

TRANSLANGUAGING AS STRATEGY IN TEACHING ENGLISH TO DIASPORA STUDENTS: AN EXPLORATION OF EFL PRE-SERVICE TEACHERS IN COMMUNITY LEARNING CENTERS MALAYSIA

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Abstrak

This qualitative case study explores the implementation of translanguaging as a pedagogical strategy by EFL pre-service teachers in Community Learning Centers for diaspora students in Malaysia. Specifically, it examines how these teachers employ translanguaging and their perceptions of its benefits in a non-formal educational setting where learners face significant limited literacy. Data were collected through weekly classroom observations and semi-structured interviews with two final-year pre-service teachers, then analyzed using thematic analysis. The findings reveal that translanguaging is applied through two primary modes: pedagogical (planned), where Indonesian or Malay is strategically used to clarify complex concepts, and spontaneous (unplanned), which occurs naturally during classroom management and student interactions. The findings indicate that while students often remain passive under monolingual English instruction, the integration of their first language serves as a scaffolding mechanism that enhances speaking confidence and fosters an inclusive, interactive classroom atmosphere. The study concludes that translanguaging is a deliberate professional adaptation to the students' socio-linguistic realities rather than a reflection of linguistic deficiency. To optimize learning, it is recommended that Community Learning Centers utilize visual media to bridge language gaps, and academic faculties incorporate bilingual teaching strategies into pre-departure training. Future research should involve larger participants and explore the students' own perspectives on these practices further to validate translanguaging's efficacy in diverse international contexts

Keywords: translanguaging; teaching strategy; pre-service teacher; diaspora students; case study

INTRODUCTION

Instead of being seen as a source of "negative transfer" (Anjarsari, 2022), the first language's (L1) role in second language acquisition has grown to become an essential cognitive resource. Although traditional pedagogical approaches frequently emphasized that L1 habits could hinder L2 mastering, emerging educational research, led by García (2011), believes that L1 integration boosts student confidence and makes concept transfer easier. This topic is especially relevant in a multilingual country in Southeast Asia, such as Malaysia. English teachers frequently interact with diaspora students, including students of Indonesian migrant workers, who speak some of the regional dialects in as well as Malay and Indonesian. In such cases, a monolingual "English-only" approach can frequently fall, requiring more adaptable teaching methods. As a result, translanguaging becomes a practical approach that helps bridge linguistic gaps, enhance understanding, and promote inclusive learning.

Translanguaging has emerged as a transformative pedagogical approach that moves beyond simple code-switching. It is defined as the intentional and strategic use of a learner's full linguistic repertoire to enhance meaning-making (Riswanto, 2022). In contrast to random

language mixing, translanguaging enables students to use their multiple language skills to complete the knowledge gaps (Alharbi & Alqefari, 2023). Recent studies have shown its effectiveness in a number of international settings; for example, it has been shown to improve social-emotional wellbeing in the United States (Tian & Zhang-Wu, 2022) and minimize language anxiety among pre-service teachers in Turkey (Ulum, 2024). Furthermore, meta-syntheses reveal that the potential benefits of the temporary support and participation are important, yet problems like the regulations still exist (Wang et al., 2025). In the Asian context, the implementation of translanguaging has been explored in Vietnam, Iran, and China, consistently revealing its utility in student-centered learning and grammar instruction (Liu et al., 2024; Nguyen & Tran, 2025; Salimi et al., 2024). Within Indonesia, research indicates a positive view among EFL teachers toward translanguaging as a tool to bridge language gaps (Raja et al., 2022). However, a critical tension remains: while students use multiple languages to promote solidarity, they often revert to monolingual ideologies in formal assessments (Winardi et al., 2025).

Despite the growing body of literature on in-service teachers' perceptions and student attitudes in formal educational contexts, there is a notable research gap regarding the actual classroom practices of EFL pre-service teachers, specifically within the diaspora community learning centers. Most existing studies focus on established formal institutions, leaving the unique challenges of teaching diaspora students who often face significant adaptation hurdles under-researched (see Raja et al., 2022; Wang et al., 2025). To fill this lacuna, this study sought to examine how EFL pre-service teachers employ translanguaging as a strategy in teaching English to diaspora students during their teaching practicum in Malaysia and explore their perceptions of its benefits. By focusing on this specific niche, the study seeks to provide empirical evidence on how translanguaging functions as a bridge for vulnerable student populations in non-formal educational settings.

To lead the investigation of this study, the following research questions were organized:

1. How do EFL pre-service teachers employ translanguaging as a strategy in teaching English to diaspora students in community learning centers in Malaysia?
2. How do EFL pre-service teachers perceive the benefit of using translanguaging as a strategy in teaching English to diaspora students in Malaysia?

METHOD

This study employs a qualitative approach with a single case study design to explore how specific contexts influence participants' experiences, particularly in the use of translanguaging within English language teaching (Yin, 2003). The single case study format was selected to provide in-depth insights and to identify patterns in the experiences of English department pre-service teachers during their teaching practicum at a community learning center in Malaysia. The research setting involves children of Indonesian migrant workers who face significant barriers to formal education, including poor economic conditions, immigration issues, and social constraints. These factors, combined with a lack of exposure to native English speakers and limited learning resources, contribute to the students' difficulties in mastering literacy and numeracy skills.

The participants of this study are two female EFL pre-service teachers in their final year (7th semester) at a private university in Malang, were selected through purposive sampling. The primary selection criterion was the completion of TEFL (Teaching English as a Foreign Language) and Micro Teaching courses, followed by at least one month of international teaching practice. Data were collected through a combination of classroom observations and semi-structured interviews. Observations were conducted weekly over a month-long period to address Research Question 1 regarding the practical application of

translanguaging across various teaching stages. To address Research Question 2, the researcher conducted semi-structured interviews in Indonesian approximately 20 to 30 minutes to explore the pedagogical benefits of translanguaging and to ensure data accuracy through clear communication.

The gathered data were analyzed using thematic analysis as proposed by Braun and Clarke (2006), involving a six-stage process: familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing reports. An inductive coding approach was utilized, allowing key themes and patterns to emerge naturally from the participants' statements rather than being pre-determined.

Finally, to ensure the trustworthiness of the study, the researcher applied criteria for credibility, transferability, dependability, and confirmability. This included a member checking technique, where findings were shared with participants for verification and correction, thereby reducing researcher bias and enhancing the overall validity of the results (Lincoln & Guba, 1985).

FINDINGS

The research findings indicate that translanguaging is not merely a process of switching between languages, but a sophisticated, dynamic, and adaptive pedagogical strategy. In the context of teaching English to diaspora students in Malaysia who often possess limited English literacy, pre-service teachers utilized a combination of English, Indonesian, and Malay to bridge language gaps and facilitate meaning-making. In this part, the participants' names are anonymized to Meimei as participant 1 and Susanti as Participant 2.

1. Pedagogical and Spontaneous Translanguaging in Practice

The first finding reveals that translanguaging is not merely a random mixing of languages but a deliberate, "planned" strategy used by pre-service teachers to convey meaning. Both participants (Meimei and Susanti) intentionally utilized a linguistic repertoire consisting of English, Indonesian, and Malay. The typical pedagogical pattern observed was the presentation of concepts in English first, immediately followed by detailed explanations in Indonesian. This intentionality aims to provide a safety net for students, ensuring they understand the core lesson material while avoiding the confusion and misunderstandings that often occur in immersion-only settings.

For example, during a 5th-grade lesson on "Prepositions," Meimei used translanguaging to make abstract spatial concepts relatable by providing examples in both the students' first language and second languages, the following extract present the findings:

EXTRACT 1:

"Teacher: Siapa yang tau apa itu Preposition? Preposition of Place siapa yang tau? <Anyone knows what is Preposition? Preposition of Place anyone knows>

Students: Tak tau laa cikgu <Don't know, mis>

Teacher: This is the pencil on the table <while demonstrate to the students by holding a pencil and put it on the table> and then between, between itu artinya di antara <between is di antara- while demonstrate by holding books and put the pen between two books> " (Observation, October 30th, 2025)

From the observation, findings show that participant 1 is also using multimodal when explaining the materials. This multimodal approach, as seen in participant 1, combines verbal language with nonverbal cues and aligns with the theory that effective learning builds on

students' real-life experiences and diverse communication methods. In addition, the findings indicate that combining translanguaging with these visual aids makes the content significantly more accessible for young learners

In contrast to planned pedagogical use, the study found that pre-service teachers frequently employed spontaneous or "unplanned" translanguaging during natural classroom interactions. This occurred most often during transitional moments, such as when checking for understanding at the end of a lesson or managing student participation. This spontaneous language switching helps create a lively and responsive learning environment where students feel comfortable engaging with the teacher

EXTRACT 2:

*"Teacher: Gak tau? Greeting is "Sapaan" okay sapaan, do you understands?" Okay I will ask to Syawal saya akan bertanya kepada Syawal, bahasa indo nya Good Afternoon
Students: Teacher: Okay I will ask to Husein, aku mau bertanya ke Huein, bahasa indo nya Good Night apa Husein" Student response: Selamat malam". (Observation, October 30th, 2025)*

In Susanti's case, she was observed unconsciously switching between English and Indonesian while encouraging student participation, often repeating the same instruction in both languages to ensure every student felt included and capable of responding. These unplanned switches often emerged as a response to the students' limited vocabulary, forcing teachers to adapt their linguistic repertoire to maintain the flow of communication

2. Translanguaging and Benefit: Confidence, Scaffolding, and Classroom Management

The finding below was divided into three part ranging from the benefit in using translanguaging as a strategy based on participants' experience, including; as a support for students' speaking confidence, as a tool in scaffolding students understanding, and to create an inclusive classroom.

2.1 Translanguaging as a Support for Students' Speaking Confidence

In this theme, both participants highlight their perceptions that students' responses change after the use of translanguaging in the learning process. The following excerpt presents the participants' explanations related to this finding:

Participant 1:

"So far, this TL has made students much more confident when they speak in front of the class, because they don't need to worry if they forget their English, since, me as the teacher has already told them that if they forget their English, it's okay just to use their first language. This way, the students are less afraid to speak English, because most students are afraid to speak English, they are afraid of making mistakes since their English literacy were still limited as well." (Interview, January 16th, 2026 11.10 am)

Participant 1 explained that students who had previously tended to be quiet and not responsive began to try to give answers when the teacher used translanguaging, although the answers given by students were still a mix of English and their mother tongue.

Participant 2:

"In my teaching experience, the impact is quite significant because the students, who were initially quiet, began to answer questions when I used translanguaging, even though they mixed languages. I think this is a sign that their confidence is starting to grow as the material is explained using translanguaging. Translanguaging has a very

positive impact on student performance, such as their confidence.” (Interview, January 16th 2026 13.38 pm)

As participant 2 mentioned, students began to feel confident answering questions, even though their English skills are still limited. In such situations, students still convey their answers using the language they are familiar with. In addition, supporting participant 1, participant 2 also allows her students to use their first language when they have difficulty in English (see participant 1). In practice, students give answers using a mix of languages, then participant 2 provides the correct English form, and the students repeat the answer. This pattern emerges in both participants' perceptions of how students respond in class.

2.2 Translanguaging as a Tool in Scaffolding Students' Understanding

In this section, both participants report that translanguaging is used as a tool to support learning. The following excerpt presents the participants' explanations related to this finding:

Participant 1:

“I see TL as a form of scaffolding because it is used as only temporary support. TL can help students with their first language, which helps them understand the material at the beginning. After that, English use can be improved step by step as students' abilities develop through TL. This is because they may think that if they don't know the English, they can just use their first language. That might be the tendency.” (Interview, January 18th, 2026 10.15 am)

Participant 1 explained that the first language is used in the early stages to help students understand the material. However, after students begin to understand the material, the use of English is increasingly introduced. This first participant also notes that students tend to use their first language when they do not know the correct English terms.

Participant 2:

“Based on my personal experience with scaffolding used as temporary assistance adapted to students' abilities, at the beginning of the lesson, the students were not yet ready to understand the full instructions in English, so I used their first language to help them understand. Over time, I began to reduce my use of Indonesian because the students began to understand the instructions without the need to be translated. The students have started to get used to it. Simply, it's like the sentence ‘Open your book.’ Previously, I had explained and translated it into Indonesian, so the students have started to get used to that sentence.” (Interview, January 18th, 2026 13.23 pm)

The second participant, 2, also explained that over time, the use of Indonesian is reduced as students begin to understand instructions in English without the need for translation. The instructions that were explained earlier by the second participant in Indonesian are then presented in English only, and students begin to become familiar with the instructions. Therefore, early instructions were given by the second participant with brief explanations in Indonesian. As students understand the instructions and become familiar with the same instruction pattern, the second participant said that explanations in Indonesian are reduced.

2.3 Translanguaging to Create an Inclusive Classroom

In this part, findings reveal that translanguaging is used to help maintain student engagement in the classroom. The following excerpt presents the participants' explanations related to this finding:

Participant 1:

“I think translanguaging can help maintain student engagement when students do not understand teachers who speak only English. When using TL, they become more focused

and active and understand more easily. This also helps create a more lively and interactive classroom atmosphere. In essence, TL is very helpful in maintaining student engagement and atmosphere, making the classroom more active. If it's all in English, students who don't understand will just sit there quietly. Using their first language makes it easier for them, but its use must be balanced so that it doesn't hinder their English learning.” (Interview, January 18th, 2026 10.15 am)

Participant 1 explained that when lessons are delivered using only English, students who do not understand the teacher's explanations tend to remain silent and not participate. In such conditions, students do not know what to do or ask. However, when translanguaging is used, students become more focused, more active, and find it easier to understand the teacher's explanations.

Participant 2:

“In my opinion, TL is very helpful in managing the class because students usually get distracted easily if they don't understand what to do. With TL, confusion can be minimised so that when instructions are given clearly, even if mixed with a bit of Indonesian, the students immediately know what they have to do, so the class is more orderly and not many students ask the same questions repeatedly. It's as if the students understand better, and their learning time can be used more effectively. So, in my opinion, using TL in the classroom makes learning more effective.” (Interview on January 18th, 2026 13.23 pm)

Participant 2 argues that students are easily confused when they do not understand their tasks. With the use of translanguaging, participant 2 believes the instructions become clearer even though they are delivered in a combination of English and Indonesian. As a result, students of participant 2 understand the tasks they must complete immediately, making the class more conducive to learning and reducing the number of students who ask the same repeated questions.

DISCUSSION

The empirical evidence gathered from classroom observations and interviews underscores that translanguaging is a dynamic and adaptive pedagogical strategy rather than an inflexible or standardized method. The findings demonstrate that pre-service teachers utilize translanguaging both as a planned instructional tool (pedagogical) and as a reactive response to classroom dynamics (spontaneous). This dual approach is essential in a diaspora context where students often possess limited English literacy skills. When teachers adhered strictly to English-only instruction, students tended to remain silent and passive; however, when the teachers transitioned into the students' linguistic repertoire, participation increased significantly. This aligns with the theories of García and Wei (2011), who argue that translanguaging allows for a more fluid and effective meaning-making process in multilingual settings. The unplanned translanguaging occurred in this study, might be caused by their first teaching experiences that are often both pressured and challenging moments (Megawati et al., 2023; Ubaidillah & Widiati, 2021; Werdiningsih et al., 2022). Furthermore, the teaching process requires not only the ability to think, but also emotional readiness, especially in the classroom where students have different abilities. If the teachers are not prepared in terms of knowledge and feelings, they may unconsciously switch languages or make language mistakes while teaching (Dulfikri & Azami, 2024). In addition, the students' English vocabulary acquisitions are also a factor in why pre-service teachers used translanguaging as a strategy in

their teaching practice. Therefore, vocabulary acquisition is considered one of the four negative factors that can affect students' willingness to communicate (Yunus et al., 2023).

Furthermore, the integration of multimodality alongside translanguaging proved to be a critical factor in successful lesson delivery. As seen in Meimei's lesson on prepositions, the use of physical gestures (holding pencils, placing them between books) served as a non-verbal mode that clarified the verbal translanguaging. This combination supports the view of Moreno and Mayer (2007) that effective learning is built upon a variety of resources, including verbal and non-verbal modes, to develop conceptual understanding. Additionally, by allowing students to draw from their entire language repertoire, teachers address the social and emotional aspects of learning. Students feel more respected and less anxious about their limited proficiency, which fosters a "brave" environment for language experimentation (Ulum, 2024).

Translanguaging also functions effectively as scaffolding, providing temporary assistance that is gradually removed as students gain competence. Participant 2's practice of providing instructions like "open your book and circle the animals" first in Indonesian and later only in English illustrates this transition. This structured support enables students to complete tasks they cannot yet perform independently, supporting the scaffolding concepts established by Wood et al. (1976). Finally, the strategy contributes heavily to classroom management. By reducing confusion through clear, bilingual instructions, teachers minimize the need for repetitive questioning and keep the class orderly. While the benefits are clear, it is important to note that translanguaging must be balanced. As Participant 1 suggested, if used without clear limitations, it may reduce the students' exposure to the target language. Therefore, it should be viewed as a bridge to comprehension rather than a permanent crutch.

CONCLUSION

In conclusion, this study aims to answer the research question related to how translanguaging is employed as a strategy in teaching English to diaspora students in Malaysia and how pre-service teachers perceive the benefit in using translanguaging as a strategy in teaching English

The implementation of translanguaging as a pedagogical strategy in English language teaching for diaspora students demonstrates significant efficacy in bridging linguistic gaps. This study identifies two primary forms of translanguaging: pedagogical (planned) and spontaneous (unplanned). Pedagogical translanguaging is strategically utilized during lesson delivery, where pre-service teachers integrate Indonesian and Malay phrases to clarify vocabulary and core concepts, ensuring that material remains accessible despite students' limited English literacy. Spontaneous translanguaging occurs naturally during classroom management and interpersonal interactions, fostering a more responsive and interactive learning environment. Findings indicate that while students remain passive under monolingual English instruction, the inclusion of familiar languages boosts their confidence, serves as vital scaffolding, and encourages active participation. Ultimately, this approach is a deliberate professional adaptation to the socio-linguistic realities of diaspora learners rather than a reflection of a teacher's linguistic limitations.

To optimize these educational outcomes, several recommendations are proposed. Community Learning Centers should prioritize the integration of visual media such as realia, vocabulary cards, and posters to help students cognitively associate English terms with familiar objects, thereby gradually reducing their dependence on their first language. For academic faculties organizing international practicums, it is crucial to enhance pre-departure training by incorporating workshops on multilingual classroom management and bilingual teaching strategies. While this study is limited by its small participant pool and specific institutional context, it highlights the necessity for future research to explore

translanguaging across broader, more structured environments and to incorporate the students' own perspectives on these linguistic practices.

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