finding is in line with prior research (Kırkgöz et al., 2023; Kwihangana, 2021), which reported that translanguaging helps students participate more actively in learning. As noted by Kwihangana (2021), the student's acknowledged that translanguaging could help them communicate more effectively with both their peers and their teachers. In conclusion, student's active engagement through translanguaging, or the usage of L1, can improve teacher-student and student-student interactions.

4. Creating playful talk to lighten the mood

Three teachers in this study believed that Indonesian and Javanese could be used to lighten the mood in the classroom rather than using English. Several factors influence this, for example, the student's culture and their English proficiency, as explained by T1 and T3 as follows:

"It's because of the taste of the language. If we use Indonesian, it doesn't make sense to joke. If I use the Javanese language, they immediately understand. And the Javanese language is unique, isn't it? Whatever we say can be funny. No matter how funny English is, the students don't relate and don't have enough English proficiency to get to those jokes. So, culture has a big influence on language learning." [T1]

“The students use Javanese as their daily language. Even when surfing on TikTok, most of them are looking for content in Javanese. Their jokes are also in Javanese. So, if I throw jokes in English, it becomes dry and lame because it's not on their joke radar.”
[T3]

As claimed by T1, culture has an important influence on classroom learning. The majority, in fact, almost all of the students come from Javanese families who speak Javanese daily; their jokes ought to be in Javanese. When students engage with the digital realm, such as on TikTok or Instagram, the input they receive is Indonesian, with a heavy emphasis on Javanese. As a result, when the teacher wishes to lighten the mood with a joke, English jokes tend to be challenging to grasp and become unfunny. On the other hand, when the jokes are delivered in Javanese or Indonesian, they are more relevant and spark laughter. This finding supports the findings of previous studies. For example, [Tai and Wei \(2020\)](#) underline the importance of translanguaging in establishing classroom playful talk. Furthermore, translanguaging may create humor ([Kirkgöz et al., 2023](#)) and warm the classroom atmosphere ([Fang & Liu, 2020](#)). The finding that translanguaging generates playful talk to lighten the mood in the classroom offers clear proof that translanguaging is a means to improve the classroom atmosphere and mood.

B. Indonesian ESP teachers' translanguaging pedagogies in their classrooms

To explore the teachers' translanguaging pedagogies in their classrooms, the researchers carried out five 90-minute sessions. The findings from the data collected show that the practice of translanguaging occurred a lot, such as (1) translating sentences in English, (2) frequently communicating with students in L1, (3) using mnemonics in Javanese in teaching structures, and (4) throwing jokes in Javanese.

1. Translating sentences in English

During the observations, it was noticed that all teachers employed the translanguaging method by translating their words from English to Indonesian or Javanese. This sort of teaching style occurred in practically all of the courses examined, both in delivering fundamental disciplinary concepts and in instructing students on tasks. T1, for example, provided the results of daily evaluations to the students at the beginning of the session, and T1 explained them in English before translating them into Indonesian.

Extract 1

T3: *Today, we are going to continue the materials on descriptive text. Today, the text is about car batteries. Do you know what a car battery is? **Ada yang tau, car battery itu apa?*** [Today, we are going to continue the materials on descriptive text. Today, the text is about car batteries. Do you know what a car battery is? Does anyone know what a car battery is?]

Ss: **Baterai mobil ya, Pak?** [Car battery, Sir?]

T3: *That's right. **Tapi biasane kita sebut aki mobil.** Have you ever seen a car battery before? **Kalian udah pernah liat atau mbukak-mbukak aki mobil belum? Pasti udah kan, di bengkel?*** [That's right. But we usually call it a car battery. Have you ever seen a car battery before? You have ever seen or opened it in a car, haven't you? You must have seen it when you were in the repair shop, right?]

Ss: **Yes, sudah, Pak.** [Yes, we have, Sir.]

T3: *Okay. Let's take a look at the picture first. **Coba liat dulu gambar-nya di buku.***
[Okay. Let's take a look at the picture first. Try to look at the picture in the book first.]

In this excerpt, T4 endeavored to familiarize students with technical terms intended for the upcoming text, employing translanguaging as a means of translation. The practice of translating technical terminology has been well-documented in prior research (Tai & Wei, 2021; Wang & Curdt-Christiansen, 2018). In contrast, T1 consistently applied the strategy of translating English into Indonesian and Javanese in every learning session, including the initial stages, providing students with clear and straightforward instructions.

Extract 2

T1: *I will give the test paper back to you. The researchers have written the score on it. **Ibu akan membagikan kertas ulangan kemarin. The best score is 96, the lowest score is 5. Terkecil 5 loh ya, waduh waduh. You should study harder, Mas Mbak.***
[I will give the test paper back to you. I have written the score on it. I will give the last test paper to you. The best score is 96, the lowest score is 5. The lowest is 5. No, no, no. You should study harder, students.]

T1: *Okay, now. If I call on your name, come forward and take your paper **ya. Kalau ibu panggil, ndang cepet maju ya.*** [Okay, now. If I call on your name, come forward and take your paper. If I call you on, hurry up and come in front of the class.]

Ss: *Yes, Bu.* [Yes, Ma'am.]

T1: *Tania (pseudonym). **Mbak, you got eighty-six, delapan puluh enam. Good.*** [Tania. You got eighty-six. Eighty-six. Good.]

As illustrated in Extract 2, T1 translated her initial statements during the inaugural class session. This exemplifies that the utilization of translanguaging, particularly through the translating method, extends beyond mere content delivery to students. The observed instances of translanguaging align with the teachers' conceptualization of translanguaging as a bridging strategy aimed at augmenting students' understanding of both the subject matter and the meanings of English words.

2. Frequently communicating with students in L1

After presenting the material for class, the teachers approached a few students personally and encouraged them to have a chat with them. Of particular interest is that the teachers speak with their students in English, Indonesian, and Javanese. It is particularly apparent in Extracts 3 and 4, as follows:

Extract 3

T2: ***Mbak Clara (pseudonym). Sudah sembuh, Mbak? Kemaren nggak masuk, yang lain bilang katanya Clara tipese kumat ngono, Mbak?*** [Clara, have you got better? You were absent from the last meeting, and your friends told me that you had typhus.]

S: ***Nggih i, Bu. Tapi anu i, ini sudah sembuh. Alhamdulillah.*** [Yes, Ma'am. But thank God, I am fine now.]

T2: ***Ya Allah. Take care of yourself, yo nduk cah ayu. Ojok maem sing pedes-pedes sek.*** [Oh My God. Take care of yourself, dear. Don't eat something spicy.]

T2 was found to implement the translanguaging method with dual-language substantiation in Extract 3. As defined by Wang and Curdt-Christiansen (2019), dual-

language substantiation involves collaboratively constructing discipline knowledge by incorporating contributions or insights from both languages. Traditionally, dual-language replacement is employed to convey discipline knowledge in the first language (L1). While translanguaging is acknowledged for its significance in fostering teacher-student connections, the teachers in the preceding section underscore the importance of limiting L1 usage and increasing the incorporation of L2, aligning with their perspectives.

3. Using mnemonics in L1 in teaching structures

The practice of utilizing mnemonics in Javanese emerged in the dataset. According to [Scruggs et al. \(2010\)](#), mnemonic refers to any process or operation aimed to increase one's memory. There are several variations on this mnemonic, one of which T1 adopted. T1 taught the students grammatical components, which was considered a thorny problem for most students due to its complexity. As a result, T1 employed mnemonic practices in Javanese that were more familiar to the students, as seen in Extract 5 below:

Extract 4

T1: *Next week, kita ada final semester test, right?* [Next week, we will have the final semester test, right?]

Ss: *Yes, Bu.* [Yes, Ma'am.]

T1: *Nah, we will review simple present tense, ben tambah paham, yo to? Do you remember yang pakai S dan yang tidak pakai S siapa saja?* [Okay, we will review simple present tense so that you will understand better, right? Do you remember what pronoun uses the additional S and who does not?]

S: *They, We, I, You.* [They, We, I, You.]

T1: *That's good. You're right. Pinter. Remember ya, dieling-eling terus. Dewi ayu gak doyan es, nik jombloan jomblowati lagek dikei es. La terus siapa ini yang jombloan jomblowati?* [That's good. You're right. Smart. Remember always. Dewi Ayu (they, we, I, you) does not like ice, but single people should be given ice. And so, who are single people?]

Within the framework of mnemonics, a pedagogical strategy designed to facilitate easy and rapid memorization and recall, T1 articulated in a semi-structured interview the intention to assist students in mastering the Simple Present tense effortlessly through mnemonic techniques. Notably, the acrostic mnemonic '*Dewi Ayu does not like ice*' has gained widespread adoption among educators in Indonesia, particularly in Java. This mnemonic, as demonstrated by [Sadtono \(2013\)](#), has shown efficacy in enhancing students' comprehension of the Simple Present tense, underscoring its pedagogical utility in language instruction.

4. Throwing jokes in L1

When observing the teachings in the classroom, the researchers noticed many jokes in Indonesian and Javanese. Several times, teachers threw English jokes at the students. However, when the teacher delivers jokes in Javanese, the class mood becomes more vibrant. This finding aligns with what the teachers mentioned in a semi-structured interview, which claimed that culture is crucial in the classroom. The Javanese culture the teachers and the students share pervades their daily lives, so their interactions and even jokes also contain Javanese culture.

Extract 5

T2: *Riski (pseudonym), dasimu gak rapi ngunui gak bahaya tah?* [Your tie is not neat, isn't it dangerous?]

Ss: **Lo lo lo. Gak bahaya tah?** [Lo lo lo (exclamatory remark). Isn't it dangerous?]

T2: **Walah rek rek. La kok malahan diterokne. Gak bahaya tah?** [Walah rek rek (exclamatory remark, particularly used by Eastern Javanese). Why is it even imitated? Isn't it dangerous?]

Ss: (laughing)

At the time the data was collected, in May 2023, there was a highly widespread trend on social media TikTok and Instagram of saying 'gak bahaya tah?', which means 'Isn't it dangerous, huh?' with an East Javanese accent. T2, a Surabayan teacher, obviously spoke with a Surabayan accent daily. Even before the trend ignited, the students would be overjoyed if T2 spoke Javanese with an East Javanese accent in class, particularly considering the current trend. T2's joke captivated the class, and the atmosphere became lively. This T2's move is quite bright since it may provide an oasis in the midst of the serious mode that prevailed in the classroom.

Extract 6

T5: *Attention, please. Aduh. Rungkad tenan atiku nik diabaikan begini loh, mas mbak. Rungkad entek-entekan~ (song lyrics).* [Attention, please. It really breaks my heart to be ignored like this, Students. Utterly destroyed~]

Ss: **Kelangan koe sing paling tak sayang~ (song lyrics).** (laughing). [*Losing you, the one I love the most.*]

T5: **Loh, nik nyanyi e langsung satset. Yo wis.** [Loh, when it comes to singing, you are fast. Okay.]

Something unique and different was demonstrated by T5, where T5 made jokes while acting sad. T5 is a young teacher who frequently refers to himself as Deny Caknan, a well-known Javanese singer in Indonesia. After acting sad because some students did not pay attention to his explanation, T5 began performing Deny Caknan's song, which is quite popular among young people today. T5 only sang one line of the song, yet the students immediately picked it up together, even if it was only one line. They then laughed at one another. This method was effective in eliciting laughter and drawing the students' attention.

According to [Krashen \(1982\)](#), in the Affective Filter theory, emotional elements such as motivation, self-confidence, and anxiety have a close connection to second language acquisition. Comprehensive input and a lower or weaker filter allow students to be more receptive to input and achieve deeper learning results. According to the Affective Filter theory, teaching aims should include providing understandable input and generating low-anxiety settings. There are several strategies teachers may use to make the atmosphere for learning stress-free, one of which is to use humor in the classroom. The teachers' decision to crack jokes in L1 elicited laughter and enjoyment from the students.

Regarding RQ1, the analysis of data obtained from the semi-structured interviews with five teacher participants revealed that translanguaging helps teachers in carrying out ESP courses effectively, and the teachers support multilingualism in the classroom. The teachers view translanguaging as a bridge and a tool to assist students in learning and

comprehending English materials better, to form deeper interactions and connections with them, and to create a pleasant and exciting learning atmosphere. The data obtained to answer RQ2 through classroom observations support the teachers' perspective revealed in RQ1. The teachers employed L1, Indonesian, and Javanese to translate the material explanations and instructions and use mnemonic strategies. Furthermore, the teachers communicated with the students in L1 and delivered jokes in L1. Despite the significance of translanguaging in ESP courses, there should be clear and strict boundaries to how much L1 may be utilized in ESP classrooms since it was discovered that the teachers and the students tended to be too comfortable utilizing L1 compared to L2.

CONCLUSION

Aligned with its objectives to explore Indonesian ESP teachers' beliefs about translanguaging and their application of it in classrooms, the research revealed several key findings. Teachers were found to highly value translanguaging for its role in aiding students to construct knowledge and enhance their understanding of ESP. Specifically, it was observed to improve students' vocabulary comprehension, strengthen teacher-student interactions, and foster a pleasant and warm learning atmosphere. In their classroom practices, teachers employed various translanguaging strategies. These included translating sentences into English, frequent communication with students in their first language (L1), using mnemonics in Javanese for teaching structures, and incorporating jokes in L1. The predominant practice among all teachers was translating their instructions from English to Indonesian or Javanese. They also used dual-language explanations to clarify topics and English vocabulary. Mnemonics in Javanese were a common tool to aid student memorization and recall. Additionally, humor was strategically used, with jokes in Indonesian and Javanese creating a stress-free and enjoyable learning environment, eliciting laughter and positive engagement from students.

While this study provides valuable insights into translanguaging practices in Indonesian ESP classrooms, it is important to recognize certain limitations. One of the primary limitations is the study's reliance on a small and self-selected group of participants. This selective participation means that the findings, although revealing for this particular group, may not be broadly applicable or generalizable to all Indonesian ESP teachers. To enhance the external validity and generalizability of the results, future research should aim to include a larger and more diverse group of Indonesian ESP teachers. Such expansion in participant recruitment would not only lend greater credibility to the findings but also yield more robust and universally applicable conclusions.

Another key limitation is the study's focus predominantly on the teachers' perspectives regarding translanguaging pedagogies and their application in classrooms. The research does not encompass the students' viewpoints, which are equally crucial in understanding the effectiveness and reception of these pedagogical strategies. Future research could beneficially explore the students' perceptions and experiences, examining how they respond to and engage with the translanguaging approaches employed by their teachers. Investigating this complementary perspective would offer a more holistic view of the translanguaging dynamics in ESP classrooms, providing richer insights into the overall impact and effectiveness of these teaching methods from both the instructors' and students' perspectives.

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