



## The Implementation of Translanguaging Approach in Rural School: A Case Study

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### ABSTRACT

This study explores the implementation of the translanguaging approach by English teachers in rural junior high schools in the Special Region of Yogyakarta, Indonesia. Employing a qualitative multiple case study design, the research involved three English teachers selected through maximum variation sampling. Data were collected through non-participant classroom observations, semi-structured interviews, and document analysis. Guided by Rabbidge's (2019) five-set translanguaging strategy framework, the findings reveal that teachers utilized various strategies to facilitate student comprehension and engagement. The results demonstrate that translanguaging practices enabled teachers to create more inclusive learning environments by bridging linguistic gaps and supporting multilingual learners. This study contributes to the growing body of research on translanguaging in English as a Foreign Language (EFL) settings.

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## INTRODUCTION

In multilingual classrooms of rural Indonesia, English language instruction often encounters challenges due to the linguistic gap between students' everyday languages and the target language used in classrooms. While students in these settings are typically fluent in Bahasa Indonesia and local languages, their exposure to English remains limited, often leading to comprehension barriers, reduced confidence, and passive participation. These challenges are compounded by the monolingual ideologies embedded in many English as a Foreign Language (EFL) teaching practices, which prioritize English-only instruction despite students' multilingual realities.

Translanguaging, which refers to the strategic use of learners' full linguistic repertoires to facilitate meaning-making and learning (García & Wei, 2014), emerges as a responsive pedagogy that aligns with the sociolinguistic conditions of rural classrooms. Rather than viewing students' native languages as obstacles, translanguaging empowers them as cognitive and communicative resources. Previous studies have indicated its potential to increase learner engagement, comprehension, and identity validation (Canagarajah, 2011; García, Johnson, & Seltzer, 2017). However, despite a growing body of research on translanguaging in urban and bilingual settings, its implementation in rural EFL classrooms in Indonesia remains underexplored (Afriadi, 2021; Khairunnisa & Lukmana, 2020; Nursanti, 2021).

This study contributes to this gap by examining how English teachers in rural junior high schools in Yogyakarta implement translanguaging strategies during classroom instruction. The rural context, where students are deeply rooted in local languages and have minimal interaction with English outside the classroom, provides a unique and relevant sample for understanding context-sensitive pedagogical practices. The study adopts Rabbidge's (2019) five-set translanguaging strategy framework to explore how translanguaging is operationalized to enhance learning. By focusing on practical classroom implementation, this research enriches the understanding of translanguaging as a pedagogical approach and provides implications for EFL teaching in similar under-resourced, multilingual contexts.

## LITERATURE REVIEW

### *Translanguaging*

Translanguaging refers to the process in which multilingual speakers utilize their entire linguistic repertoire to make meaning, communicate, and acquire knowledge (García & Wei, 2014). In contrast to traditional views of bilingualism that treat languages as separate systems, translanguaging embraces the fluid and dynamic interaction between languages. García (2009) argues that translanguaging allows learners to navigate classroom discourse using their own linguistic strengths, thereby increasing access to content and reducing language-related barriers. This view is supported by Cummins' (2007) interdependence hypothesis, which posits that proficiency in a second language can be enhanced through the support of a learner's first language.

In English language classrooms—particularly in EFL contexts—translanguaging has been recognized as a means to bridge the gap between

students' prior linguistic knowledge and new linguistic input (Creese & Blackledge, 2010; Velasco & García, 2014). It empowers students by validating their linguistic identities and has been found to increase engagement, understanding, and confidence in language learning (Garcia, Johnson, & Seltzer, 2017; Canagarajah, 2011). In rural Indonesian classrooms, where English exposure is often limited, translanguaging becomes not only a pedagogical choice but also a necessity to ensure meaningful participation and comprehension.

### ***Rural Education***

Rural education theory acknowledges the sociocultural and logistical realities of rural schools, including geographic isolation, limited resources, and linguistic diversity (Roberts & Green, 2013). In such contexts, teaching approaches must be culturally responsive and adapt to the dominant local languages and values (Azano & Stewart, 2015). Translanguaging, when used in rural classrooms, becomes not just a pedagogical tool, but also a way to empower learners by incorporating their home and regional languages into academic settings, thereby supporting equity and inclusion (Paris, 2012).

### ***Translanguaging Strategy***

Rabidge (2019) proposes a practical framework of five translanguaging strategy sets. These sets illustrate how teachers can leverage students' L1s to support comprehension, clarify tasks, ensure content understanding, and explore new vocabulary.

## **METHODOLOGY**

This study employed a qualitative multi-case study design to explore the implementation of translanguaging approach in English classrooms across three rural junior high schools in the Special Region of Yogyakarta, Indonesia. The study focused on understanding how English teachers in rural contexts utilize students' full linguistic repertoires during classroom instruction.

The participants included three English teachers, each representing one school, selected through maximum variation sampling. Data were collected through classroom observations, semi-structured interviews, and documentation analysis. Observation focused on teacher practices, particularly the use of Rabidge's (2019) five sets of translanguaging strategies.

Thematic analysis was employed to examine the data, allowing for the identification and interpretation of patterns related to translanguaging implementation. Triangulation across data sources ensured credibility and trustworthiness in the findings.

## **RESEARCH RESULT**

The findings of this study indicate that all three English teachers implemented translanguaging as an intentional pedagogical strategy, not a spontaneous practice. The strategies observed align with Rabidge's (2019) five-set framework, which includes instructional, concept-check, concept-

confirmation, vocabulary-discovery, and lesson elucidation strategies, along with associative, facilitative, participatory, mediating, and affective dimensions.

### ***Instructional strategy***

All three teachers utilized multilingual instructions by combining English with Bahasa Indonesia and Javanese to ensure students clearly understood classroom tasks. This approach supported comprehension, encouraged participation, and reduced language anxiety.

T1 guided students through tasks using structured prompts, as seen when she instructed:

*"Each picture has each description... coba diidentifikasi, opo sih jenenge? opo sih hobine?... halaman 33 silahkan kerjakan berdua"* (Observation, T1).

She also motivated students using culturally familiar expressions, saying:

*"Raise your hand first, sing iso njawab... dan bener nilainya 100"* (Observation, T1).

T2 provided bilingual instructions and reinforced vocabulary during task explanations.,

*"Please come forward Rizki. Write down your answer on the blackboard, tulis jawaban kamu di papan tulis"* (Observation, T2),

and later prompted vocabulary engagement:

*"Usually, kamu gak tau usually, silahkan cari..."* (Observation, T2).

T3 consistently integrated bilingual cues in daily routines, such as:

*"Please prepare your notebook... kalau ada yang perlu dicatat langsung dicatat"* (Observation, T3),

while also using immediate English recall like:

*"Nama, what is nama in English? ... Together please: name"* (Observation, T3).

These practices show that instructional translanguaging helped bridge understanding, foster a culturally responsive environment, and enabled students to engage actively regardless of their English proficiency.

### ***Concept-check strategy***

All three teachers employed concept-check strategies to verify student understanding by using bilingual questioning. These strategies enabled students to recall vocabulary and grammar structures more confidently.

T1 used contextual bilingual prompts to guide students in linking vocabulary to their meanings. For instance, she asked:

*"What do you need for fishing? Apa saja tadi yang dibutuhkan untuk fishing?"*

*"What you need for cycling? Cycling tadi apa?"* (Observation, T1)

T2 applied repetitive questioning to strengthen vocabulary retention. She guided students through recall like:

*"Papan tulis bahasa Inggrisnya apa?... How many blackboards are in the classroom?"* (Observation, T2)

T3 focused on reviewing previous lessons, prompting students to recall topics such as colors, numbers, and days of the week:

*"Masih ingat pelajaran yang lalu?... warna warna, angka, days of the week"* (Observation, T3)

This reflection encouraged long-term retention and activated students' prior knowledge in a supportive manner.

Overall, these strategies enabled students to engage in active meaning-making while navigating between languages. Translanguaging in concept-checking allowed students to process English structures with the aid of their dominant language, supporting deeper understanding and greater classroom participation.

### ***Concept-confirmation strategy***

All three teachers implemented concept-confirmation strategies to reinforce students' understanding of vocabulary and sentence structures. These were carried out through prompts that required learners to restate information or validate their comprehension using both English and their native language.

T1 guided students to confirm their understanding by prompting them to restate or complete responses,

*"Sudah ada jawabannya? Belum, lembar kerja nya ada di halaman berikutnya. Disuruh ngapain ini?"*

*"Diidentifikasi... Diidentifikasi, identify."* (Observation, T1)

She also encouraged deeper reasoning through follow-up questions:

*"Galang likes fishing, he goes fishing once a week... Kok tau darimana?"*

*"Dari bacaan... Emang he itu siapa?... Galang."* (Observation, T1)

This bilingual questioning helped students connect text meaning with sentence structure while staying engaged.

T2 used binary prompts such as "True or false?" to allow students to confirm answers confidently:

*"There is a blackboard. True or false? Benar apa salah bahasa Inggrisnya?"* (Observation, T2)

This technique made it easier for students to process and affirm their understanding without pressure, especially for those less fluent in English.

T3 confirmed comprehension through step-by-step discussions,

*"Kalau kita perkenalan apa saja yang dikenalkan biasanya?"*

*"Nama... alamat... school"* (Observation, T3)

In his classroom, students were asked to apply new vocabulary in contextual sentences, such as describing routines or introductions, helping them internalize both meaning and usage.

These strategies highlight how translanguaging was used not only for clarification but also to validate learning. Through restating, checking, and applying knowledge in two languages, teachers ensured students could confirm understanding while building linguistic confidence.

### ***Lesson elucidation strategy***

This strategy was primarily observed in T3's classroom, where lesson objectives were clearly explained and linked to real-life situations. For example, in a lesson on self-introduction, T3 stated:

*"Kalau memperkenalkan diri dalam bahasa Inggris... nanti kalian bisa memperkenalkan diri... kalau ketemu orang..."* (Observation, T3)

By contextualizing the activity, T3 helped students understand the purpose and relevance of the lesson, which enhanced motivation and engagement. In contrast, T1 and T2 focused more on immediate tasks without explicitly connecting them to real-world application. This highlights the potential of lesson elucidation, supported by translanguaging, to make language learning more meaningful.

### ***Vocabulary-discovery strategy***

All three teachers employed vocabulary-discovery strategies by connecting new English words to students' daily lives, promoting contextual and meaningful learning.

T1 related vocabulary to students' hobbies and routines, as shown when she asked:

*"Football is sepak bola, playing volleyball is main voli... her hobby is playing volleyball"* (Observation, T1)

This allowed students to link personal interests with English vocabulary. Her module also included lists tied to everyday contexts, supporting structured discovery.

T2 used questioning to elicit English equivalents of local terms, such as:

*"Kantor pos, bahasa Inggrisnya apa?... kantor guru?... Office."*  
(Observation, T2)

She also clarified common misconceptions in a playful yet informative way:

*"Air putih masa gak tau... Mineral water, kayak aqua..."* (Observation, T2)

These exchanges promoted vocabulary retention through repetition and real-world relevance.

T3 introduced vocabulary through humor and familiar topics. In discussing absences, he joked:

*"Nihil? No one. Repeat: no one... No one absent"* (Observation, T3)

And when students responded "dolan" for their hobby, he clarified:

*"My hobby is playing around... coba hobi yang positif ya"* (Observation, T3)

By anchoring new words in students' own language and experiences, all three teachers made vocabulary acquisition more engaging and lasting.

### ***Associative strategy***

All three teachers applied associative strategies by linking new vocabulary to students' personal experiences and everyday life, making learning more relevant and engaging.

T1 encouraged students to connect vocabulary with hobbies and daily routines. For example:

*"Do you like fishing? How many times mancing in a week?... Dalam 1x24 jam itu aktifitas apa saja yang kalian lakukan?"* (Observation, T1)

This approach helped students reflect on their own lives and associate new words with real contexts.

T2 related vocabulary to culturally familiar terms, such as:

*"Air putih itu cuma sebutan di Indonesia, kalau di Malaysia apa namanya?... Air kosong... bahasa Inggrisnya air putih tadi apa? ... Mineral water"* (Observation, T2)

Her use of humor and regional references made learning more accessible and enjoyable.

T3 brought in students' contemporary interests, like gaming or social media, as shown when a student said:

*"Hobi saya nongkrong pak... Tiktok"* (Observation, T3)

T3 used these associations to build vocabulary meaningfully while keeping the atmosphere relaxed and relatable.

These strategies, through translanguaging, fostered personal connection to content, increased motivation, and deepened students' vocabulary understanding.

### ***Facilitative strategy***

Facilitative strategies were used by all three teachers to support students' understanding of expressions used in real-life social contexts.

T1 broke down complex expressions and guided students through possessive structures, e.g.:

*"That is Tyan's book... bisa kita ganti dengan his book. Tau maksudnya?"*  
(Observation, T1)

She also contextualized vocabulary like *need* through prompts such as:

*"What do you need for fishing? Apa yang kamu butuhkan untuk fishing?"*  
(Observation, T1)

T2 focused on common conversational phrases. When a student said *belum*, she clarified:

*"What is belum in English? Not yet. Kalau saya tanya have you done? Not yet, mam."* (Observation, T2)

This built confidence in using everyday English in class dialogues.

T3 emphasized real-life expressions through relatable scenarios, such as introducing oneself:

*"Hi my name is Sunaryono, please call me Pak Naryo."* (Observation, T3)

He supported learning through video materials and direct practice, blending English with Indonesian to reinforce understanding.

These strategies helped students move beyond memorization by applying expressions meaningfully in daily life. Translanguaging facilitated clarity, boosted confidence, and encouraged students to use English in practical contexts.

### ***Participatory strategy***

Participatory strategies were applied by all three teachers to encourage student autonomy and peer collaboration, supporting both confidence and engagement.

T1 asked students to work individually before discussing in groups, helping them build initial understanding:

*"Bagaimana? Lembar yang harus diidentifikasi ada di awal... Yang empat descriptions"* (Observation, T1)

Her module also included pair-based tasks, like self-introduction, promoting peer interaction through translanguaging.

**T2** fostered independence by prompting students to seek answers using books and peers:

*“Perpustakaan bahasa Inggrisnya apa? Sudah ada yang ketemu?... Iki iki, songolas”* (Observation, T2)

She designed pair interviews about personal interests, encouraging shared language use in context.

**T3** emphasized collaborative group work with clear guidance:

*“Kita akan latihan bersama-sama... ada kelompok-kelompok, setuju gak?”*  
(Observation, T3)

*“Silahkan menyusun untuk perkenalan diri kamu sendiri tapi boleh tanya dalam kelompok”* (Observation, T3)

Group discussions allowed students to assist one another while practicing English in a supportive setting.

These participatory strategies, grounded in translanguaging, helped students take ownership of their learning while building social and linguistic skills through peer support.

### *Mediating strategy*

All three teachers applied mediating strategies to help students overcome learning difficulties by offering bilingual support and adapting their guidance to student needs.

**T1** provided one-on-one clarification through step-by-step prompts:

*“Baca, read the description... hobinya apa? Frekuensinya? Tools itu apa? ... Tools itu alat”* (Observation, T1)

Her scaffolded tasks and responsive guidance built student confidence and comprehension gradually.

**T2** offered inclusive explanations, encouraged dictionary use, and reminded students to analyze texts:

*“You can use your dictionary... eling-eling itu maksudnya disimpen di otak”* (Observation, T2)

Her approach promoted autonomy while maintaining emotional reassurance.

**T3** simplified complex tasks and used group reading to reduce anxiety:

*“Kita latihan sama-sama dulu... kalian baca di group gantian”*  
(Observation, T3)

By normalizing support and group practice, he created a safe space for students to learn collaboratively.

Through these strategies, translanguaging helped bridge understanding, build student resilience, and foster active problem-solving in language learning.

### *Affective Strategy*

All three teachers used affective strategies to create a supportive and motivating classroom atmosphere through praise, humor, and empathy.

**T1** reinforced positive behaviors with individual praise, such as:

*"Can you cook pancake? Keren sekali."* (Observation, T1)

This boosted students' confidence and encouraged participation.

**T2** incorporated humor to ease tension and foster camaraderie:

*"Air putih itu cuma sebutan di Indonesia... air kosong, ipin upin itu hahaha."* (Observation, T2)

She also affirmed student contributions with encouragement like:

*"Ok very good, thank you very much."* (Observation, T2)

**T3** promoted a joyful learning environment by combining playful interactions with encouragement:

*"Susah jangan susah, buat apa susah, susah itu tak ada gunanya haha."* (Observation, T3)

He also used songs and applause to celebrate student efforts.

These affective strategies, integrated with translanguaging, enhanced student motivation, reduced anxiety, and fostered active engagement, contributing to a positive and inclusive learning culture.

## **DISCUSSION**

The implementation of translanguaging strategies by English teachers in rural junior high schools demonstrates a flexible and context-responsive approach to multilingual education. The teachers applied Rabbidge's (2019) five-set translanguaging framework—Instructional, Concept-Check, Concept-Confirmation, Lesson Elucidation, and Vocabulary-Discovery—along with additional Associative, Facilitative, Participatory, Mediating, and Affective strategies, confirming García and Wei's (2014) view that translanguaging enhances bilingual education.

The prominence of Instructional and Concept-Check strategies highlights the teachers' focus on clarifying instruction and mitigating cognitive overload for students navigating between English and their native languages. This bilingual scaffolding aligns with Cummins' (2007) interdependence hypothesis, which

emphasizes the positive role of first language use in supporting comprehension and reducing learning barriers. However, caution is advised per MacSwan (2017) and Lin and Martin (2005), suggesting gradual balancing with monolingual practices to prepare learners for English-dominant contexts.

Concept-Confirmation activities, where students restate and apply language, foster metalinguistic awareness and cognitive flexibility (Otheguy, García, & Reid, 2018). Yet, Swain's (2000) output hypothesis suggests that active language production should be further encouraged to deepen linguistic proficiency beyond comprehension.

Vocabulary-Discovery and Associative strategies root language learning in students' lived experiences, consistent with González and Moll's (2002) funds of knowledge and García and Lin's (2017) frameworks. While grounding vocabulary in familiar contexts aids accessibility, Cummins (2011) warns against limiting learners to only familiar content, advocating for exposure to diverse linguistic scenarios to foster flexibility.

Facilitative, Participatory, and Mediating strategies align with Vygotsky's (1978) Zone of Proximal Development, supporting scaffolded learning and autonomy development. These methods encourage students' gradual independence and collaborative engagement, echoing Swain's Output Hypothesis (2000) and Poehner's dynamic assessment (2008). Still, balance is needed to prevent over-simplification and over-reliance on teacher mediation (Macaro, 2014; Wei & García, 2021).

Lesson Elucidation, although less frequent, connects learning to practical contexts, which can motivate students and contextualize English use (Baker, 2011). More systematic integration of this strategy could enhance relevance and learner engagement in rural settings.

Affective strategies are crucial in creating emotionally supportive classrooms that reduce anxiety and promote confidence. The strategic use of L1 expressions enhances emotional resonance and aligns with Krashen's Affective Filter Hypothesis (1982). The dual use of L1 and L2 for affective support balances immediate emotional security with long-term confidence building (Wei, 2021; Dewaele & MacIntyre, 2014).

In sum, translanguaging offers a dynamic, inclusive pedagogical framework that addresses the cognitive, social, and emotional needs of rural multilingual learners. Its strategic implementation fosters comprehension, engagement, and gradual language proficiency development, making it a valuable approach for effective bilingual education in rural Indonesian classrooms.

## CONCLUSIONS AND RECOMMENDATIONS

This study reveals that translanguaging strategies implemented by English teachers in rural junior high schools significantly enhance students' comprehension, engagement, and language proficiency. By strategically combining students' native languages with English, teachers create inclusive and supportive learning environments that reduce language anxiety and promote active participation. Instructional clarity, concept-checking, vocabulary

discovery, and affective support emerged as vital components in facilitating effective bilingual education in rural contexts. While challenges remain in balancing translanguaging with monolingual English use, the approach's adaptability to local realities underscores its potential as a powerful pedagogical tool.

Based on these findings, it is recommended that educational stakeholders provide specialized training for teachers in rural areas to deepen their understanding and application of translanguaging strategies. Curricula should explicitly incorporate translanguaging to leverage students' full linguistic repertoires as learning resources. Additionally, developing culturally relevant bilingual teaching materials can support effective vocabulary acquisition and contextual learning. Further research is encouraged to examine the long-term effects of translanguaging on student achievement and to explore teacher and student perspectives on its implementation, which could inform sustainable bilingual education policies in rural settings.

### **ADVANCED RESEARCH**

This study has several limitations that should be acknowledged. First, the research was conducted in only three rural junior high schools within a specific region, which may limit the generalizability of the findings to other rural contexts with different sociolinguistic dynamics. Second, the data collection relied primarily on classroom observations and teacher interviews, with limited direct input from students, which might overlook learners' perspectives on translanguaging practices.

For future research, it is recommended to expand the scope by including a larger and more diverse sample of schools and regions to capture varied translanguaging implementations. Incorporating students' voices through interviews or focus groups would provide deeper insight into their experiences and attitudes toward translanguaging. Longitudinal studies could also investigate the sustained impact of translanguaging on students' English proficiency and academic achievement over time. Finally, exploring the challenges and support needs of teachers in implementing translanguaging could inform more effective professional development programs.

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