

Translingual Practice Involving a Local Dialect and a Local Language in an EFL Classroom: A Case Study of a Public Junior High School in Brebes District

Ayu Ida Savitri^{a1}, Sisilia Setiawati Halimi^b, Harni Kartika Ningsih^c

^{abc}Universitas Indonesia, Depok, Indonesia

ABSTRACT

Implementing translingual practices that involve foreign, national, and local languages in EFL classrooms remains challenging for many EFL teachers. Close observation of teachers' actual classroom implementation is thus necessary to better understand how such practices are enacted. This study aims to show how translingual practice is done by a teacher using a local dialect and how different languages construct meaning during her teaching in the classroom interactions. The study employed a qualitative approach to examine the teacher's translingual practice, specifically using Canagarajah's (2013) negotiation strategies. The participants were thirty Grade 7 students and an English teacher at a public junior high school in the Brebes District. The data were drawn from three lessons of classroom interactions before the final-year assessment. The results showed that the teacher used English, Indonesian, Javanese, and Javanese in Brebes Dialect to support the students' EFL learning. They are used for constructing meaning in classroom interactions by elaborating Envoicing, Recontextualization, and Interaction negotiation strategies.

Copyright © 2026 by Authors,
Published by Universitas Diponegoro Publishing Group.
This open-access article is distributed under a
Creative Commons Attribution 4.0 International license



ARTICLE INFO

Article History:

Received: 31/05/2026

Revised: 02/07/2026

Accepted: 08/07/2026

Keywords:

- EFL teaching
- local dialect
- local language
- translingual practice
- negotiation study

1. Introduction

Translanguaging was developed as a pedagogical strategy for teaching English as a second language using Welsh as the learners' first language (William, 1994). The teaching and learning purpose of translanguaging broadens the aim of fluidly using multiple languages in classroom interactions. It was developed as a pedagogical approach for teaching ESL, since it supports the use of the learners' language repertoire to grasp complex ideas that will be expressed in English (Baker, 2001). For EFL teaching, translanguaging is beneficial for teachers and students because it fosters a positive learning environment and promotes realistic language use when exposure to English is limited (Wang, 2022). In translanguaging, teachers direct students to use their acquired languages to learn English, alongside English. Thus, the acquired languages are not a substitute for English in classroom interactions. For multilingual students, translanguaging is not only used to show language identity or to communicate with people who share the same social background and understand the same language. The practice facilitates information processing, meaning construction, and meaning negotiation in classroom interactions.

At first, William (1994) considered the students' first language, which was acquired first and used well before the second language, as a strong language. It is used to learn a second language that is considered a weak language, as it has not yet been acquired and is still being learned in the classroom. The first language is labeled as strong because it supports the acquisition of the second language. This condition is found in any English classroom with similar characteristics. Indonesia, with its national

¹ ayuidasavitri@lecturer.undip.ac.id (Savitri)

and local languages, falls into this language labelling, in which languages other than English are considered strong, while English is considered weak. Recognizing that language labeling may lead to different attitudes toward languages, William (2002) affords the same respect to all languages used in translanguaging to achieve the students' goal of speaking the language the teacher taught. The same respect for all languages used in translanguaging makes them equal, as they were used simultaneously (Baker, 2001; Blackledge and Creese, 2010; Garcia, 2009) and share equal social or political value. The shared equal value of all languages minimizes the negative attitudes toward less-preferred languages, thereby supporting EFL learning.

It is hoped that respecting students' first language will make them feel appreciated and supported in learning a new language. It is expected that the equally respected values of the languages can mitigate negative attitudes toward a mother tongue that is not permitted in EFL classrooms, or toward a new language that is rarely used in daily activities. Thus, the first language serves as a bridge to the foreign language, while the new language functions as an open door for students embracing international affairs.

Within the same value, students' first language serves as a resource for comprehending other language input and for producing the same information in their newly learned language (Facciani, 2019). When used to learn another language, the first language serves as a bridge, facilitating the transition from one language to another (Lin, 2020). Thus, students are not solely relying on new language input to produce new language output because they can use their first language to comprehend the second.

These multiple languages, acquired by multilingual speakers, serve as their language resources and are referred to as a 'language repertoire' by Canagarajah (2011). These language resources can be used fluidly and dynamically in the speaker's meaning-making process. In both spoken and written communication, speakers or writers can draw on their language repertoire to construct meaning that is negotiated in their interactions. In English teaching, both as a second and a foreign language, the students' language repertoires are integrated in 'translingual practice' to support their English learning. The researchers employ Canagarajah's (2011, 2013) framework of translingual practice for multilingual students by integrating their acquired languages into the teacher's EFL teaching.

In translingual practice, students' language repertoire is used to negotiate meaning in classroom interactions. Canagarajah (2013) categorises the meaning negotiation into four strategies: envoicing, recontextualization, interaction, and entextualization. Envoicing strategy enables speakers to show identity through the language use; recontextualization strategy allows speakers to construct a specific meaning in the interaction according to hearers' identity; interaction strategy puts speakers in a social activity of co-constructing certain meaning through social interactions; and entextualization strategy shows speakers' expertise of extracting a text from a discourse which can be used outside the discourse (Bauman and Briggs, 1990). Those four main strategies can be used alongside micro-strategies to suit the speakers' communication needs and purposes.

This study focuses on the teacher's negotiation strategies in a translingual practice with multilingual students who speak English, Indonesian, and a local Javanese dialect, while respecting the students' preferences regarding the specific languages involved in EFL classroom interactions. Canagarajah's framework of translingual practice (2011, 2013), along with the negotiation strategies, is selected to show how students construct and negotiate their intended meaning in the classroom interaction using their acquired languages, including Javanese with local dialect as their mother tongue. Although the teacher needs to use the Javanese taught at school as local content to teach EFL, as it is considered more formal and more polite than the students' mother tongue, the problem is solved when the teacher respects the students' mother tongue by integrating it into classroom interactions and employing negotiation strategies as the students' preferred language in EFL learning. Thus, Canagarajah's (2011, 2013) translingual practice supports the use of students' mother tongue as part of their language repertoire, respected by the teacher, in teaching English.

Translingual practice in a multilingual society, such as in Indonesia, is reflected in Roza's (2019) research on an EFL class of sixth-semester university students who speak Minangkabau as their first language and Indonesian as their second. The use of both languages helps establish classroom interaction. It shows that the students' acquired languages may support teachers' scaffolding of sustained interactions, as students are given the freedom to communicate in their first language to construct the intended meaning that is negotiated in the interactions. Thus, students will be encouraged to engage in English interaction using their language repertoire.

However, a study shows that the socially and politically constructed statuses of students' language repertoire, consisting of foreign, national, and local languages, influence the teacher's decision to translanguaging or not, to support the students' EFL learning (Rasman, 2018). It shows that students' preferences for particular languages, based on their social and political status in local society, influence their attitudes toward translanguaging. Thus, teachers should attend to students' language preferences in their translanguaging practice. Raja's (2022) study on students' attitudes toward translanguaging practice indicates that teachers should carefully consider students' preferences regarding the languages integrated into a translanguaging practice. It is intentionally undertaken to foster a positive attitude toward the practice.

The People's Republic of China (PRC) also faces a challenge in integrating Chinese as a national language and various local languages, dialects, and accents in bilingual classes (Zhang and Tsung, 2019). Fortunately, China has implemented explicit and implicit language policies in schools to honor students' ethnic identities and language choices. Therefore, schools can embrace particular languages for integration, since the government respects students' language attitudes towards all languages, including minority languages, and language practices in public spaces, including the mass media.

For most Indonesian EFL classrooms, particularly in Central Java Province, the language policies applied to state schools can be a challenge since these are not bilingual schools. In all state schools, Indonesian, as the national language, serves as the official language for teaching school subjects. Meanwhile, Javanese, as the official local language of Central Java Province, is used for teaching Javanese as a local content subject. Thus, Javanese with a local dialect is not used to teach school subjects, as it is used for informal communication among the local people. English is expected to be used in an EFL class. If EFL teachers uphold these policies, the benefits of involving students' mother tongue in EFL classroom interactions within a translanguaging practice framework cannot be realized.

This research aims to examine the translanguaging practice of an EFL teacher at a public junior high school in Brebes District, where students speak Javanese with a local dialect that differs from the Javanese taught in school as local content. The students' preference for using or avoiding certain local dialects in EFL learning suggests that EFL teachers should consider which dialects to include or exclude for specific purposes. Two research questions are brought up in this study: (1) How is translanguaging practice implemented by the teacher using a local dialect and the local language of the students' preference? and (2) What negotiation strategies does the teacher use in her translanguaging practice?

2. Methods

2.1. Research Method

This study employed a qualitative research method since it provides an in-depth examination of a single entity in a case study (Cresswell, 2014). An intrinsic case study (Yin, 2014) is selected to capture the complexity of a particular case and explore its contextual conditions. It is applied to provide a detailed analysis of a unique case of translanguaging practice in an EFL classroom of a public junior high school of a district where students speak multiple languages. These include the local language with a local dialect as their mother tongue, which has different social and political values from the local language taught at school as the official local language. A case study, despite its limited scope of study, can in fact provide an in-depth understanding of translanguaging practice as a complex phenomenon within a specific context of a local language. This is important to reveal the dynamics of different languages in EFL learning.

2.2. Data, Participants, and Research Context

The data were drawn from three EFL classroom observations, with a total recording time of 206 minutes and 32 seconds. The participants are an EFL teacher and 30 students from Grade 7 Class A. The participants voluntarily participated after ethical issues, informed consent, and privacy rights were obtained before the research took place. The A Class was selected because they were holding the last three meetings before the final-year examination. The discussion of the last English material and the review of the Grade 7 English materials exposed the students' language repertoire to describe objects related to their local environment and explain the summary of the whole year's English materials.

Table 1. Classroom Observations

Time	Activities	Duration
Day 1	-the teacher explain the topic and assign the students to observe various rooms at school -the students discuss the topic, observe various rooms at school, and go back to the class to report their observation -the teacher assign the students to practice English at home for next week speaking activities performance in front of the class	61:46
Day 2	-the students demonstrate speaking performances as a result of their rooms observation by describing the rooms, in pair -the teacher assess the students' speaking assignment and evaluate the students speaking performance	73:55
Day 3	-the teacher review the English materials for the final assessment and give exercises for particular materials that needs extra practice -the students discuss the English materials and do the exercise on particular materials the teacher consider them need more exercise	70:51

Brebes is the western outermost district of Central Java Province (brebeskab.go.id, March 20th, 2026). The people speak *Bahasa Jawa Dialek Brebes*, called *Bahasa Jawa Ngapak*, *Jawa Brebesan*, or Javanese in the Brebes Dialect (JBD), as their mother tongue. Some of them speak another local language called *Bahasa Jawa*, with Yogyakarta or Surakarta Dialects, called Javanese. It is designated as local content in public schools by the local government of Central Java Province through a Local Regulation Number 09 of 2012 to preserve the local language. As Javanese is not the local people's mother tongue, only a limited number of them use it in their daily conversations.

In addition to JBD, the residents of 7 Brebes sub-districts, located next to the easternmost outer sub-districts of West Java Province, speak the local language of West Java Province, called *Bahasa Sunda Dialek Brebes* or Sundanese with the Brebes Dialect (SBD). The teacher and students do not speak SBD because they come from the central area of Brebes District, where the local language is JBD. Two students understand SBD since one of their parents is from the western part of the district and speaks the language.

The teacher speaks English, Indonesian, Javanese, and JBD fluently. As she was born and lived in the District, her mother tongue is JBD. Her father was from the Special Region of Yogyakarta Province, but she lived there for 8 years, from the first grade of senior high school through her undergraduate graduation. She acquired Javanese in low, middle, and high levels of politeness. As an alumnus of the English Department undergraduate program, the English Education master's program, and having served as an EFL teacher at public junior high schools for seventeen years, she has mastered English. As the head of the school's library, *guru penggerak*, and a civil servant, she fluently speaks Indonesian as an official school subject-delivering language and the formal language of educational affairs. The four languages were used for various situations and purposes.

Although JBD is her mother tongue, it was rarely used. She used JBD with *Ngoko* to speak to local people at a very close social distance, such as her childhood friends or colleagues in close relationships, in very informal situations, such as joking or mocking. Instead of using JBD in *Krama Lugu* or *Krama Alus* for talking to older local people, she used Javanese with *Krama* or *Krama Inggil*, which was also used for older or higher-status colleagues. For the general public in her surroundings, she used Indonesian.

At home, she spoke Javanese with her husband, who came from Purworejo, Central Java Province, where Javanese is the local language. She used Indonesian to talk to her two sons, as they were accustomed to using it at school and at home. Although her sons understand and speak simple JBD, which they have acquired through interactions with friends at school and in their surroundings, they prefer Indonesian to JBD when speaking with their mother because they are not accustomed to using JBD with their parents. The socially constructed value of JBD as an impolite language also hinders their mother from using it at home to teach politeness to her two sons. Surprisingly, Javanese was not used at home as a more polite local language than JBD that being taught in schools. The teacher used Javanese to address her husband, not her sons. Thus, the family mostly used Indonesian at home.

2.3. Data Analysis

The main data were classroom interactions, which were transcribed, coded, and analysed. The coded transcription is used for marking different language usage. The green color represents English, the red color represents Indonesian, the blue color represents Javanese, and the purple color represents JBD. The data is presented in excerpts of the teacher's interactions with the students. All utterances are written within quotation marks, while the translations of Indonesian, Javanese, and JBD are provided in italic without quotation marks. The following example shows the teacher's translingual practice in her EFL classroom using English, Indonesian, Javanese, and JBD in color coding. In this example, the nonverbal language is put in round brackets, the verbal language is labelled in square brackets, and the negotiation strategy is labelled in curly brackets.

- Teacher : “Are you fine, Hanan?” [English]
 Student : (no answer)
 Teacher : “Ngantuk?” [Javanese] {recontextualization}
Sleepy?
 Student : (nod his head)
 Teacher : “Wash your face, please.” [English]
 Student : (quiet)
 Teacher : “Mau raup dulu?” [Indonesian][Javanese][Indonesian] {recontextualization}
Do you want to wash your face first (before we start the class)?
 Student : (nod his head)
 Teacher : “Boleh, kalau mau raup dulu.” [Indonesian] [JBD] [Indonesian] {envoicing}
You may wash your face first (now, before we start the class)
 Student : (go to the restroom)

After coding the transcription, the teacher's negotiation strategies, following Canagarajah (2013), are applied to identify the highest to the lowest frequency of each strategy's occurrence. Four strategies, envoicing, recontextualization, interaction, and entextualization, are examined in each translingual practice from the coded transcription. Table 2 presents the negotiation strategies used as analytical tools in this study.

Table 2. The Teacher's Negotiation Strategies (Canagarajah, 2013)

No.	Negotiation Strategy	Definition	Application
1.	Envoicing	showing identity	-checking the class awareness -emphasizing instruction or comprehension using Javanese to show power as older people -re-explaining what has been said in English, Indonesian, and Javanese using Javanese in Brebes District to help students understand the intended meaning
2.	Recontextualization	constructing a specific meaning in the interaction according to the students' language identities	constructing an intended meaning in an interactions using Indonesian, Javanese, and Javanese in Brebes Dialect to help students understand what is being negotiated
3.	Interaction	co-constructing specific meaning through social interactions of teacher and students	togetherly co-constructing an intended meaning in an interactions using English, Indonesian, Javanese, and Javanese in Brebes Dialect to help students understand what is being negotiated together
4.	Entextualization	extracting a text from a discourse which can be used outside the discourse	extracting a term from L1 (Indonesian, Javanese, or Javanese in Brebes Dialect) and using it outside the discourse of the language where the term is extracted to help students understand the term in different language (L2)

The excerpt below illustrates the application of the negotiation strategy presented in this paper. The excerpt was provided with color coding, language labelling, and negotiation strategy labelling. In the following example, the verbal utterances are written in bold fonts with different colors to mark different languages, while the nonverbal utterances are presented in round brackets. The different languages were labelled in square brackets next to the sentence, while the negotiation strategies were labelled in curly brackets after the language labelling. Therefore, the readers can see the different language usage and its function in the interaction.

Teacher : “**Do you understand?**” [English]
 Students : (no answer)
 Teacher : “**Paham, nggih?**” [Indonesian] [English] {recontextualization}
 Understood, right?
 Students : “**Nggih.**” [JBD]
 Yes.

3. Results and Discussion

The results and discussion of this study are presented in two subsections. The first subsection discussed the teacher’s translingual practice using the students’ preferred languages, while the second subsection discussed the teacher’s negotiation strategies in her translingual practice using those languages. The first subchapter explained the teacher’s language background; language preferences and language choices for her translingual practice; patterns of her translingual practice; and the reason why she practices translanguaging using the languages preferred by the students in her EFL classroom.

3.1. The Teacher’s Translingual Practices

The teacher performed translingual practice using five languages: English, Indonesian, Javanese, JBD, and Arabic. Although JBD, the students’ mother tongue, was not commonly used in the classroom because it was considered less formal and polite than Javanese officially taught at school as a local content, the teacher decided to utilize it to support the students’ EFL learning process. Therefore, the teacher’s translingual practices were performed by integrating English as a language to deliver EFL lessons, Indonesian as a language to deliver school subjects, Javanese as the teacher’s mother tongue, and JBD as the students’ mother tongue into the EFL classroom.

There were three typical patterns of the teacher’s translingual practices: (1) opening and closing the class using Arabic and English greetings, (2) re-explaining the materials or instructions that had been explained in English using English, Indonesian, and Javanese or JBD, and (3) figuring out English terms using English, Indonesian, and Javanese or JBD.

The first pattern was demonstrated in the Arabic opening and closing greetings to start and end a lesson. The opening greeting was aimed at checking the students’ awareness of a new lesson because a new lesson formally starts with an opening using Arabic by Muslim teachers. As an Arabic greeting should be replied to show mutual good wishes, the students’ replies indicated their good wishes and awareness of a new lesson. When teachers felt that the students were not enthusiastically responding to their greeting, they could repeat the greeting to check whether the students were ready to start a lesson. Meanwhile, the closing greeting was aimed at ensuring the students’ understanding of the lesson at the end of a class. This pattern also applied to the English greeting to start and end the EFL class, to expose the teacher’s position as an English teacher who formally opens and ends the EFL class.

The second pattern was reflected in the teacher’s way of explaining the materials. The teacher re-explained the materials and instructions using English, Indonesian, and Javanese or JBD when she realized that her students looked confused or needed more explanation in languages they understood. Thus, they could discuss the materials the teacher had explained and perform the tasks the teacher had instructed. The third pattern was demonstrated in the way the teacher and the students utilized their language repertoire to figure out English terms through classroom interactions. Those patterns were reflected in the three classroom observations.

In the first classroom observation, the teacher greeted students with an Islamic greeting, as a customary practice for her as an Islamic teacher to start a lesson. The Arabic greeting demonstrated her

religious identity as an Islamic person, since only Islamic teachers open a class using an Islamic greeting. The Arabic greeting was followed by an English greeting, as a common way to start an English class. When the Arabic greetings reflected the teacher's religious identity as a muslim woman, the English greeting demonstrated her professional identity as an English teacher, as only English teachers open a class using an English greeting. This pattern also fell into the second and third classroom observations. The following excerpts demonstrated the teacher's Arabic greetings to open and close a class, as well as the English greetings to start and finish an EFL class. The orange color indicated Arabic, while the green color indicated English.

- Excerpt 1 The teacher's use of an Arabic greeting to open a class
 Teacher : "*Assalamualaikum warrahamatullahi wabarakatuh.*" [Arabic]
 May peace, mercy, and blessings of Allah's be upon you.
 Students : "*Wa'alaikumussalam warrahamatulaahi wabarakatuh.*" [Arabic]
 May peace, mercy, and Allah's blessings be upon you too.
- Excerpt 2 The teacher's use of an Arabic greeting to end a class
 Teacher : "*Wassalamu'alaikum warrahamatullahi wabarakatuh.*" [Arabic]
 And peace, mercy, and blessings of Allah's be upon you.
 Students : "*Wa'alaikumussalam warrahamatulaahi wabarakatuh.*" [Arabic]
 May peace, mercy, and Allah's blessings be upon you too
- Excerpt 3 The teacher's use of an English greeting to open an EFL class
 Teacher : "*Good morning/afternoon, students.*" [English]
 Students : "*Good morning/afternoon, Miss Mar'ah.*" [English]
- Excerpt 4 The teacher's use of an English greeting to open an EFL class
 Teacher : "*See you next Thursday.*" [English]
 Students : "*See you, Miss Mar'ah.*" [English]

After the greetings, she introduced a topic of discussion in English. It was followed by sharing the objectives of learning the materials in English, which were re-explained in Indonesian. After that, she explained the materials in English, mixed with Indonesian, and gave instructions related to the class activities in the same language mix. Indonesian was purposefully selected to emphasize the purpose of learning the materials. Indonesian was also selected to help the students to understand the English materials and instructions. The teacher negotiated her intended meaning by purposefully employing the students' preferred languages to ensure their understanding of what was being explained. Excerpt 5 exposed the teacher's translanguaging practice, using Indonesian to help students understand the materials and Javanese to ensure their understanding. The green color indicated English, the red color indicated Indonesian, the blue color indicated Javanese, and the purple color indicated JBD.

- Excerpt 5 The teacher's use of Indonesian to re-explain the materials and Javanese to ensure the students' understanding, and the students' use of JBD to reply to the teacher's Javanese
- Teacher : "*Jadi hari ini kita akan membahas....*" [Indonesian]
 So, today we are going to discuss ...
- Teacher : "*Do you understand?*" [English]
- Students : no answer
- Teacher : "*Paham, nggih?*" [Indonesian] [Javanese]
 Understood, right?
- Student : "*Nggih.*" [JBD]
 Yes.

After the students fully understood the materials and task instructions, the teacher asked them to observe various rooms at schools in pairs or groups of three. While waiting for all students to return to class from their room observations, she approached them and spoke to them using English and Indonesian. It was aimed at stimulating students to speak English and help them describe parts of the room whose English names they do not understand.

When the students returned to class, she ordered them to write grammatically correct and good paragraphs of the room description at home as homework and practice English for the next week's speaking performance, in English and Indonesian. The language mix is used to ensure the students' understanding of the assignment. Finally, the class ended with Islamic and English greetings, as it had started with the same greeting to show the teacher's religious and professional identities.

The second classroom observation showed the same opening and closing greetings. Since the teacher wanted to assess the students' English speaking performance, she used English as a model for the students to improve their English. Nevertheless, the teacher mixed English and Indonesian to remind them of the homework and gave an example of how to present the task in English, with an Indonesian explanation. It was executed to emphasize the order and give further explanation in a language the students understand.

During the presentation, the teacher gave feedback on the students' English-speaking performances by providing the correct English for the students' errors. At the end of the class, she reviewed the materials and evaluated the presentation in English, mixed with Indonesian, to help students understand how to describe a room in English correctly.

The third classroom observation also showed the same opening and closing greetings as the two previous classroom observations. Those greetings served as a formal opening and closing for every class (Arabic greetings) and EFL class (English greetings). As it was the last week of the year before the final-year assessment, the teacher used English, Indonesian, Javanese, and JBD to review the entire year's materials. In her last class of the semester, English was used to familiarize students with the language, as they had already studied it for a year. Meanwhile, Indonesian was used to discuss materials that need further explanation.

To emphasize the teacher's statement, Javanese is used, as it reflected her language competency as a senior Javanese person who mastered Javanese, unlike the students who were young Javanese people and did not yet master Javanese. Last but not least, JBD was used to refer to objects or terms with local content that were needed to expose the teacher's intended meaning of *telenan* (Javanese) or *talenan* (JBD), referring to a particular traditional wooden cutting board. Excerpt 6 demonstrated the teacher's translanguaging practice, using English, Indonesian, Javanese, and JBD to help the students understand the materials.

Excerpt 6 The teacher's use of English, Indonesian, Javanese, and JBD to construct intended meaning

Teacher : “*Selain pisau, kita butuh talenan. What is talenan in English?*”
 [Indonesian] [Javanese][English] [JBD] [English]
 Besides a knife, we need a cutting board. What is a cutting board in English?
 Students : “*Cutting board?*” [English]
 Teacher : “*Yes, a cutting board.*” [English]

From the three classroom observations, it can be seen that the teacher embraces the students' language repertoire and also utilizes her own language repertoire. It was performed by elaborating Javanese as her preferred local language to show power, and JBD as the students' preferred local language to hold informal communication. Even though she understood that her students did not prefer her to use Javanese, she used it to show her power as a senior Javanese person who should be respected by the students. The teacher also understood that the students did not prefer her to use JBD. However, she used it to let the students understand what she meant in a language the students understood. Besides showing authority, Javanese was also used to refer to particular objects found in the surroundings, such as '*telenan*', which is replaced by '*talenan*' in JBD to let students recognize the object in their mother tongue.

3.2. The Teacher's Negotiation Strategies

The analysis from the three classroom observations indicated three out of four negotiation strategies used throughout the interactions, including envoicing, recontextualization, and interaction. The envoicing strategy was demonstrated when the teacher negotiated meaning by integrating English, Indonesian, Javanese, JBD, and Arabic, demonstrating her identity as an English teacher, an Indonesian,

Another students : “Difficult” [English]

A similar word with a different dialect and reference was revealed in the second classroom observation when the teacher used a JBD word to envoice her language background as a resident of Brebes District who speaks the local language. As ‘medium-difficulty’ was not a common expression in English, the teacher used a Javanese word ‘*sedengan*’ to describe the difficulty level of English materials, which was neither easy nor difficult.

It was interesting to know that the teacher used the Javanese word ‘*sedhengan*’ to refer to a specific room size and the JBD word ‘*sedengan*’ to refer to a particular level of difficulty, which were common in Javanese and JBD but uncommon in English. However, the two languages were purposefully integrated by the teacher to construct a certain meaning that was negotiated using the languages the students understand. The limited use of Javanese happened because it was considered improper to use in an EFL classroom, while that of JBD took place as it was considered impolite to use in a class.

The negative impact of the socially constructed status of the local language and the local people’s perspective on Javanese and JBD was reflected by the uncommon use of them in an EFL class. Javanese, as the local language taught at school as local content, was considered improper to teach a lesson; while JBD, as the local language with a local dialect, was regarded as impolite to teach a lesson. This perspective made the teacher and the students reluctant to use it. A study of Banyumasan Language, one of the closely related local languages with JBD, showed that the negative stereotype of the language comes from the sound of the language that was considered funny (Pawestri, 2020). Nevertheless, a study of ‘*Ngapak*’ Language usage by university students around the campus showed that the local language speakers speak the language to maintain their local identity (Fathiyyah et al., 2023). The third classroom observation demonstrated the teacher’s use of Javanese and JBD to emphasize her command to a student to wash his face (*raup*, JBD with *Ngoko*), to confirm the students’ understanding (*nggih*, Javanese with *Krama*), and to refer to a local object, commonly found in the surroundings (*telenan*, Javanese with *Ngoko*).

Excerpt 10 The teacher’s use of JBD to emphasize a command

Teacher : “*Are you fine, Hanan? Ngantuk? Wash your face, please. Mau raup dulu? Boleh.*”
 [English] [Indonesian] [English] [Indonesian] [JBD] [Indonesian]
Boleh kalau mau raup dulu.”
 [Indonesian] [Javanese] [Indonesian] {envoicing}
Are you fine, Hanan? Sleepy? Wash your face, please. Do you want to wash your face?
It is okay. I let you wash your face.

The word ‘*raup*’ was uttered with JBD pronunciation, not Javanese. The JBD ‘u’ sound was pronounced like the ‘u’ sound in the English word ‘soup’, while the Javanese ‘u’ sound was pronounced like the English word ‘soap’. The word ‘*raup*’ was purposefully used by the teacher as she was upset with a student who looked sleepy in the classroom. The stress on the command was high as she used the JBD word ‘*raup*’ to show emotion (anger) instead of the English phrase ‘wash your face’, since the JBD word sounds ruder than the English phrase. It was used because the student, Hanan, did not answer her questions as he was very sleepy.

Excerpt 11 The teacher’s use of Javanese to confirm a student’s understanding

Teacher : “*Paham, nggih?*” [Indonesian] [Javanese] {envoicing}
Do you understand, right?
 Student : “*Nggih.*” [JBD]
Yes.

The Javanese word ‘*nggih*’ was pronounced with Javanese pronunciation, not JBD. The Javanese ‘i’ sound was pronounced like the ‘i’ sound in the English word ‘face’. Meanwhile, the JBD ‘i’ sound was pronounced like the ‘i’ sound in the English word ‘fish’. Thus, the word ‘*nggih*’ was specifically used by the teacher to ascertain the student’s understanding. The emphasis of the confirmation was high when she used the Javanese word ‘*nggih*’ to show his higher status as a teacher who speaks Javanese in a high politeness level instead of the English word ‘right’, since the Javanese word shows a high stress for a Javanese.

Excerpt 12 The teacher's use of Javanese and JBD to refer to a local object
Teacher : “**Selain pisau, kita butuh telenan. What is talenan in English?**” {envoicing}
 [Indonesian] [Javanese] [English] [JBD] [English]
 Besides a knife, we need a cutting board. What is a cutting board in English?

The Javanese word '*telenan*' and the JBD word '*talenan*' were used to refer to an object commonly found in the students' environment, particularly in the kitchen. The teacher used Javanes and JBD to help students recognize the discussed object and find its English name. For new English learners, vocabulary becomes a matter when they have to describe objects they find in their surroundings. It is easier for them to recall the local name of the object than the English name. Thus, the teacher helped them find the objects in the local language before asking the students to find the English name.

The incorporation of Indonesian, Javanese, and JBD into English in the classroom observations demonstrated the teacher's best effort to deliver the materials and explain the instructions to the students in the languages they understand. The teacher's less preferred language (JBD) and the students' less preferred language (Javanese) were both integrated into the EFL classroom to help the teacher teach, and the students learn English. It shows that translanguaging practice is best applied by respecting and embracing languages and dialects that are less preferred by teachers and students to support the EFL teaching and learning process.

3.2.2. Recontextualization Negotiation Strategy

Recontextualization was a strategy for constructing a specific meaning in interaction, using the hearer's identities. It referred to how the subject brings back the topic to its primary aim (Canagarajah, 2013). Within this strategy, speakers adjusted their language to create a shared understanding between him/her and the hearers. It was performed by the teacher to frame English terms and construct a new meaning using students' language repertoire to make them understand the aim of using the English terms. Therefore, the students understood what the teacher meant by the English terms using the terms in their language repertoire.

The strategy was demonstrated in the third classroom observation when the teacher framed an English phrase ‘missing students’ by using an Indonesian word ‘*kosong*’ (empty) to refer to some students who were absent, since she saw some empty chairs in the classroom. Except 12 was exposing the teacher’s question in English. When there was no answer from her students, the teacher negotiated her intended meaning by framing the English phrase and altering the footing to prepare the ground for an appropriate negotiation in Indonesian.

Excerpt 13

The teacher's use of the recontextualization strategy

Teacher : "Lalu...why there are some missing students?" [Indonesian] [English]{framed phrase}
And then...why are there some missing students?

Students : nobody answered the teacher's question

Teacher : "Itu kenapa kosong? Banyak yang kosong. Ke mana?"
[Indonesian]{recontextualization}
*Why are there empty (chairs)? There are many empty (chairs). Where are they (the
students whose chairs were empty)?*

Students : "Belum kembali, bu." [Indonesian]
They have not returned to class, ma'am.

The Indonesian word '*kosong*' recontextualized the English phrase 'missing students' to refer to the students who were not attending the EFL class, as the teacher could not find them in the classroom. The English phrase did not refer to students who skipped the class, but to students who were not present when the EFL teacher came to teach the lesson. The Indonesian word '*kosong*' referred to the empty chairs, left by students who were not coming to the EFL class after joining competitions before the EFL class. The teacher adjusted her language from English to Indonesian by framing the English phrase and constructing its new meaning in Indonesian to negotiate a similar meaning of the phrase between her and her students. Although only one recontextualization example was found in the teacher's translingual practice, it reflected her effort to explain English terms to students using the languages they understand. The very limited occurrence of this strategy demonstrated the teacher's help for her students to understand what she said in English by translating English terms into their languages, rather than training them to think about the framing text and their meanings in their languages.

3.2.3. Interaction Negotiation Strategy

The interaction strategy was a social activity of co-constructing particular meaning through social interactions. It was performed to negotiate and manage the meaning-making activity by governing how speakers and hearers communicate with one another, which was characterized by reciprocity (Canagarajah, 2013). It was performed in the third classroom observation when the teacher and her students built meaning through their interaction, using English, Indonesian, and JBD to guess the names of two board games. This was aimed at training students to find an English name by guessing the wordings, not just waiting for the teacher to spill the name of translate it from the Indonesian name. Except 13 demonstrated the interaction of the teacher and the students in co-constructing the correct name of the Snakes and Ladders board game.

Excerpt 14 The teacher's use of an interaction strategy to co-found a board game's name

Teacher : “Ada ular tangga...What is ular tangga in English?”
[Indonesian] [English] [Indonesian] [English] {interaction}

There is Snakes and Ladders. What is Snakes and Ladders in English?

Students : “**Sneks*.”

Teacher : “**Sneks*? Snakes ular atau snack? Snakes and...”
[English] [Indonesian][English] {interaction}

**Sneks? Snakes, the snake, or snack? Snakes and...*

Students : “Tangga.” [Indonesian]
Ladder.

Teacher : “**Tangga? Tangga Bahasa Inggrisnya apa?**”[Indonesian] {interaction}
Ladder? What is a ladder in English?

Students : “Stairs.” [English]

Teacher : “Oh, stairs...Kalau stairs itu nggak bisa dipindah. Kalau stairs itu tangga yang buat naik-turun...Depannya L...”

[English][Indonesian][English][Indonesian][English][Indonesian] {interaction}
Oh, stairs. Stairs cannot be moved. Stairs are used to go up and down...It starts with
L...

Students : “Snake and Ladder.” [English]

Teacher : “Ya, very good. Snakes and Ladders. Good...Bedanya tangga itu dengan tangga yang buat naik-turun kita sehari-hari, kamu kan nggak manjat, ya... Jadi yang satu tangganya portable...”

]Indonesian] [English] [Indonesian] [JBD] [Indonesian] {interaction}
Yes, very good. Snakes and Ladders. Good...The difference between a ladder and stairs
we use every day is that we don't climb stairs...Ladder is portable...

Instead of telling the students the correct name of the board game, the teacher asked them to figure it out by guessing an animal name and a portable tool that helps people to go up and down using English, Indonesian, and JBD. The JBD word '*manjat*' was used to refer to the way people climb a ladder, not go upstairs, as the JBD word for going upstairs was '*munggah*'. The teacher specifically used the word '*manjat*' to make the students understand the difference between a ladder and stairs.

Another interaction strategy was used when the teacher and the students built a particular meaning through their interaction using English and Indonesian to compile the correct spelling of a board game. Except 15 exposed the co-construction of the name of the Chessboard game by guessing its spelling.

Excerpt 15 The teacher's use of an interaction strategy to co-found a board game's name

Teacher	:	“What is chatur in English?”	[English][Indonesian]	{interaction}
		What is chess in English?		

Students : “Cheese.” [English]

Teacher : “**Cheese?** **Cheese** **atau** **cheers?**” [English] [Indonesian] [English] {interaction}
Cheese? Cheese or cheers?

Students : “Cheers.” [English]

Teacher : “Oh, cheers. Tulisannya gimana coba? Spell it...”
 [English] [Indonesian] [English] {interaction}
Oh, cheers. What is the spelling? Spell it...

Students	: “C.”	[English]	
Teacher	: “C.”	[English]	
	{interaction}		
Students	: “H.”	[English]	
Teacher	: “H. Okay, okay, okay. Gini? H. Okay, okay, okay. Like this (ch)?	[English] [Indonesian]	{interaction}
Students	: “Ya.”	[Indonesian]	
	Yes.		
Teacher	: “Ya. Trus gini? Trus? Trus? E?” Right. Like this? And then? And then? ε (tʃε)?	[Indonesian]	{interaction}
Students	: “S.”	{English}	
Teacher	: “S. Gini, *ches,? Iya? *ches. Hahaha. Kurang apa lagi?” S. Like this *ches (tʃs)? Right? *ches (tʃs). Hahaha. What did we miss?	[English][Indonesian]	{interaction}
Students	: “S.” another s after *ches	[English]	
Teacher	: “S. Ya, okay...” S. Right, okay...	[English][Indonesian][English]	{interaction}

Instead of giving the students the proper spelling of the board game, translating it from the Indonesian name, or guessing the English name, the teacher was stimulating them to construct the board game name by arranging the correct letters of its spelling. It was performed when she realized that some students had already tried to guess the correct name of the board game with incorrect spelling or pronunciation. Therefore, she wanted the students to spell the correct name by guessing the correct letter arrangement. This social activity between the teacher and the students in the two board game meaning-makings reflected the way she negotiated her intended meaning using the students' language repertoire.

Although only two interaction strategies were found in the teacher's translingual practice, they demonstrated her effort to help her students comprehend English pronunciation. The low frequency of the recontextualization strategy fell into the interaction strategy, since it also reflected the teacher's help for her students to understand what she had said in English by translating English terms into their languages, rather than training them to co-construct the meaning through their languages.

However, the last session of the EFL class showed her best effort to train her students to be more active and independent in learning English by holding recontextualization and interaction strategies. Since her duty of introducing, delivering, and explaining materials, as well as giving instruction and feedback on students' tasks, would be completed after the upcoming final-year examination, the teacher trained students to be more active in the classroom interactions to prepare for the next level of English in the eighth grade.

4. Conclusion

This study aims to investigate how translanguaging is practiced by an EFL teacher in a public junior high school in Brebes District using a local dialect spoken by most students. This case study also examines the negotiation strategies applied by the teacher in her translingual practice. In this study, it is found that the teacher mostly used English and Indonesian as the languages of choice to be integrated in the translingual practice. English was preferred as the target language to be taught in an EFL classroom, while Indonesian was preferred as the formal and official language to be used in a class. Although Javanese and JBD were less used, these languages were integrated by the teacher for two reasons. First, these were unintentionally spoken when the teacher talked about local objects. Second, the two languages were deliberately spoken when the teacher wanted to emphasize or confirm something that needed to be done or understood by the students. The teacher constructed her intended meaning through three negotiation strategies. The envoicing strategy revealed her identity as an Islamic woman, an English teacher, an Indonesian, a Javanese, and a Brebes District resident. The recontextualization strategy demonstrated her capability of recontextualizing an English phrase in an Indonesian word. The interaction strategy reflected her ability to stimulate their students to build an interaction by co-constructing meaning.

This small-scale case study demonstrates that translanguaging practice is suitable for an EFL teacher to teach multilingual students, particularly students whose mother tongue is not commonly used in classroom interactions. By applying translanguaging practice, the teacher is expected to respect and embrace the students' language repertoire, including their mother tongue, despite any social and political value attaching to it. The teacher's decision to integrate languages she did not prefer to be involved in the classroom determined the success of her translanguaging practice, as students preferred the language to facilitate their English learning process. On the other hand, the teacher's persistence in using the language her students prefer less should also be respected by students because she needs it to negotiate her intended meaning by employing her and the students' language repertoire in the meaning-construction process. The way the teacher and the students involved the students' acquired language in communication for the meaning-making process, communicating with peers, and developing academic language practices reflects the translanguaging pedagogy (Zein, 2022). It reveals the teacher's beliefs and ideology toward the students as future bilingual learners without considering their linguistic variation. The teacher's ability to change her instructional plan and practice in a flexible way to give feedback to the students on EFL learning reflects her translanguaging ability. However, the teacher can be encouraged to expand her strategic plan design for various learners to practice translanguaging and to decide how to apply the translanguaging design.

References

- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism* (5th ed.). Bristol: Multilingual Matters
- Bauman, R. and Briggs, C.L. (1990). Genre, Intertextuality, and Social Power. *Journal of Linguistic Anthropology* 2(2):131-172.
- Blackedge, A and Creese, A. (2010). *Multilingualism: A Critical Perspective*. London: Continuum.
- Canagarajah, S. (2011). Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy. *Applied Linguistics Review*.
- Canagarajah, S. (2013). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. London: Routledge.
- Cresswell, J.W. (2014). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, California: Sage Publications.
- Facciani, C. (2019) Translanguaging: Origins and Development of a Pedagogical Practice. *Journal of Advances and Scholarly Researches in Allied Education*. Vol. 16, Issue No. 7, (Special Issue). May-2019, ISSN 2230-7540.
- Fathiyyah, N. J., Ningrum, R. A., & Shodiq, S. (2023) Persepsi Mahasiswa Baru Sastra Jawa Angkatan 2023 Terhadap Bahasa Ngapak di Fakultas Bahasa dan Seni Universitas Negeri Semarang. *Jurnal Kultur*, 3(2), 150-162. <http://jurnalilmiah.org/journal/index.php/kultur>
- Garcia, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Oxford-UK: Wiley-Blackwell
- Lin, A. M. Y. (2020). Introduction: Translanguaging and translanguaging pedagogies. In Vaish, V. (Ed.), *Translanguaging in multilingual English classrooms: An Asian perspective and contexts* (pp. 1–9). Springer. https://doi.org/10.1007/978-981-15-1088-5_1
- Pawestri, A. G. (2020). Membangun Identitas Budaya Banyumasan Melalui Dialek Ngapak Di Media Sosial. *Jurnal Pendidikan Bahasa Dan Sastra*, 19(2), 255–266. https://doi.org/10.17509/bs_jpbsp.v19i2.24791
- Raja, D., (2022). Students' Attitude Towards Translanguaging Practice in Indonesian EFL Classes. *Indonesian Journals of Applied Linguistics*. 11(3). Retrieved from <https://ejournal.upi.edu/index.php/IJAL/search/authors/view?firstName=Fransiskus&middleName=Dinang&lastName=Raja&affiliation=Universitas%20Sebelas%20Maret&country=ID>
- Rasman, R. (2018). To translanguage or not to translanguage? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687-694. doi: 10.17509./ijal.v7i3.9819.
- Roza, V. (2019). Translingual Negotiation Strategies Used by English Students to Build Classroom Interaction in A Translation Class. *Lingua Culture*, 13(1), 21. doi: 10.21512/lc.v13i1.5214

- Wang, D. (2022). *Multilingualism and Translanguaging in Chinese Classrooms*. New Zealand: Palgrave Macmillan.
- William, C. (1994). *Arfarniad o Ddulliau Dysgu ac Addysgu yng Nghyd-destun Addysg Uwchradd Ddwyeithog*. [An evaluation of teaching and learning methods in the context of bilingual secondary education]. Unpublished Doctoral Thesis. (University of Wales, Bangor).
- William, C. (2002). *Extending bilingualism in the education system*. *Education and Lifelong Learning Committee* (ELL Report No. 06–2). Retrieved from the National Assembly of Wales website: <http://www.assemblywales.org/3c91c7af00023d820000595000000000.pdf>
- Yin, R.K. (2014). *Case Study Research Design and Methods* (5th Ed.). Thousand Oaks, California: Sage Publications.
- Zein, S. (2022). Translanguaging and Multiliteracies in the English to Speakers of Other Languages (ESOL) Classroom. *Journal of English Teaching*, Vol 77, No Supplement 1, Autumn 2022, pp. 3-24. DOI: <https://doi.org/10.15858/engtea.77.s1.202209.3>. <http://journal.kate.or.kr>.
- Zhang, L. and Tsung, L. (2019). Bilingual Education and Minority Language Maintenance in China: The Role of Schools in Saving the Yi Language. *Multilingual Education* (1st Ed.). Vol. 31. Springer. <https://doi.org/10.1007/978-3-030-03454-2>.