Ghancaran
Jurnal Pendidikan Bahasa dan Sastra Indonesia
P-ISSN 2714-8955 | E-ISSN 2715-9132
https://ejournal.uinmadura.ac.id/index.php/ghancaran/index
https://doi.org/10.19105/ghancaran.v20i2.26291
OPEN ACCESS

RESEARCH ARTICLE

Local-based translanguaging approach: An innovative language learning strategy to maintain generation Z's cultural identity

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ABSTRACT
Generation Z lives in a multilingual and multicultural society characterized by the flexible use of Indonesian, regional languages, foreign languages, and digital communication. This condition presents opportunities and challenges for preserving cultural identity through language learning. This study aims to explore the application of Local-Based Translanguaging as a language learning strategy to support the preservation of Generation Z's cultural identity. This research employed a descriptive qualitative design, with data collected through open-ended questionnaires from 180 students at Universitas Pattimura, Universitas Jember, and Universitas Negeri Yogyakarta, selected through purposive sampling. Data were analyzed using the interactive model of Miles, Huberman, and Saldana, involving data reduction, data display, and conclusion drawing and verification. The findings reveal positive student perceptions of flexible language use in learning. Confidence in presenting arguments using local languages received a positive response of 63.3%, with an average score of 3.77. Integrating learning tasks with local cultural exploration achieved 82.8%, with an average score of 4.18, while combining global literature with local cultural materials reached 84.4%, with an average score of 4.14. Inclusive learning interactions contributed to cross-cultural confidence, with an average score of 4.02. Cultural preservation received the highest score of 4.39, with 88.9% of respondents recognizing translanguaging as a bridge between modernization and local culture. These findings suggest that Local-Based Translanguaging can connect language learning, cultural identity, and Generation Z's lived experiences. It also creates opportunities for regional languages in multilingual classrooms. However, local expressions and idioms should be used contextually to prevent misunderstandings and exclusion in linguistically diverse learning environments.
Keywords: translanguaging; local language; Generation Z; cultural identity; language learning.

ARTICLE HISTORY

Received: September 30, 2026
Accepted: October 28, 2026
Published: November 14, 2026

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How to Cite This Article
Azizah, dkk. (2026). Local-Based Translanguaging Approach: An Innovative Language Learning Strategy to Maintain Generation Z's Cultural Identity. *Ghancaran: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Special Edition Lalongét VII, 606-623. https://doi.org/10.19105/ghancaran.v20i2.26291

INTRODUCTION

Indonesia is a country with a very high diversity of languages and cultures. The existence of Indonesian, which serves as the national language, coexists with various regional languages that are part of the community's identity. In daily life, Indonesian people are interacting with foreign languages, especially English, through education, technology, social media, entertainment, and digital communication. This condition shows that Indonesian society lives in a multilingual and multicultural environment. Abduh et al. (2021) emphasized that education in the context of globalization needs to prepare students to become multilingual and multicultural societies. Thus, language learning needs to respond to the diverse linguistic realities by providing space for the various linguistic resources possessed by the learners.

The issue becomes important in the life of Generation Z which has grown up alongside the development of digital technology. Generation Z has different communication characteristics because their social interactions largely take place through digital media, such as social media, messaging apps, digital videos, and various other communication platforms. In that space, language use occurs flexibly and often involves more than one language. Indonesian can be used alongside regional languages, English, slang, abbreviations, and multimodal forms of communication. Lumbanbatu (2024) showed that language use among Indonesia's Generation Z is related to ethnic identity and language choice in social life. This condition shows that the language used by Generation Z not only represents their communication needs but also becomes part of the process of forming and negotiating their identity.

Amid the development of global and digital communication, the existence of regional languages faces various challenges. The younger generation uses Bahasa Indonesia in various communication situations, while the use of regional languages may become more limited to family or specific community environments. Riadi (2021) shows a tendency of language shift among the younger generation in Lampung, marked by the increasing use of Indonesian and the weakening mastery of local languages. A similar phenomenon is also a focus in the research by Ulfayanti and Aini (2026), which shows that changes in the use of regional languages among the younger generation are related to factors such as social environment, language attitudes, and changes in communication patterns. If this trend continues without preservation strategies relevant to the lives of the younger generation, regional languages are at risk of losing their function and space for use.

The problem cannot be solved merely by reintroducing vocabulary or local language rules. Language preservation needs to be carried out through the establishment of meaningful language use for the younger generation. In this action, education holds a strategic position because schools and universities serve as spaces for intergenerational interaction that allow local languages to be used, learned, and developed. Language learning can serve as a means to connect students' linguistic experiences with local knowledge and culture. Mataraw and Adriansyah (2023) emphasized the importance of considering linguistic diversity and language ideology in educational policies and practices in Indonesia. Therefore, language learning needs to shift from a paradigm that only emphasizes the use of one language to an approach that recognizes and utilizes the diversity of learners' linguistic repertoires.

One of the approaches relevant to that condition is translanguaging. Translanguaging views the multilingual abilities of learners as a unified repertoire of linguistic resources that can be used flexibly in constructing meaning. In the context of education, translanguaging

allows students to use various languages they master to understand the material, engage in discussions, express ideas, and produce work. Wei (2022) explains that translanguaging can be understood as a pedagogical stance that allows for the use of various linguistic and semiotic resources in the learning process. Thus, the use of regional languages in learning does not have to be positioned as something that contradicts the use of Indonesian or foreign languages.

The application of translanguaging in learning has also shown various benefits. Berlianti and Pradita (2021) found that translanguaging in EFL classroom interactions can help students understand learning materials and build more effective interactions. Putrawan (2022) also showed that translanguaging in EFL classrooms in Indonesia can benefit the learning process, especially when teachers need to explain concepts or facilitate students' understanding. These findings show that translanguaging can be a pedagogical strategy suitable for the characteristics of multilingual classrooms. In the context of Indonesia, which has a diversity of regional languages, translanguaging has broader opportunities. Liando et al. (2023) found translanguaging practices involving English, Indonesian, and local languages in EFL learning in Indonesia. The use of various languages not only helps students understand the material but also allows them to utilize the linguistic resources they already possess. Setya Ningrum and Sahiruddin (2023) also found translanguaging practices in the context of higher education in Indonesia. These findings strengthen the argument that translanguaging is a practice that has indeed occurred in multilingual education in Indonesia.

Translanguaging can also be used to build more inclusive learning. Fadila et al. (2024) show that students have a positive perception of teachers' translanguaging practices in EFL classes in Indonesia because it helps the learning process and increases motivation. Ramadhani and Maharsi (2024) also found that teachers in EFL learning use translanguaging through practices such as code-switching, translation, and interpretation to support the learning process. This shows that the use of more than one language does not always hinder the learning of the target language, but can be a strategy to bridge students' understanding. The relationship between translanguaging and identity is also becoming increasingly relevant when learning is directed toward Generation Z. Almashour (2024) shows that translanguaging can help individuals express and negotiate cultural identity in multilingual environments. Wong (2024) also demonstrates that understanding translanguaging pedagogy can encourage a more positive view of linguistic diversity and influence educators' professional identity. Thus, translanguaging can not only be viewed as a learning technique but also as an approach that acknowledges the identities and linguistic experiences of learners.

The development of digital technology increasingly expands the possibilities of applying translanguaging. Generation Z not only uses language in the form of oral and written communication but also through videos, images, emojis, audio, memes, and various forms of multimodal communication. Rajendram et al. (2022) show that online translanguaging can be combined with multiliteracy strategies such as identity texts, linguistic landscapes, and photovoice to support the learning of multilingual students. This indicates that translanguaging can be developed in digital environments, making it more suitable for the communication characteristics of Generation Z. Moses and Torrejon Capurro (2024) also show that literacy activities involving translanguaging can be related to vocabulary development as well as the process of identity formation for learners. These findings show that the use of multiple languages in literacy activities does not have to diminish language learning achievements, but can create space to develop both language competence and identity. In the context of Generation Z, this approach can be developed through the production of digital content that highlights stories, terms, traditions, arts, food, history, or local wisdom by utilizing more than one language.

In the context of Indonesian education, research developments also indicate that translanguaging can be applied at various levels and learning situations. Agustin et al. (2024) show the presence of translanguaging practices in English language education in Indonesia. Meanwhile, Putri et al. (2026) found that translanguaging in English classes in Indonesia can occur at various stages of learning, whether in opening, core, or closing activities. These findings indicate that translanguaging is not merely a spontaneous phenomenon, but can be designed and utilized as part of a learning strategy. Although research on translanguaging is increasingly developing, there is still room for further research to be developed. Some research in Indonesia still positions translanguaging primarily as a strategy to aid comprehension in foreign language learning, particularly English (Liando et al., 2023; Putrawan, 2022; Ramadhani & Maharsi, 2024). Meanwhile, research on the relationship between local languages, translanguaging, and Generation Z identity is still relatively limited. However, studies on Generation Z show a connection between language use and ethnic identity (Lumbanbatu, 2024), while research on regional languages indicates challenges such as language shift among the younger generation (Riadi, 2021; Ulfayanti & Aini, 2026).

The gap indicates the need for the development of the Local-Based Translanguaging concept. This approach does not merely use local languages as a tool when students have difficulty understanding the material, but places local languages as sources of knowledge, identity, experience, and cultural expression. Local languages can be strategically combined with Indonesian and global languages in learning activities. Students can use local languages to explore folk tales, traditional expressions, local history, community wisdom, and cultural experiences, and then reconstruct them using Indonesian or foreign languages according to the learning objectives.

This approach is also in line with the development of translanguaging pedagogy, which views students' linguistic repertoires as assets. Windle and Possas (2023) demonstrate that translanguaging can provide space for linguistic diversity while also addressing educational inequalities in the Global South context. Therefore, locally-based translanguaging can be developed as an approach that not only focuses on achieving linguistic competence but also on equalizing opportunities for learners to use and develop the language resources they possess. Thus, Local-Based Translanguaging can be an alternative language learning strategy that connects language, culture, technology, and the identity of Generation Z. This approach allows learners to study language through cultural contexts close to their lives while also providing opportunities to communicate in a global environment. Local languages are not positioned as languages that must be exclusively preserved, but rather as part of a multilingual repertoire that can engage in dialog with Indonesian and global languages.

Based on the description, this research lies on the idea that maintaining the cultural identity of Generation Z cannot be achieved merely through conventional regional language teaching, but requires the incorporation of local languages in communication practices and learning that are relevant to the characteristics of the digital generation. While traditional language acquisition frameworks often isolate the target language or treat local dialects as interference, this approach legitimizes and leverages the learner's entire linguistic repertoire. Instead of viewing local languages as impediments to target language mastery, it positions them as cognitive and cultural scaffolding. It shifts the learning objective from subtractive bilingualism that is replacing local language to additive, identity-preserving plurilingualism. Generation Z (born in 1997 to 2012) is the first multimodal generation that maximized local culture to modern media because they are able to do storytelling via modern media in mixed codes transitioning to target language or foreign language. Therefore, the Local-Based Translanguaging Approach is offered as an innovative language learning

strategy that integrates the use of regional languages, Bahasa, and global languages with local cultural knowledge and practices. This approach is expected to serve as a bridge between locality and globality, enabling Generation Z to possess broad communication competencies without losing their connection to language and cultural identity.

METHOD

This study uses a qualitative descriptive design to explore the implementation of Local-Based Translanguaging as a language learning strategy in preserving cultural identity for Generation Z. This approach aligns with the research objective of capturing the perceptions, experiences, and interpretations of students regarding the practice of mixing local languages, Indonesian, and foreign languages in learning. Research data were collected through a questionnaire. The selection of the questionnaire as the main instrument places this research in the position of a qualitative survey, which is qualitative research that analyzes the diversity of characteristics or views of population members through written answers to relatively structured questions, rather than analyzing the frequency of answers statistically as in quantitative surveys (Jansen, 2010). Thus, the questionnaire in this study is not used to measure variables, but rather to capture the variations in students' experiences and interpretations regarding local-based translanguaging.

The respondents of this study are students from three universities, namely Pattimura University, Jember University, and Yogyakarta State University. Respondents were selected using purposive sampling technique, which is a method of determining samples based on specific considerations relevant to the research objectives, rather than based on statistical representation of the population (Etikan et. al, 2016). The considerations for selecting respondents in this study include the diversity of regional and linguistic backgrounds of students in Maluku, East Java, and Yogyakarta, which allows for a richer variation of regional languages and cultural experiences, as well as the students' experiences in language learning that involve the use of more than one language, whether regional languages, Indonesian, or foreign languages.

The research instrument in the form of an open-ended questionnaire was developed based on four aspects, namely the linguistic background of students, the implementation of local-based translanguaging in learning, innovative learning strategies utilizing digital media and the characteristics of Generation Z, as well as the impact of these approaches on students' cultural identity. The questionnaire was developed based on previously established discussion guidelines. The questionnaire was distributed online via Google Form to language program students at Universitas Pattimura, Universitas Jember, and Universitas Negeri Yogyakarta. Each respondent was given a brief explanation of the research objectives and a guaranty of identity confidentiality before filling out the questionnaire, and participation was voluntary.

The collected data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which consists of three stages that occur simultaneously and iteratively, namely data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). Data reduction was carried out by reading all the questionnaire responses from students at three universities, then selecting, simplifying, and focusing on the answers relevant to the research questions. Answers that are not relevant to the research focus are set aside so that the analyzed data is more directed. Data presentation is carried out by organizing the reduced answers into a narrative form categorized accordingly so that they can be compared systematically. The presentation of data in this structured narrative form makes it easier for researchers to see the relationships between aspects and avoid hasty conclusions. Drawing conclusions and verification are carried out in stages throughout the analysis process, by reviewing preliminary conclusions against raw data to ensure that

the resulting interpretations are truly valid. Verification is also conducted by comparing response patterns so that the final conclusions regarding the implementation of Local-Based Translanguaging and its impact on the cultural identity of Generation Z can be empirically justified.

The validity of the data is conducted by referring to the criteria of trustworthiness in qualitative research, namely credibility, transferability, dependability, and confirmability (Stahl & King, 2020). The credibility of the data is obtained through data triangulation, which involves comparing the responses of different students to observe the consistency or variation in response patterns. Transferability is achieved through a detailed description of the research context and background, allowing for the relevance of the findings to be understood in similar contexts. Dependability and confirmability are obtained through the systematic documentation of the data collection and analysis processes, starting from the preparation of instruments, the distribution of questionnaires, to the data analysis process, so that the research process can be traced back to ensure the validity of the research.

RESULTS AND DISCUSSION

Results

Representing on triangulated evidence from individual completion of questionnaire data and semi-structured interviews, the results revealed various local culture identified by students from Indonesia, particularly in Java, Sulawesi, and Maluku. From 180 students who residence in Sumatera, Jakarta, West Java, Central Java, Yogyakarta, East Java, Kalimantan, North Sulawesi, Southeast Sulawesi, North Maluku, and Maluku identified and filled the questionnaire with 28 students (15.6%) were males and 152 students (84.4 %) were females. We enquired 4 indicators associated with language used flexibility, local-based integrated materials, inclusive learning interaction, and self-cultural preservation of Gen Z.

Language Used	Frequency
Bahasa Indonesia	169
Javanese Language	45
Madurese Language	6
Ambonese Language	11
English Language	5
Other local languages	6

Table 1. Students' Identity

From the table above, the languages used by students Gen Z were mostly communicated in Bahasa Indonesia as the national language of Indonesia. The students also combined Bahasa Indonesia and their local languages in doing conversation to others. The used of local language was occurred everyday due to in every region of Indonesia has own local language that different each other regions. The used of English were appeared with only limited students by mixing Bahasa Indonesia, local language, and English language. Although the number of students researched were 180, apparently most of them were not only speak in Bahasa Indonesia, but also mix this language with local languages as in Javanese language, Ambonese language, Madurese language, English language, and other local languages.

The inquiry was structured around four key indicators designed to evaluate the dynamic language practices and cultural retention of Gen Z learners related to (1) Flexibility of language use, that described the fluidity of students switched and blent linguistic codes during communication; (2) Materials integration to local culture that incorporated regional culture contexts and heritage narratives into instructional content; (3) Students' interaction to inclusive learning environment that matched classroom and interpersonal dynamics to

accommodate diverse linguistic backgrounds, and (4) Generation Z's effort to preserve local culture by connecting students' conscious efforts to maintain local identity while developing broader linguistic competence.

The Flexibility of Language Use

Aspect	Frequency				
	Totally Disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Totally Agree (5 points)
Materials delivered in Bahasa Indonesia, native language, and foreign language.	13 (7.2%)	14 (7.8%)	51 (28.3%)	57 (31.7%)	45 (25%)
Allowing students to explain by mixing languages in Bahasa, local, and foreign.	14 (7.8%)	15 (8.3%)	50 (27.8%)	60 (33.3%)	41 (22.8%)
Feeling free and confidence to express arguments using local language.	6 (3.3%)	12 (6.7%)	48 (26.7%)	65 (36.1%)	49 (27.2%)
Using idioms of local language in discussion.	20 (11.1%)	18 (10%)	57 (31.7%)	59 (32.8%)	26 (14.4%)

Table 2. The Flexibility of Language Use

The data showed that the respondents (N=180) majorly contributed positive response to the implementation of multilingualism in the form of translanguaging approach in learning environment with the highest comfort level regarding the freedom to express arguments using their native language. In general, the data tendency achieved to "Agree" and "Totally Agree" categories for all measured aspects.

In this case, idioms are non-compositional because their meaning cannot be deduced from individual words alone. A student from Sumatra or Maluku hearing a Javanese idiom or an Ambonese phrase might struggle to decode the underlying cultural concept. This created cognitive friction because as non-native speakers spent extra mental effort decoding pragmatic intent rather than focusing on the primary target content. When teachers or dominant student groups utilized regional idioms during discussions, other students who did not share that linguistic background were becoming a minority.

Aspects / Indicators (Highest Rate)	Positive Response Tendency (Agree and Totally Agree)	Mean Score in Likert Scale (Scale 1 – 5)	Interpretation
Confidence to Express Arguments	63.3%	3.77	Very High / Totally Agree
Materials Delivered	56.7%	3.59	High / Agree
Allowing Students to Mix Languages	56.1%	3.55	High /Agree
Using Local Idioms	47.2%	3.29	Moderate / Neutral

Table 3. Mean Score of The Flexibility of Language Use

The first aspect was dealing with the confidence of students to express arguments obtained the highest positive response with 63,3% with the total conveyed "Agree" in 36,1% and "Totally Agree" in 27,2%. The disagreement rate was the lowest rate representing only 1 combine 10% for "Totally Disagree" and "Disagree". The data indicated that the flexibility

utilizing local language or students' native language was the most proficient to increase students' psychological safety and confidence to deliver the arguments in academic forum.

Regarding the next aspect of materials delivered in multilingualism obtained 56,7% respondents in total of "Totally Agree" and "Agree" supported the delivery materials mixed in Bahasa Indonesia, local language, and foreign language. Meanwhile, 28,3% obtained the "Neutral" rate that occupied in the second place after agreement rate. This rate had significant perspective of students in utilizing Bahasa Indonesia, local language, or foreign language indicating that most respondents likely perceived the effectiveness of delivering multilingual materials depended upon specific context, subject matter, or the language competence of lecturer.

Furthermore, the lecturer's approach to translanguage all languages used majorly in Bahasa Indonesia or local language and English/foreign language received 56,1% rate of agreement. The data reflected high acceptance of tranlanguagaing approach in the classroom. The students presented the comprehension needs become prominent in communication in the classroom when the materials were not rigidly restricted to a target language, but rather leverage the linguistic repertoire of both lecturers and students.

In comparison to other dimensions, the aspect of using local idioms contributed the lowest agreement rating of 47,2% and the highest disagreement rating was 21,1% from a combination of "Disagree" and "Totally Disagree" and the neutral rate was dominant at 31,7%. While the utilization of local language was tolerated, the use of particular idiom of local language conveyed high risk during group discussion. This phenomenon was caused by students' discrepancy of cultural background and languages with divergent proficiency levels. Consequently, the utilization of local idioms during discussion with distinct background fostered exclusion or misinterpretation.

Materials Integration to Local Culture

Aspect	Frequency				
	Totally Disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Totally Agree (5 points)
Associating local wisdom and case study in the classroom	5 (2,8%)	4 (2,2%)	58 (32,2%)	68 (37,8%)	45 (25%)
Classroom assignments associated in exploring local culture	1 (0,6%)	2 (1,1%)	28 (15,6%)	81 (45%)	68 (37,8%)
Combining global/modern literature with local culture materials	0 (0%)	4 (2,2%)	24 (13,3%)	94 (52,2%)	58 (32,2%)
Feeling free to mix languages engaged democratic and flexibility between lecturer and students	12 (6,7%)	10 (5,6%)	34 (18,9%)	84 (46,7%)	40 (22,2%)

Table 4. Materials Integration to Local Culture

Highly positive acceptance of culture-based curriculum (aspect 2 and 3) are strongly appeared in this table. Respondents strongly supported integrating modern literature with local content and assigning classroom tasks to explore local culture. This indicated a strong awareness that global materials still require local contextualization to be more relevant for students. In aspect 1 about the incorporation of case study method to local wisdom got highest percentage to "Neutral" this indicated that respondents might still found ambiguous or lack concrete examples of how local wisdom could be objectively integrated into classroom case study methodologies. The highest proportion of "Neutral" responses (32.2%, 58 respondents), more than twice that of aspect 2 (15.6%) and aspect 3 (13.3%).

Disagreement was minimal (5.0%), so the lack of stronger support stems from uncertainty rather than rejection.

This pattern indicates that students accept the idea in principle but lack a clear picture of how local wisdom is operationalized in case study learning. Accordingly, lecturers need to provide concrete examples, such as sample case study modules and operational guidelines, so that students can see how local wisdom is translated into structured and assessable classroom activities. In contrast, aspect 4 Allowing translanguaging for flexibility and a democratic classroom atmosphere received the lowest average score. Respondents were worried about the use of translanguaging could diminish academic formality or reduce mastery of target language.

Aspects / Indicators (Highest Rate)	Positive Response Tendency (Agree and Totally Agree)	Mean Score in Likert Scale (Scale 1 – 5)	Interpretation
Classroom assignments associated in exploring local culture	82.8%	4.18	Very high / Totally Agree
Combining global/modern literature with local culture materials	84.4%	4.14	High / Agree
Associating local wisdom and case study in the classroom	62.8%	3.80	Moderate / Neutral
Feeling free to mix languages (democratic & flexibility)	68.9%	3.72	Low / Disagree

Table 5. Mean Score of Materials Integration to Local Culture

The aspect 2 ranked first with the highest mean score of 4.18. A total of 82.8% of respondents agreed (45% Agree and 37.8% Totally Agree). The level of resistance to this aspect was very low, with only 1.7% of respondents expressing disagreement. These results demonstrated that respondents strongly support a project-based learning approach or independent tasks that require them to actively explore local culture. Out-of-class activities or cultural investigation assignments were considered the most concrete and engaging learning methods. These data proved that respondents were highly aware of the importance of a "Glocal" (Global-Local) curriculum balance. They demand an integration where modern or global theories remain contextualized using local cultural materials to make them more comprehensible.

The aspect 1 ranked third with a mean score of 3.80. Although the majority of respondents were in the positive zone (62.8% agreed), this aspect recorded the highest "Neutral" value at 32.2% (58 respondents). This high percentage of neutral selections suggested the presence of ambiguity or uncertainty among the participants. This suggests that, while respondents support the idea of incorporating local wisdom, many may not yet have a clear picture of how it is translated into formal case study materials. Students therefore appear to need more concrete examples from their lecturers, such as sample modules, worked case studies, or operational guidelines on how local wisdom is used in learning activities. Providing such materials could reduce ambiguity and help students see the practical link between local wisdom and the case study method

Occupying the final position, this aspect achieved the lowest average score of 3.72, this aspect recorded the highest disapproval rate at 12.2% (a combination of 6.7% Totally Disagree and 5.6% Disagree). The aspect of Feeling free to mix language (translanguaging) to create a democratic classroom atmosphere triggered the sharpest polarization. The majority responded positively because it provides a sense of security and flexibility in expression. However, the dissenting group (12.2%) is believed to view that linguistic

leniency could blur academic boundaries, reduce classroom professionalism, or hinder the effectiveness of target language mastery (for instance, if this is a foreign language class).
Students' Interaction to Inclusive Learning Environment

Aspect	Frequency				
	Totally Disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Totally Agree (5 points)
Inclusive classroom atmosphere and translanguaging improved students' self-respected to local culture	8 (4,4%)	5 (2,8%)	39 (21,7%)	84 (46,7%)	44 (24,4%)
Translanguaging increased self-respected to other cultures	5 (2,8%)	9 (5%)	34 (18,9%)	73 (40,6%)	59 (32,8%)
Translanguaging developed self-confidence among cultures	4 (2,2%)	8 (4,4%)	32 (17,8%)	73 (40,6%)	63 (35%)

Table 6. Students' Interaction to Inclusive Learning Environment

Aspects / Indicators (Highest Rate)	Positive Response Tendency (Agree and Totally Agree)	Mean Score in Likert Scale (Scale 1 – 5)	Interpretation
Aspect 3 Translanguaging develop self-confidence among cultures	75.6%	4.02	Very high / Totally Agree
Aspect 2 Translanguaging increased self-respected to other cultures	73.4%	3.96	High / Agree
Aspect 1 Classroom atmosphere and translanguaging improved students' self-respected to local culture	71.1%	3.84	Moderate / Neutral

Table 7. Mean Score of Students' Interaction to Inclusive Learning Environment

The aspect 3 ranked first with the highest mean score of 4.02 and a total approval rate reaching 75.6% (with 84.4% of respondents within the non-negative zone). The Totally Agree option (35%) for this aspect was the highest among the three, accompanied by the lowest disapproval rate (6.6%). These findings proved that the most immediate and significant impact of translanguaging practices lies within the psychological-affective dimension. Linguistic autonomy in the classroom alleviated academic language anxiety. Students were no longer feel pressured by the constraints of a single formal language rule, thereby successfully boosting their confidence massively when interacting in a multicultural environment.

The aspect 2 ranked second with a mean score of 3.96 and a total approval rate of 73.4% (comprising 40.6% Agree and 32.8% Totally Agree). Respondents who chose neutral stood at 18.9%, while disagreement was at 7.8%. Classroom linguistic flexibility evidently did not only have a personal impact, but also functions as a stimulant for sociocultural empathy toward foreign cultures. As students become habituated to hearing, utilizing, and embracing varied linguistic expressions within the classroom, their thinking grows more inclusive. This process eroded group egocentrism and builds a global awareness that all cultures possess equal and complementary standing.

The aspect 1 ranked third with a mean score of 3.84, yet it still demonstrated a strong positive trend with a total approval rate of 71.1% (46.7% Agree and 24.4% Totally Agree). This aspect recorded a relatively higher percentage of neutral responses (21.7%) and total disapproval (7.2%) compared to the other aspects. An inclusive classroom atmosphere and translanguaging were proven to strengthen students' respect for their own local culture. However, the fact that its score ranked at the bottom indicates an interesting phenomenon that respected for one's own culture (local culture) has likely been strongly and internally formed from an early age through the students' family or social environment. Consequently, classroom interventions yield a less extreme impact compared to their effects on building new self-confidence or shaping students' perspectives on foreign cultures.

Overall, all aspects possess high mean scores (>3.80) with accumulative approval rates above 70%. This indicates that the combination of an inclusive classroom atmosphere and translanguaging is deemed highly successful. This strategy does not merely function as a linguistic tool, but rather transforms into an emancipatory instrument in multicultural education that successfully strengthens psychological resilience, cross-cultural confidence, and promotes sociocultural inclusivity in the modern education era.

Generation Z's Efforts to Preserve Local Culture

Aspect	Frequency				
	Totally Disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Totally Agree (5 points)
Local-based language learning contributed responsibility to preserve local culture.	1 (0,6%)	5 (2,8%)	24 (13,3%)	79 (43,9%)	71 (39,4%)
Local culture's values still relevant nowadays	1 (0,6%)	3 (1,7%)	18 (10%)	76 (42,2%)	82 (45,6%)
Learning local culture preservation and integrated with foreign language.	4 (2,2%)	5 (2,8%)	40 (22,2%)	70 (38,9%)	61 (33,9%)
Translanguaging affected combination of modernization with local culture	3 (1,7%)	3 (1,7%)	14 (7,8%)	60 (33,3%)	100 (55,6%)

Table 8. Generation Z's Efforts to Preserve Local Culture

Aspects / Indicators (Highest Rate)	Positive Response Tendency (Agree and Totally Agree)	Mean Score in Likert Scale (Scale 1 – 5)	Interpretation
Aspect 4 Translanguaging affected combination of modernization with local culture	88.9%	4.39	Very high / Totally Agree
Aspect 2 Local culture's values still relevant nowadays	87.8%	4.31	High / Agree
Aspect 1 Local-based language learning contributed responsibility to preserve local culture	83.3%	4.19	Moderate / Neutral

Aspect 3 Learning local culture preservation and integrated with foreign language	72.8%	3.99	Low / Disagree

Table 9. Mean Score of Generation Z's Efforts to Preserve Local Culture

The aspect 4 ranked first with the highest mean score (4.39) and a total approval rate reaching 88.9%. Interestingly, the Totally Agree option (55.6% or 100 respondents) for this aspect was the most dominant in the table, while its disapproval rate was very low (3.4%). These results indicated that students view translanguaging as a highly effective sociocultural bridge. Students did not perceive local culture and modernization (globalization) as two entities that must collide. On the contrary, linguistic leniency in the classroom allowed them to harmoniously reconcile modern values with their local identity. This perception reflects a glocal orientation, in which global influences are adapted to local contexts so that the global and the local work together rather than in opposition. Translanguaging supports this orientation because it allows students to draw on local languages and global languages such as English as one integrated repertoire, without having to choose between them. For Generation Z, who grow up in digital spaces filled with global content while remaining rooted in local communities, this flexibility seems to provide room to express modern values without leaving their local identity behind.

The aspect 2 ranked second with a mean score of 4.31 and a total approval rate of 87.8% (42.2% Agree and 45.6% Totally Agree). Only 2.3% of respondents considered local cultural values to be no longer relevant. These data refuted the assumption that the younger generation (students) were indifferent to or abandoning their native culture in the digital era. There was a highly robust ideological awareness among respondents that local wisdom values still maintained a prominent and contextual function in addressing contemporary challenges.

The aspect 1 ranked third with a mean score of 4.19 and an accumulative approval rate of 83.3% (43.9% Agree and 39.4% Totally Agree). Respondents agreed that local-based language learning had an important moral impact. Language learning should not merely teach linguistic aspects (grammar), but also carried a sociocultural mission to foster a sense of responsibility in preserving local cultural heritage in the minds of students.

The aspect 3 ranked fourth with a mean score of 3.99 and the lowest total approval rate at 72.8%. This aspect also recorded the highest "Neutral" rate, at 22.2% (40 respondents). Although the trend remains positive (>70% agreement), the bottom rank and high number of neutral responses indicate technical-pedagogical challenges. Students strongly support the preservation of local culture (as seen in Aspects 1 & 2); however, when that local culture must be directly integrated into foreign language learning (such as an English class), some students (22.2%) feel hesitant or cannot yet envision the ideal learning syntax formula so that the two elements do not overlap.

Discussions

The results of this study revealed the flexibility of language use, materials integration to local culture, inclusive learning environment, and Gen Z's efforts in preserving local culture. The data figured out translanguaging that elaborated to local cultural backgrounds affected positive outcomes to students' comprehension in acquiring foreign language. In a learning environment characterized by inclusively multilingual cultures, translanguaging accommodated students' comprehension in acquiring materials conveniently. In this study, due to the students were mostly form Central Java, Special Region of Yogyakarta, East Java, and Maluku, the use of translanguaing in the classroom had significant effects to students' understanding. As explained by Ramadhan et al., (2022) found that translanguaging manifested as an innovative adaptation by the teachers to accommodate students'

sociolinguistic awareness. The teacher utilized language alternation with clear pedagogical intention to enhance inclusivity and comprehension the content of classroom materials. Furthermore, the teacher used Bahasa Indonesia and local language in three main contexts; including vocabulary and grammar acquisition, classroom interactions, and local culture connection to English idioms and expression.

The results in Table 1 and 2 were equal to the previous study that students from different cultural backgrounds had valuable comprehension to the materials given by lecturers using local language and Bahasa Indonesia instead of target language. Students felt free and confidence to express their arguments using local languages in order to construct comfortable atmosphere in discussions. Also, the materials were easy to be understood by students to acquire target language. In spite of the use local idioms (Table 2) got the lowest mean score, students agreement had the highest score (Table 1) when lecturers mixed and tanslanguaged the materials in Bahasa Indonesia and local language. The results were in line with Margana et al., (2026) that explored translanguaging had significant supportive emotional security and cultural inclusion due to the purpose was to encourage students' English language acquisition as their own language and identity. Indeed, Masroni & Tarihoran, (2026) also explored the results in Merdeka Curriculum in Indonesia was dealing with the integration of local culture and the use of translanguaging in the classroom.

These findings are further supported by Hamman-Ortiz et al. (2025), which, through a systematic review of 111 empirical studies, found that translanguaging facilitates the process of meaning-making, enhances engagement and collaboration in the classroom, and supports the development of identity and a sense of belonging amongst multilingual learners. These findings reinforce current research findings that flexible language use can create a more supportive learning environment for students from diverse linguistic backgrounds. In line with this, Agustin et al. (2025) to identify the various reasons and pedagogical aims behind teachers' use of translanguaging in English language teaching in Indonesian secondary schools. Their findings provide further support for utilizing pupils' linguistic repertoire as a resource for learning, in order to facilitate communication and the learning process in the classroom.

Furthermore, Adam et al. (2025) reports that translanguaging in EFL classrooms in Indonesia yields significant socio-affective experiences, including a sense of pride, self-confidence and, in certain situations, confusion or excessive self-consciousness amongst students. These findings are relevant to current research, particularly regarding the importance of fostering psychological comfort whilst taking into account differences in students' linguistic backgrounds. The materials integration to local culture (Table 3 and 4) revealed positive acceptance when lecturers also combined global literature with local culture materials. This finding was in parallel to Hakim et al., (2025) that education had prominent tool to preserve local language by integrating history and regional culture subjects in the classroom. This condition increased students' enthusiasm to reconnect language and their culture identity. The use of translanguaging to local culture enriched both cultural expression and accessibility to information for a broad audience (Wirza et al., 2025). They believed that in verbal communication, translanguaging practices enhanced clarity and accessibility to others. Furthermore, the bilingual or multilingual teaching materials should be developed to reflect students' own languages were still exist alongside the use of English as the target language or other foreign languages (Sulindra & Lie, 2026).

In support of these findings, Beiler dan Villacañas de Castro (2025) explains the relationship between translanguaging and culturally sustaining pedagogies, emphasizing the importance of recognizing learners' linguistic and cultural resources in foreign language education. Their research reinforces the argument that integrating local cultural knowledge into language learning can provide students with meaningful opportunities to maintain their cultural ties whilst developing broader language skills. Next, Prasatyo et al. (2025) shows

that the space for translanguaging in EFL learning in Indonesia enables learners to negotiate and reconstruct their cultural identities through the use of various linguistic and socio-cultural resources. These findings are consistent with the results of current research, namely that the integration of global literary works and local cultural material has been well received by students.

In a similar context, Lu dan Tian (2025) found that the practice of translanguaging in culturally and linguistically diverse classrooms enables students to express their understanding through a variety of linguistic and multimodal resources. Their findings also emphasize the importance of recognizing multilingual identity as a valuable asset in language learning. Among students' reaction inclusivity in the classroom by translanguaging materials (Table 5 and 6), translanguaging practices developed students' interactions and positive classroom environment. Similarly, translanguaging enhanced not only acquisition and disciplinary knowledge but also affective dimensions of confidence and willingness participation in the classroom (Kuswidyasari & Kasau, 2025). Students also felt convenient in expressing their feelings to other friends under teacher's management by giving fun activities such as video and music to reduce students' psychological pressures and difficulties (Nursanti, 2021). Also, both students and teachers had voiced their agreement due to the positive impact contributed by translanguaging practices (Putrawan, 2022). In the aspect of inclusivity, translanguaging demonstrated clarification of cultural meanings, intercultural communication, and inclusive participation in the multi-ethnic classroom (Wang et al., 2026).

Further empirical evidence was presented by Sefotho (2025), which employed a quasi-experimental design to examine the use of translanguaging in multilingual classrooms. The results of the study showed that students who received translanguaging-based instruction achieved better reading comprehension outcomes than those in the control group. These findings support the potential of translanguaging not only to facilitate inclusive classroom interactions, but also to improve students' language learning outcomes. Furthermore, Pan dan Fang (2026) found a positive correlation between translanguaging pedagogy and student engagement in classes taught through English (English-Medium Instruction). Their findings suggest that translanguaging can support student participation and engagement through the strategic use of various linguistic resources. This evidence further reinforces current research findings regarding the contribution of translanguaging to inclusive learning interactions.

In order to preserve younger generation's local culture (Table 7 and 8), particularly Gen Z nowadays, the language and cultural identity were still existed among globalization. Since translanguaging incorporated with local culture, the students' own identities deliberately embedded nationally and internationally. Hence, the practices of translanguaging were needed to preserve local culture from extinction especially when the language was only orally spoken and preserved among older generation (Sulindra & Lie, 2026). The preservation effect was conducted by using translanguaging practice among Gen Z without any prerequires. In line, Wang et al., (2026) discovered the cultural activities among students in China when Mandarin Chinese and English were incorporated in classroom, the culture was deliberately embedded across the activities including presentation, peer discussion, and feedback loops.

In relation to the preservation of heritage languages (heritage language), Karpava et al. (2025) emphasise the role of translanguaging as a flexible strategy for transmitting heritage languages in multilingual family settings. Their findings suggest that the preservation of heritage languages involves everyday language practices and the recognition of intergenerational multilingual resources. This perspective is relevant to current research

because the integration of regional languages into educational activities can provide meaningful opportunities for the younger generation to maintain their connection with their linguistic and cultural heritage.

Furthermore, Hu et al. (2025) examined translanguaging practices involving the Yi language as a heritage language and Mandarin in secondary school classrooms in China. The study showed that the use of both languages enables pupils to construct and negotiate their linguistic identities amidst the dominance of the more widely used language. These findings reinforce current research findings that the integration of regional languages into learning not only serves as a means of communication and understanding of the subject matter, but also provides a space for the younger generation to preserve their linguistic and cultural identity amidst the tide of globalisation.

CONCLUSION

Based on the research findings, Local-Based Translanguaging can be used as a language learning approach that integrates regional languages, Indonesian, foreign languages, and local culture in the learning of Generation Z. This approach provides space for students to utilize their various linguistic abilities, so the learning process not only focuses on language mastery but also on the students' experiences and cultural identities.

The research results show a positive trend toward the flexibility of language use in learning. Confidence in delivering arguments using the local language received an average score of 3.77, task integration with local cultural exploration 4.18, the combination of global literature with local culture 4.14, and inclusive interaction 4.02. Meanwhile, the view that translanguaging can bridge modernization with local culture received the highest score, namely 4.39, with a positive response of 88.9%. Thus, Local-Based Translanguaging has the potential to strengthen the connection between language, culture, identity, and learning in Generation Z. This approach can serve as a bridge between local and global contexts through the utilization of folklore, local wisdom, traditions, literary works, and digital media. However, its implementation needs to be designed contextually and inclusively so that the use of local languages continues to support understanding and does not lead to misunderstandings in classes with diverse linguistic backgrounds.

Nevertheless, this study has several limitations that should be considered when interpreting the findings. First, the research primarily relied on students' responses to open-ended questionnaires, meaning that the findings reflect students' perceptions and experiences rather than directly observed classroom practices or measured learning outcomes. Second, the participants were purposively selected from only three universities, which may limit the transferability of the findings to other educational contexts and regions with different linguistic and cultural characteristics. Furthermore, this study did not involve an experimental implementation of a structured Local-Based Translanguaging curriculum in actual classroom settings. Therefore, future research is recommended to develop and experimentally test a Local-Based Translanguaging curriculum model through direct classroom implementation. Such studies could employ classroom-based experiments or quasi-experimental designs to examine its effectiveness in improving language competence, cultural awareness, student engagement, and inclusive learning interactions. Further investigations involving students from diverse educational levels and regional backgrounds are also necessary to develop a more comprehensive and contextually adaptable pedagogical framework for integrating local languages, Indonesian, and global languages while sustaining Generation Z's cultural identity.

ACKNOWLEDGMENTS (OPTIONAL)

This study would not have been possible without the support of various parties. The authors would like to express gratitude to the colleagues and students who contributed valuable insights and discussions in this research.

DECLARATIONS

Ethical consideration

Not applicable.

Use of Artificial Intelligence

The authors declare that the generative artificial intelligence tool "Quillbot" was used exclusively for language editing and /or grammatical improvement.

Conflict of Interest

The authors declare no conflicts of interest.

Funding

This research did not receive any financial support.

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