

MULTILINGUAL PEDAGOGY IN ENGLISH CLASSROOMS: STRATEGIES AND BEST PRACTICES



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GET PRESS INDONESIA

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ISBN : 978-623-125-833-5

Editor : Ari Yanto., M.Pd.

Penyunting : Tri Putri Wahyuni., S.Pd

Desain Sampul dan Tata Letak : Atyka Trianisa, S.Pd

Penerbit : GET PRESS INDONESIA

Anggota IKAPI No. 033/SBA/2022

Redaksi :

Jln. Palarik Air Pacah No 26 Kel. Air Pacah
Kec. Koto Tangah Kota Padang Sumatera Barat
Website : www.getpress.co.id
Email : adm.getpress@gmail.com

Cetakan pertama, Juli 2025

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FOREWORD

All praise and gratitude be to Allah SWT for His endless blessings and guidance. May peace and blessings be upon the Prophet Muhammad SAW.

Alhamdulillah, by the grace and mercy of Allah, we—the authors—have successfully completed this book, *Multilingual Pedagogy in English Classrooms: Strategies and Best Practices*. This book explores a wide range of important themes in multilingual education, beginning with an introduction to the role of multilingual pedagogy in English language learning. It then delves into the underlying theories and principles that shape this approach in English language education. We also examine translanguaging as a learning strategy in English classrooms, followed by discussions on how to improve reading and writing skills in multilingual contexts and how to develop listening and speaking skills in multilingual environments. In addition, the book addresses the integration of technology and digital media in multilingual pedagogy, and provides insights into holistic approaches for assessing English language ability. Further chapters highlight the importance of inclusivity and linguistic diversity in English classrooms, the application of multilingual pedagogy in academic and professional settings, and the challenges and barriers commonly faced in its implementation.

This book is the result of a collaborative effort among the writing team, and we are deeply grateful for the dedication and cooperation that made its completion possible.

We extend our sincere thanks to everyone who supported us throughout this journey—especially those who contributed to the publication process, and those who entrusted, encouraged, and inspired the creation of this work.

We welcome constructive feedback from readers to further improve the quality of this book. May it serve as a valuable resource for educators, students, and all stakeholders in English language education across Indonesia.

Padang, May 2025

Authors

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CHAPTER 1

THE ROLE OF MULTILINGUAL PEDAGOGY IN ENGLISH LANGUAGE LEARNING

By Samsudin

1.1 Introduction

In an era of globalization marked by the intensification of cross-border human, information, and cultural mobility, multilingual approaches in education, particularly in the teaching of English, are becoming increasingly significant. Language is no longer only understood as a means of communication, but also as a marker of identity, a means of thinking, and a bridge to understand an increasingly complex and interconnected world. In this context, multilingual pedagogy comes as an approach that accommodates diverse linguistic realities, allowing learners to utilize their entire language repertoire in the learning process. Cummins (2000) emphasizes that in multilingual education, students do not need to "erase" their native language to master the target language, such as English, but rather they can build a deeper understanding through interlinguistic interconnectedness. This approach shifts the paradigm from monolingual bias towards a recognition of linguistic diversity as a learning resource.

The use of English as the language of instruction in many educational institutions is inseparable from its status as a global *lingua franca*. However, in practice, English classrooms are often inhabited by students with very diverse language backgrounds. This creates social and linguistic dynamics that demand an inclusive and responsive approach to such diversity. García and Wei (2014) in the *framework of translanguaging* state that learners do not rigidly separate the languages they master, but use all their linguistic abilities flexibly to construct meaning. In

the multilingual Indonesian context, for example, students can use regional languages, Indonesian, and English simultaneously to strengthen their understanding. Unfortunately, many educational policies and teaching practices are still monolingual, thus hindering the potential of students who come from rich linguistic backgrounds. As such, it is important for educators to adopt a multilingual approach in order for English learning to be more effective, equitable, and empowering.

Furthermore, today's English classroom serves not only as a place to learn languages, but also as an arena for negotiating identity and power relations. Norton (2013) shows that when students feel that their language and identity are not recognized, they tend to experience *language learning resistance* which affects their participation and learning outcomes. Therefore, multilingual pedagogy is not just a pedagogical strategy, but also an ideological approach that fights for linguistic justice and education. In an ever-changing and interconnected world, the skill of using more than one language is a key competency of the 21st century. Therefore, integrating a multilingual approach in English learning is a strategic step to produce adaptive, critical, and inclusive learners globally.

The multilingual approach also has strong relevance in encouraging the creation of a democratic and dialogical classroom. In the context of critical pedagogy, as stated by Paulo Freire (1970), education should liberate, not oppress. The application of multilingual pedagogy can be an emancipatory strategy that allows students to actively participate by bringing with them their linguistic identity and experience into the classroom. By acknowledging and facilitating the use of multiple languages, teachers implicitly convey the message that all language backgrounds have equal value and place in the learning process. This challenges the dominance of English as the only legitimate means of communication and encourages the decentralization of language power in education. On the other hand, if the classroom remains dominated by a monolingual approach, then education risks reproducing the linguistic and social inequalities that exist in society.

Furthermore, empirical research shows that multilingual pedagogy not only supports social justice, but also significantly improves learning outcomes. A study by Cenoz and Gorter (2017) found that students' strategic use of first and second languages in English learning can strengthen vocabulary mastery, grammar, as well as higher-level thinking skills such as analysis and synthesis. This approach also helps students develop metalinguistic awareness, which is the ability to reflect on and control their conscious use of language, which is an important asset in learning a second and third language. In the context of Indonesia, which is rich in local languages but faces challenges in equitable quality of education, the integration of multilingual pedagogy is not only a methodological choice, but a pedagogical imperative that is contextual and transformative.

Thus, multilingual pedagogy offers an approach that is not only relevant on a practical level, but also theoretically and ethically strong. It is able to bridge the gap between language diversity in the real world and language teaching practices in the classroom that are often linguistically homogeneous. It is within this framework that the next chapters of this book will elaborate in more depth on strategies, challenges, and best practices in applying multilingual pedagogy in English language teaching. A solid understanding of this background is an important foundation for teachers, lecturers, and policymakers to reconstruct more humane, inclusive, and effective learning practices.

1.2 Definition and Scope of Multilingual Pedagogy

1. Definition of Multilingual Pedagogy

Multilingual pedagogy refers to a teaching approach that consciously and systematically integrates more than one language in the learning process in order to develop target language skills, strengthen conceptual understanding, and respect students' linguistic diversity. García and Kleyn (2016) state that *multilingual pedagogy* is not only about the presence of different languages in the classroom, but also how those languages are used as resources to think, interact,

and build knowledge. This approach is holistic and dynamic, emphasizing that students bring diverse and interconnected *language repertoire*, rather than separate, rigid entities. Therefore, *multilingual pedagogy* supports learning that is student-centered and responsive to their sociolinguistic reality.

More than just a linguistic strategy, *multilingual pedagogy* is a pedagogical approach that is integrated with the values of social justice and democratization of education. This is reflected in the view that every language that students bring into the classroom is part of their identity and deserves equal recognition. This principle is contrary to traditional approaches that often prioritize monolingual norms and ignore the role of local or mother tongue in the learning process. As stated by Cummins (2007), the rejection of the use of mother tongue in education not only limits students' academic development, but also risks lowering their confidence and involvement in learning. In other words, *multilingual pedagogy* not only enriches the learning experience, but also creates a safe space where learners can articulate their identities in their entirety.

In addition, *multilingual pedagogy* also expands traditional boundaries on how language should be used in education. This approach rejects the assumption that English language mastery should be done exclusively through the use of English alone, and instead utilizes all the linguistic abilities that students possess as a bridge to understand the target language. This principle is in line with the *framework of ecological language learning* (van Lier, 2004) which emphasizes the importance of context and social interaction in the development of language skills. In practice, teachers who implement *multilingual pedagogy* can use strategies such as multilingual discussions, parallel texts, and translanguaging tasks that allow students to access concepts in the language they are fluent in, before manifesting them in the target language.

Based on the above description, the definition of *multilingual pedagogy* not only includes the existence of

multiple languages in the classroom, but also reflects an educational philosophy that respects diversity, encourages cross-lingual dialogue, and places students' linguistic experiences at the core of the learning process. It is not only a response to the multilingual reality of many countries, but also a representation of a transformative and inclusive vision of education.

2. Difference Between Bilingual and Translanguaging

In addition to understanding the definition of multilingual pedagogy, it is also necessary to clearly understand the differences between *multilingual pedagogy*, *bilingual education*, and *translanguaging*, considering that the three are often misinterpreted as terms that overlap each other even though they have different pedagogical philosophies, goals, and implications. *Bilingual education* generally refers to the structured and separate use of two languages in the curriculum—for example, one subject is taught in the mother tongue and the other in the second language. This approach is often based on the additive principle, which is to maintain the mother tongue while introducing a second language or an international language such as English, and aims to produce individuals who are competent in both languages (Hornberger, 2003). Although this approach is more inclusive than the monolingual system, in practice there is still a language hierarchy that places the majority language or global language above the local or mother tongue.

On the other hand, *translanguaging* emerged as a reaction to an approach that overly restricted the separation of the language. This concept offers a more flexible and responsive framework, where students actively and consciously use their entire *linguistic repertoire*—whether first, second, or mixed interlingual—to interpret information, construct meaning, and express ideas authentically (García & Wei, 2014). The practice of *translanguaging* is not just a communication strategy, but also a means to empower students and recognize the validity

of all forms of their language expression. Nevertheless, *translanguaging* in its pure form is often understood more as a classroom practice than as a structured and curriculum-scale pedagogical approach.

Multilingual pedagogy occupies a broader and more systemic position than the previous two approaches, as it integrates the positive elements of both in a more planned and long-term pedagogical framework. In contrast to *translanguaging* which focuses on students' spontaneous practices, *multilingual pedagogy* demands the active involvement of teachers in designing, organizing, and evaluating learning that utilizes multiple languages consciously and strategically. This approach includes classroom policies that are open to multilingual practices, teaching materials that are reflective of students' linguistic diversity, and assessments that consider cross-lingual ability. In this case, *multilingual pedagogy* is a conceptual and practical forum that allows for contextual, democratic, and sensitive education to the multilingual reality of students, as has been emphasized in the *ecological language learning approach* (van Lier, 2004).

These three approaches are not only important for terminological purposes, but also for clarifying the direction of language education policies and practices. While *bilingual education* and *translanguaging* can be part of the strategy in *multilingual pedagogy*, they cannot replace their conceptual depth and systemic scope. Teachers and policymakers need to be aware that the success of English teaching in a multilingual context depends heavily on the choice of an approach that considers not only linguistic aspects, but also social, cultural, and student identities.

3. The Relevance of Multilingual Pedagogy to the Educational Context in Indonesia

Indonesia is known as one of the most prodigious linguistic countries in the world—with more than 700 regional languages living and spoken in local communities—*multilingual pedagogy* has an urgency and relevance that

cannot be ignored. Nonetheless, Indonesia's national education system has historically promoted a monolingual model oriented towards Indonesian as the only language of instruction for formal education, and English as a foreign language taught separately from the student's linguistic context. These policies, while aimed at unifying national identities, often sacrifice cognitive and affective dimensions of learning that can be enhanced through the active involvement of the mother tongue. This makes the classroom a linguistic arena that does not reflect the social and linguistic realities of students.

In line with the criticism of the limitations of the bilingual approach and the challenges in *translanguaging practices* that have not been institutionalized, *multilingual pedagogy* offers an alternative framework that is more inclusive and strategic in the Indonesian context. Not only accommodating students' linguistic diversity, this approach also allows for learning planning that consciously uses regional languages as a resource to strengthen the understanding of concepts in English. Research by Musgrave and Liddicoat (2020) confirms that the integration of regional languages in English learning not only increases student engagement, but is also able to reduce *language anxiety* because students feel that their linguistic experiences are recognized and valued. Furthermore, this integration can build a conceptual bridge between local and global knowledge, creating the classroom as *a linguistically responsive environment* that is in accordance with the principles of language learning ecology (van Lier, 2004).

Therefore, the implementation of *multilingual pedagogy* in Indonesia is not only a methodological adaptation, but an effort to reconstruct the language education paradigm that is more equitable, relevant, and sustainable. Teachers are not only required to be facilitators of foreign languages, but also as interlingual and intercultural mediators who are able to bridge linguistic diversity with the needs of learning English. Within this framework, *multilingual pedagogy* becomes a tool of social transformation that not only develops students'

linguistic competence, but also strengthens their cultural identity and reflective capacity in the face of a complex and pluralistic global world.

1.3 Philosophical and Theoretical Foundations

1. Sociolinguistic theory and social constructivism

In a sociolinguistic framework, the understanding that language reflects and at the same time shapes social structures becomes a critical foundation for looking at pedagogical practices in multilingual classrooms. Language is not only a neutral instrument for conveying information, but it also reflects the social identity, ethnicity, class, and even political power inherent in its users (Bourdieu, 1991). Therefore, in the context of English classrooms in Indonesia, the dominant status of English as a symbol of global social and economic mobility cannot be separated from how students perceive and position their mother tongue. When regional languages are not given space in the learning process, students are indirectly given the message that their local language and identity are less valuable. Multilingual pedagogy, in this case, aims to deconstruct those linguistic hierarchies and create a democratic learning space, where each form of language is recognized as a legitimate means of thinking and constructing meaning.

Later, contemporary sociolinguistic theory also highlights the importance of *the linguistic repertoire* as a complex social resource. According to Blommaert and Rampton (2011), in today's globalized world, individuals do not only use one or two languages separately, but operate diverse semiotic systems in everyday practice. This is what makes *multilingual pedagogy* even more relevant: it doesn't just teach a language, but it guides students on how to use their overall linguistic capacity to participate effectively in a variety of social and academic contexts. This process cannot be top-down, but must be based on a deep understanding of the socio-cultural background and language practice of students.

Correspondingly, the theory of social constructivism pioneered by Vygotsky provides a psychopedagogical dimension that complements the sociolinguistic framework. According to Vygotsky (1978), learning occurs when students are able to build meaning through dialogue, collaboration, and joint exploration in a social context. Language, in this case, not only functions as a means of communication, but also as a medium *of* thought. Therefore, multilingual pedagogy that allows for the active use of multiple languages in the learning process, provides a space for students to access and build knowledge in a more authentic and personalized way. Teachers who are aware of the role of language in cognition formation can design learning activities that involve translanguaging as a form of *scaffolding*, so that students are not forced to "leave" their native language when learning a foreign language.

In practice, this means that the role of teachers in multilingual pedagogy is more than just a material presenter. Teachers act as facilitators of interlingual and intercultural dialogue, as well as as social actors who are able to engineer an inclusive and critical learning environment. Teachers must have high language awareness and ideological awareness, because every language decision in the classroom—whether to use, ignore, or mix language—has a direct impact on students' learning experiences and their identity construction (May, 2014). Therefore, the application of multilingual pedagogy based on sociolinguistic theory and social constructivism is not only a technical strategy, but a pedagogical action that is full of political, social, and cultural meaning.

2. Ecolinguistic principles and language asset-based approaches

In addition to being rooted in sociolinguistics and social constructivism, *multilingual pedagogy* also gains a philosophical reinforcement from the principle of ecolinguistics, an approach that places language in relation to complex and interinteracting social, cultural, and cognitive

ecosystems. Ecolinguistics rejects the idea that language can be separated from the environment in which it is used; Instead, language is understood as an integral part of a living and ever-evolving system. As Van Lier (2004) points out, language learning is a process that takes place in an "environment rich in social and cultural contexts," and in it, interactions between students, teachers, language, and cultural artifacts form a learning ecosystem. In this context, multilingual pedagogy not only includes linguistic strategies, but also designs learning spaces that are ecological, inclusive, and celebrate diversity.

This approach emphasizes the importance of linguistic and cultural resonance between the language students speak at home and the language used in school. In the classroom ecosystem, language is not only a medium of communication, but also a carrier of values, identities, and social meanings inherent in students' life experiences. Therefore, multilingual pedagogy seeks to create a *learning ecology* that does not alienate students from their linguistic environment, but rather strengthens the connection between the language of home, school, and the outside world. This principle is particularly relevant to the Indonesian context, where linguistic and cultural diversity is an inevitable reality. When teachers ignore students' mother tongue or local language, they also weaken the integration between students' linguistic experiences and academic learning processes.

Along with ecolinguistics, the asset-based language approach offers a lens that rejects the deficit logic that has been often used in language education policies. In many education systems, students from multilingual backgrounds are positioned as 'problematic' or 'at risk' because they are considered not to master the dominant language well. The asset-based approach inverts this paradigm: every language that students have is considered a valuable linguistic capital, which, if activated and empowered, will enrich learning (Cummins, 2000; Garcia & Kleyn, 2016). This approach requires teachers to have a perspective that values linguistic plurality as a strength, not a weakness. In practice, this

means providing strategies that enable translanguaging, language reflection, and the integration of multilingual experiences in learning activities.

More than just respecting the diversity of languages, this approach also touches on aspects of relational balance between languages. There is an awareness that certain languages often have higher legitimacy than others, either due to state policies, globalization pressures, and public perception. By adopting ecolinguistic and asset-based principles, *multilingual pedagogy* actively opposes the symbolic marginalization of minority languages and advocates for linguistic equality. This is in line with the thinking of Skutnabb-Kangas (2000), who states that education with linguistic justice must be able to accommodate and care for local languages while still opening access to global languages.

The integration of these principles in *multilingual pedagogy* results in a holistic, reflective, and transformative approach to learning. Teachers are not only content presenters, but also architects of learning spaces who are aware of the linguistic and social dynamics of students. This creates a foundation for learning that not only transfers language skills, but also forms critical awareness, cultural appreciation, and healthy linguistic identity. Thus, multilingual pedagogy appears not just as a pedagogical strategy, but as a social movement to redefine the role of language in education in a more equitable and meaningful way.

1.4 The Urgency of Multilingual Pedagogy in English Classrooms

1. Responding to the needs of learners with diverse language backgrounds

In a multilingual English classroom, learners not only bring differences in language proficiency levels, but also bring cultural values, previous learning experiences, and mindsets formed from their respective linguistic

environments. This diversity is a challenge as well as a great potential that, if managed properly, can enrich the learning process. Multilingual pedagogy exists as an approach that rejects the homogenization of learners and instead celebrates these differences as a vital pedagogical resource. As expressed by Hornberger and Link (2012), this approach demands a space that allows all students' languages to be recognized, used, and developed in a planned manner in academic activities.

Neglect of students' linguistic backgrounds often results in *language mismatch*, which is a mismatch between the language of instruction and the language understood by students, which leads to cognitive and social exclusion (Skutnabb-Kangas, 2000). In many cases, students from minority linguistic communities struggle not because of a lack of intellectual potential, but because the medium of instruction does not accommodate their native language-based ways of thinking and understanding. Multilingual pedagogy, by giving students space to strategically switch between languages (translanguaging), allows for a stronger bridge of meaning between academic concepts and their personal understanding. This is not just an attempt to "translate", but rather to build a deeper and cognitively relevant translingual understanding.

In addition, the use of diverse language backgrounds can also increase social collaboration between students. When mother tongue is positioned not as a "distraction" but as *learning capital*, it forms an inclusive classroom culture in which every linguistic identity is treated equally. García and Sylvan (2011) stated that multilingual practice in teaching is not only about language representation, but also about creating a fair and democratic learning system. This is important in a multicultural education context such as Indonesia, where social and language gaps often exacerbate academic inequalities.

2. Valuing learners' linguistic identities

Valuing learners' linguistic identities is an important pillar in multilingual pedagogy because language not only serves as a means of communication, but is also an expression of one's culture, values, and life experiences. When a student's mother tongue or local language is systematically dismissed or even considered irrelevant in the classroom, it implicitly conveys the message that their identity is less valuable in the context of formal education. Practices like this can create an emotional distance between students and the learning process, decrease their sense of belonging to the target language, and reduce the intrinsic motivation to actively engage. This is confirmed by Cummins (2001), who states that a strict separation between the home language and the school language can weaken the development of students' academic and personal identity.

On the contrary, the application of multilingual pedagogy that recognizes and utilizes the entire linguistic repertoire of students plays an important role in building a positive and integrated identity. Norton (2013) highlights that identity in language learning is dynamic and is formed through power relations, social agents, and participation in discursive communities. In this context, recognition of the mother tongue is not just a form of linguistic inclusion, but a pedagogical strategy that encourages students' emotional and social investment in learning. When students' languages are legitimately recognized and used in academic activities, they are more likely to feel valued as individuals, not only as "language learners," but also as builders of knowledge and culture.

Then, this approach also has critical implications for the decolonization of language education. According to Makoni and Pennycook (2007), education systems that emphasize only dominant languages such as English often reinforce colonial structures in the classroom, where local languages are marginalized or stigmatized. Multilingual pedagogy, in this case, can be an effort of resistance to an unfair language hierarchy by placing all students' languages in a dignified

and meaningful position. Teachers who adopt this approach not only act as academic facilitators, but also as agents of social change who seek to create a democratic, reflective, and linguistically equitable learning space.

Looking at the explanation above, multilingual pedagogy not only supports the learning process cognitively, but also affectively and identity. It reinforces a humanistic approach to language learning, where each student is positioned as an active, reflective, and valuable subject, with a linguistic background raised as a strength, not a flaw.

3. Reduce affective barriers in learning English

Reducing affective barriers in English language learning is a crucial aspect that is often overlooked in monolingual approaches that emphasize grammatical accuracy and the exclusive use of the target language. One of the main barriers is language anxiety, which arises when students feel not competent enough to express themselves in a foreign language and are afraid to make mistakes in front of others. Krashen (1982) explains this phenomenon through the concept of *affective filter*, which is a psychological condition that, if high, will prevent linguistic information from being processed effectively in the brain. In this context, multilingual pedagogy can serve as an approach that lowers such affective filters through the recognition of students' language as a legitimate part of the learning process.

When students are given space to think, ask questions, or explain in the language they are fluent in, cognitive processes become more efficient and the learning experience feels more inclusive. García and Wei (2014) state that translanguaging, as a key practice in multilingual pedagogy, helps students utilize their entire linguistic repertoire to build deeper and more complex meanings. This practice not only strengthens academic understanding, but also reduces the pressure to switch to the target language perfectly, which is often a source of stress in monolingual classes. When students feel that their language background is not only accepted but also valued, they show improvements in

confidence and class participation—two important indicators of affective and cognitive engagement in language learning.

Then, multilingual pedagogy is also relevant in the context of linguistic trauma, which is a negative experience that students may experience due to failure or excessive pressure in learning a foreign language. Torsh & Sealey (2020) show that students from minority language backgrounds often experience double pressure: the demand to master a new language while leaving or "hiding" their native language. Within this framework, multilingual pedagogy serves as a restorative approach that restores students' active role in the learning process by giving them the authority to use their own voices and language. This psychologically strengthens the sense of ownership of learning and expands a safe and supportive space for linguistic exploration.

1.5 Positive Impact on Learning Process and Outcomes

1. Increased Student Participation and Motivation

One of the main positive impacts of the implementation of multilingual pedagogy is the increase in student participation and motivation. When students are faced with the opportunity to use the different languages they are proficient in the learning process, they feel more valued and motivated to be actively involved. This is in accordance with the view of Norton (2013) who states that students' motivation in language learning is greatly influenced by their linguistic identity and how these languages are valued in the context of education. By providing space for students' native language to be used in discussions, questions, or explanations, students feel more comfortable expressing their thoughts without fear of making mistakes. For example, research by Cummins (2005) shows that recognition of the mother tongue can increase students' confidence and strengthen their engagement in learning,

which in turn increases intrinsic motivation to learn a target language such as English.

In addition, the use of a multilingual approach reduces the sense of isolation often felt by students who come from minority language backgrounds. By allowing them to interact in multiple languages, the learning process becomes more inclusive and relevant to their life experiences. As stated by García and Wei (2014), multilingual pedagogy creates a learning environment that values linguistic diversity, which can facilitate increased motivation and active involvement of students, given that they feel that their language identity is important and recognized in an academic context.

2. Transfer Positif Antarbahasa

Multilingual pedagogy not only provides benefits in terms of participation and motivation, but also supports positive interlingual transfer. The process of interlingual transfer refers to the ability of students to transfer knowledge and skills from one language to another. For example, grammatical structure or vocabulary in a student's native language can help them understand and remember concepts in the target language such as English. Research by Macaro (2005) shows that students who have access to use their native language in the learning process tend to show a better and faster understanding of foreign languages. Through translanguaging strategies, students can leverage the language they are proficient in to facilitate the understanding of complex concepts in the target language.

In addition, this positive transfer is not only limited to linguistic aspects, but also includes broader cognitive skills. Students who are familiar with the use of multiple languages in learning tend to be more skilled at analytical thinking and problem-solving, as they develop the ability to see a problem from a variety of linguistic and cultural perspectives. This is in line with the view of Thomas (2013) who states that multilingualism can enrich students' cognitive capacity, strengthen their critical thinking skills,

and accelerate the process of understanding and mastering new languages.

3. Strengthening Metalinguistic Skills

One of the most significant long-term impacts of the implementation of multilingual pedagogy is the strengthening of students' metalinguistic skills. Metalinguistic skills refer to the ability to understand and analyze language, including its structure, use, and function. Students who study in multilingual contexts tend to be more skilled at identifying differences and similarities between different languages, as well as how languages can be used in different contexts. Research by Bialystok (2001) shows that multilingual learners have better metalinguistic skills compared to monolingual learners. They are better able to think reflectively about language and utilize this knowledge to improve their language skills.

In the context of multilingual pedagogy, students learn not only language as a means of communication, but also as an object of analysis. This process deepens their understanding of language structure, grammar, and pragmatics, and improves their ability to control language use more consciously. With the opportunity to use multiple languages simultaneously, students can compare and contrast linguistic elements, which improves their understanding of language dynamics. As noted by García and Wei (2014), the development of these metalinguistic skills contributes to the ability of students to think more flexibly and creatively in using language, which plays an important role in mastering a second or more languages.

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CHAPTER 2

THEORIES AND PRINCIPLES OF MULTILINGUAL PEDAGOGY IN ENGLISH LANGUAGE EDUCATION

By Siti Shofiyatun

2.1 Introduction

In the era of globalization and interconnection between nations, English language skills have become an essential skill needed in various aspects of life, from education, work, to intercultural communication. Amidst this development, a language teaching approach that takes into account the linguistic diversity of learners is increasingly important. The multilingual pedagogy approach *emerged* as a response to the reality of linguistically heterogeneous classes, by integrating students' mother tongues in the English learning process (García & Wei, 2019).

Multilingual pedagogy not only focuses on mastery of the target language, but also emphasizes the recognition of students' linguistic and cultural identities, as well as building positive transfer between languages (Cummins, 2021). The basic principles of this pedagogy are based on translanguaging, interdependence between languages, and an inclusive approach that values multiculturalism (Cenoz & Gorter, 2020). This approach not only improves students' linguistic understanding but also strengthens metacognitive skills and positive attitudes towards diversity (Daniel & Pacheco, 2020).

The application of multilingual pedagogy theories and principles in English language teaching encourages teachers to transform from traditional roles to facilitators who are reflective and responsive to students' linguistic contexts. By integrating linguistic, sociocultural, and cognitive theories, this approach enables meaningful and contextual learning (Ortega, 2022). In

addition, in the context of higher education in developing countries, including Indonesia, multilingual pedagogy can be an effective strategy to improve learning outcomes and maintain local identity amidst the demands of globalization (Rahman, 2023).

Thus, it is important to understand the theoretical foundations and core principles of multilingual pedagogy as a foundation for developing inclusive and transformative curricula, learning strategies, and classroom practices. This chapter will systematically outline the main theories underlying multilingual pedagogy and its applicable principles in English language learning at various levels of education.

This chapter discusses the key theories and principles underlying multilingual pedagogy in the context of English language education. Through the presentation of cutting-edge theories and pedagogical principles rooted in inclusive and collaborative practices, the chapter aims to provide insights and practical guidance for English language educators in facilitating linguistic diversity in their classrooms.

2.2 Definitions and Basic Concepts of Multilingual Pedagogy

Multilingual pedagogy refers to an educational approach that consciously integrates more than one language in the teaching and learning process, with the aim of empowering students' linguistic competence and supporting their cultural identity (García & Kleyn, 2020). In the context of English language learning, this pedagogy does not only rely on target language-based teaching methods, but also uses other languages that students master as resources to improve language comprehension and skills.

According to Cenoz and Gorter (2021), multilingual pedagogy is based on the view that a person's language skills do not develop in isolation, but rather in a dynamic relationship between the languages they master. This approach rejects the traditional view of monolingualism in education, which views the use of more than one language in the classroom as a

distraction. Instead, multilingual pedagogy views translanguaging—the practice of using students' entire linguistic repertoire—as a key strategy for optimizing learning. The definition of multilingual pedagogy cannot be separated from the concepts of translanguaging, language, interdependence, and dynamic bilingualism.

Translanguaging, as explained by Wei (2022), is a process in which learners use all their linguistic resources to create meaning, improve communication, and develop cognition. Through translanguaging, students are given the freedom to move between languages in thinking, speaking, reading, and writing, without having to limit themselves to just one language at a time.

Another important principle in multilingual pedagogy is the recognition of interdependence between languages, as expressed by Cummins (2021) in the theory of Common Underlying Proficiency. Cummins asserts that academic skills in one language can support the development of another language, provided there is sufficient instructional and social support. This means that English language learning can be strengthened by utilizing students' competence in their first language.

Furthermore, according to Ortega (2023), multilingual pedagogy is also rooted in the concept of dynamic bilingualism, which recognizes that a person's language skills are flexible and change according to communication needs. This is contrary to the traditional view that sees bilingualism as two separate language systems.

The basic concept of multilingual pedagogy implies the role of teachers as facilitators who value students' linguistic diversity and are able to create inclusive classrooms. Teachers are expected to focus not only on the accuracy of the target language, but also on the creation of meaning, identity, and engagement of students through the various languages they have. By adopting this pedagogy, English language education becomes more socially relevant, more cognitively effective, and more equitable from a cultural perspective.

Thus, multilingual pedagogy offers a new paradigm in English language teaching: not just teaching one language, but

developing students' multilingual competence as an integral part of holistic, learner-centered learning.

2.3 Supporting Theories of Multilingual Pedagogy

Multilingual pedagogy is based on a number of theories that explain how languages are learned, developed, and used in social and educational contexts. Understanding these theories is essential for designing learning strategies that are effective, adaptive, and respectful of students' linguistic diversity.

One of the main theories supporting multilingual pedagogy is **the Linguistic Interdependence Theory** proposed by Cummins (2021). According to this theory, there is a deep relationship between the first language (L1) and the second language (L2) in students' academic development. Cognitive and academic competencies developed through the first language can support progress in the second language, provided there is adequate exposure and instructional support. This means that in English learning, the use of the mother tongue is not a barrier, but rather an important asset that needs to be utilized.

In addition, **Translanguaging Theory** is also an important foundation in multilingual pedagogy. García and Li Wei (2021) argue that translanguaging is a social practice in which individuals flexibly use their entire linguistic repertoire to communicate and learn. This theory challenges the traditional view that strictly separates languages, and instead, sees languages as dynamic resources that can support each other. In practice, translanguaging allows students to use multiple languages in one learning activity, thereby increasing conceptual understanding and active participation.

Another relevant theory is **Vygotsky's Sociocultural Theory**, which emphasizes that learning occurs through social interaction within a particular cultural context. Within this framework, the use of multiple languages in the classroom is seen as a way to enrich thinking processes and construct shared meaning (Ortega, 2023). Multilingual interactions allow students to access diverse cultural and linguistic perspectives, thereby expanding their critical thinking skills.

Then, **Dynamic Systems Theory (DST)** also contributes to the understanding of language development in a multilingual context. This theory, as explained by Herdina and Jessner (2022), views language learning as a non-linear process involving complex interactions between various internal and external factors. In the context of multilingual pedagogy, DST explains why students show diverse and dynamic language development depending on their linguistic experiences.

Finally, **the Identity and Investment Theory** developed by Norton (2021) also supports multilingual pedagogy by highlighting the importance of student identity in language learning. According to this theory, the extent to which students invest in language learning is greatly influenced by how they see their identities recognized and valued in the learning environment. By integrating students' languages and cultures into the classroom, multilingual pedagogy supports stronger engagement and positive identity formation.

By understanding and integrating these theories, teachers can create learning environments that empower students as multilingual individuals, enrich the learning process, and promote linguistic equity in the classroom.

2.4 Principles of Multilingual Pedagogy

Multilingual pedagogy promotes an approach that recognizes, utilizes, and strengthens the linguistic diversity of learners. The basic principles of this pedagogy aim to create a learning space that is inclusive, empowering, and focuses on students' multilingual potential, rather than simply on mastery of one target language.

One of the main principles is **the recognition of the learner's linguistic repertoire**. According to García and Kleyn (2020), teachers need to see students' language abilities as a whole, not as separate systems. Students' native languages, dialects, and additional languages all contribute to their academic and social development. By recognizing this linguistic diversity, teachers can build stronger connections between students' life experiences and learning materials.

The second principle is **translanguaging as a pedagogical practice**. Wei (2022) states that translanguaging is not only a natural phenomenon of multilingual communication, but should also be adopted strategically in the classroom. Teachers can encourage students to move between languages in speaking, reading, or writing to construct meaning, clarify concepts, and develop deeper understanding. This allows students to access all their linguistic resources without feeling constrained by monolingual norms.

Furthermore, the principle of **interdependence between languages** is also an important foundation in multilingual pedagogy. Based on Cummins' (2021) view, mastery of one language can strengthen mastery of another language through the transfer of cognitive and academic skills. Therefore, learning strategies need to support the development of all students' languages, not just the target language, to accelerate balanced and sustainable learning.

The fourth principle is **inclusivity and linguistic justice**. According to Cenoz and Gorter (2021), language education should contribute to the reduction of social inequalities by valuing all students' languages and identities. Pedagogical practices should actively destigmatize the use of local or minority languages, and instead celebrate diversity as a richness in the learning community.

Finally, **flexibility in teaching and learning** is a key principle. Ortega (2023) emphasizes that in a multilingual context, teachers need to be adaptive to the dynamic linguistic needs of individual students. This involves the use of a variety of strategies, such as multilingual project-based tasks, linguistically heterogeneous group work, and the use of teaching materials that reflect students' linguistic and cultural diversity.

By applying these principles, multilingual pedagogy not only strengthens students' English language skills, but also fosters self-confidence, self-esteem, and cross-cultural communication skills. This approach directs language education in a more humanistic and transformative direction, oriented not only to academic achievement but also to the development of the whole person in a diverse global society.

2.5 Implications of Multilingual Pedagogy for English Teachers

The application of multilingual pedagogy in the context of English language teaching has several important implications for the role and practice of teachers. In this paradigm, teachers are no longer positioned solely as transmitters of the target language (English), but rather as facilitators of cross-language learning that is inclusive and reflective of students' linguistic realities.

One of the main implications is the need **to recognize and utilize students' mother tongues as pedagogical resources**. Teachers are required to be open to the linguistic diversity that students bring into the classroom, and to utilize these languages to enhance conceptual understanding, build student engagement, and create an inclusive learning environment (García & Kleyn, 2020). In the Indonesian context, for example, students often have strong regional language backgrounds. Rather than marginalizing local languages, teachers can facilitate activities that allow for translanguaging between regional languages, Indonesian, and English.

Furthermore, teachers need to **develop professional translanguaging competencies**. Translanguaging is not a random practice, but rather a pedagogical strategy designed to improve students' language comprehension and production (Wei, 2022). Therefore, teachers must be able to design learning activities that support functional translanguaging practices, for example by allowing students to design ideas in their mother tongue before writing them in English, or discussing topics in groups using mixed languages before making formal presentations in English.

Another implication is the need to **adapt learning assessments**. Multilingual approaches challenge traditional assessment practices that rely purely on English language competency. Teachers need to develop alternative forms of assessment that assess broader conceptual understanding, including through multilingual portfolios, bilingual reflections, or cross-language project assignments (Cenoz & Gorter, 2021).

In addition, teachers must **adopt a more reflective and collaborative teaching approach**. Ortega (2023) emphasizes that teachers in multilingual contexts need to actively reflect on how their teaching practices impact students' linguistic and cultural identities. This means that teachers must also be prepared to collaborate with other teachers, parents, and the community in integrating multilingual values into the curriculum.

Finally, multilingual pedagogy requires teachers to **advocate for linguistic justice in schools**. This includes efforts to eliminate discrimination against regional or minority languages, as well as creating spaces where all students' languages are valued and accommodated in the learning process (Cummins, 2021). English teachers have a strategic role to play in promoting these values because English is often seen as a symbol of linguistic status or power.

Overall, multilingual pedagogy transforms the role of English teachers from mere language instructors to agents of change who support inclusive, equitable, and culturally relevant learning. This transformation requires training, policy support, and a willingness for teachers to continue learning and innovating in the face of the complexities of multilingual classrooms.

2.6 Challenges and Solution Strategies in Implementing Multilingual Pedagogy

The implementation of multilingual pedagogy in English language learning brings various benefits, but it is also not free from a number of complex challenges. These challenges include aspects of policy, teacher attitudes, resource limitations, and community perceptions of language status. Therefore, a planned and sustainable solution strategy is needed so that this approach can be adopted effectively in the classroom.

One of the main challenges is **the dominance of the ideology of monolingualism in education policy**. In many countries, including Indonesia, the education system still places English and the national language as the main language of

learning, while the mother tongue or regional language is often neglected (Heugh, 2021). This creates pressure for students to leave their home language and adapt to the dominant linguistic norms. To overcome this, policy reforms are needed that support the use of regional languages in the learning process, at least as a bridge in understanding English-language materials.

The next challenge is **the lack of teacher preparedness and training in implementing multilingual approaches**. Many teachers feel unsure about how to integrate translanguaging practices or guide students from different language backgrounds (García & Kleyn, 2020). Therefore, it is important to organize professional training programs that focus on multilingual pedagogy, including task design strategies, alternative assessments, and management of linguistically heterogeneous classrooms.

In addition, **the lack of teaching resources that support multilingual contexts** is also a significant obstacle. Textbooks and learning materials are generally designed for monolingual environments, so they do not reflect students' linguistic diversity (Cenoz & Gorter, 2021). The solution strategy is to encourage the development of local learning resources based on student contexts, as well as the use of digital technology to produce more adaptive and flexible learning materials.

Another challenge arises from **negative attitudes towards local or minority languages**, both from students, parents, and educators. Regional languages are often considered less prestigious or irrelevant for academic progress. To overcome this, a critical language awareness approach is needed that invites all parties to understand the importance of linguistic justice and the value of the mother tongue in shaping students' identities and thinking (Ortega, 2023).

Finally, **the complexity of the multilingual classroom** itself can be challenging, especially when the number of languages spoken by students is very diverse. Teachers must be able to create an inclusive space without having to master all of the students' languages. This is where collaborative translanguaging strategies can be applied—for example,

through cross-language group work, where students can explain material to each other in the language they are fluent in (Wei, 2022).

By understanding these challenges and implementing relevant strategies, multilingual pedagogy can be effectively implemented to support more equitable, relevant, and meaningful English language learning. This approach not only strengthens students' linguistic competence but also values their diverse identities and cultures.

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CHAPTER 3

TRANSLANGUAGING AS A LEARNING STRATEGY IN ENGLISH CLASSROOM

By Supriadin

3.1 Introduction

Translanguaging is an instructional approach that enables learners to utilize their entire linguistic vocabulary during the learning process. The concept not only includes code-switching between the first language (L1) and the target language (L2), but also wies that the adaptable use of several languages might enhance learners' comprehension of the subject (Nursanti, 2021). In English classrooms, translanguaging enables learners to use their native language as a resource for comprehending intricate issues, enhancing self-assurance, and strengthening their communication abilities in English.

The translanguaging approach challenges the traditional view that utilizing the mother tongue in foreign language education impedes second language acquisition. Conversely, recent studies indicate that translanguaging can enhance comprehension of linguistic concepts, boost learner engagement, and promote inclusivity in multilingual classrooms (Ngubane, et al., 2020). Translanguaging fosters a more authentic learning atmosphere and enhances the linguistic diversity present in the classroom by allowing learners to utilize their native language for cognitive processing and idea organization.

The implementation of translanguaging in English classrooms also offers advantages for educators. By comprehending students' language usage, educators can formulate more effective and adaptive learning strategies tailored to their requirements. Moreover, translanguaging can serve as a mechanism to reconcile the disparity between

academic and colloquial language, a frequent obstacle in foreign language acquisition (Raja, et al., 2022).

This chapter examines the effective implementation of translanguaging in the English language classroom. This chapter examines foundational principles of translanguaging, its advantages and obstacles, and specific solutions educators can implement to effectively manage multilingual classrooms, based on research and best practices in the area. The chapter also provides case studies and examples of translanguaging in diverse educational situations, enabling readers to comprehend how this technique can be customized to meet the individual needs of their learners.

By conceptualizing translanguaging as a pedagogical tool, it is anticipated that educators can promote a more inclusive, flexible, and effective approach to English instruction. The main goal of this strategy is to enable learners to fully utilize their linguistic capabilities to attain academic success and enhance global communication.

3.2 The Concept of Translanguaging

Translanguaging is a concept in language studies and education that highlights the flexible and dynamic use of different languages possessed by humans. The idea was initially formulated by Cen Williams within the framework of bilingual education in Wales and subsequently broadened and disseminated by scholars such as García (García, 2009; Li, 2011) in a global scope.

García (2009) posits that translanguaging is an educational method enabling learners to utilize their complete linguistic repertoire flexibly during the learning process. This concept transcends mere code-switching or code-mixing; it embodies a whole cognitive and communicative framework in which language is perceived not as a separate construct, but as an interconnected system within the individual's mind.

Li (2011) asserted that translanguaging constitutes not only a linguistic occurrence, but also a social practice that reflects an individual's identity, creativity, and linguistic acumen

in communication. He contended that translanguaging can enhance cognitive processes, enhance conceptual understanding, and help persons in navigating multilingual contexts more proficiently. This approach acknowledges that bilingual or multilingual individuals do not merely utilize two or more languages interchangeably, but also construct and negotiate meaning through the amalgamation of their diverse linguistic resources.

Translanguaging is regarded in education as an inclusive approach that enhances learning effectiveness. García and Kleyn (2016) explain that translanguaging can be employed in educational settings to enhance comprehension of complex topics, promote increased engagement, and improve educational accessibility for students from varied linguistic backgrounds. This methodology is particularly significant in multilingual educational settings, where students often have different levels of proficiency in the academic language of instruction.

Translanguaging is not just code-switching, but rather a deeper cognitive and pedagogical process, in which students actively utilize the various linguistic resources they have to understand the concepts taught and participate in the learning process. García and Wei (2014) emphasize that translanguaging involves the flexible and dynamic use of language, which allows students to explore the full potential of their language abilities. In the context of EFL (English as a Foreign Language) classes, this phenomenon not only appears as a communication strategy, but also as a tool to improve students' understanding and engagement in learning, such as:

1. Use first language to understand complex concepts.
2. Translate words or phrases to clarify meaning.
3. Discuss in the first language before presenting the answer in English.
4. Using a mix of languages in writing or speaking to improve clarity.

Through all these aspects, Translanguaging functions not merely as a communication tool but also as a strategy that enhances the learning process. Students can enhance their engagement in

learning and overcome difficulties by leveraging their bilingual or multilingual capabilities. Consequently, it is essential for educators to comprehend and include translanguageing procedures.

3.3 Benefits of Translanguageing in English Learning

Translanguageing has emerged as a prominent strategy in education, particularly in the context of acquiring English as a foreign or second language. This method not only considers the use of a single language but also allows learners to utilize their complete linguistic repertoire. This aims to comprehend concepts, convey information, and enhance academic skills more efficiently. In this context, the benefits of translanguageing in English learning are significant and diverse, as will be discussed further below.

3.3.1 Improving Concept Understanding

One of the main benefits of translanguageing is increased conceptual understanding. García and Wei (2014) assert that translanguageing facilitates students' comprehension of complicated ideas through the use of their native language. When students have the opportunity to contemplate, converse, and annotate in their mother tongue prior to articulating their comprehension in English, they can more readily comprehend the subject being presented. A learner studying the "simple past tense" in English will more effectively connect these concepts to prior experiences in their native language. This enhances their comprehension and the cognitive abilities required to apply the topic in many settings.

3.3.2 Increasing Self-Confidence and Participation

Additional benefits of translanguageing include boosting students' self-assurance and encouraging them to participate more actively in classroom activities. Creese and Blackledge (2010) state that this method makes it possible for students to experience a greater sense of ease while they are engaged in the process of learning. Students have a greater sense of self-

assurance when it comes to expressing their thoughts when they are not restricted to a single language. It is more likely that students will actively participate in class discussions when they are allowed the flexibility to utilize the language in which they are proficient. In the context of a group discussion, for instance, a student who is first reluctant to speak in English might be more inclined to express his perspective if he is able to utilize his first language as a bridge to convey those ideas. The dynamics of the classroom are unquestionably improved as a result of this, and the learning environment is made further engaging.

3.3.3 Supporting Inclusion in Multilingual Classrooms

Additionally, translanguaging helps to promote inclusiveness in classrooms that are multilingual. According to García and Kleyn (2016), this technique is an effective strategy for creating a more inclusive learning environment in the setting of a classroom that has students that come from a variety of language backgrounds. When teachers connect with their pupils in the classroom using several languages, they may ensure that all of their students feel valued and have an equal opportunity to comprehend the topic. A teacher who is instructing a class that has students that come from a variety of linguistic backgrounds, for instance, may utilize phrases in the students' original language in order to clarify concepts that are difficult to understand. Consequently, not only does this make the content simpler to comprehend, but it also fosters a sense of mutual respect among students who come from a variety of different backgrounds.

3.3.4 Developing Critical Thinking Skills and Creativity

Furthermore, translanguaging can assist students in the development of their creative and critical thinking skills simultaneously. It is argued by Wei (2018) that students might widen their viewpoints on a topic by comparing and understanding concepts that are expressed in different languages. Students are able to connect concepts from a variety of cultural backgrounds and linguistic systems, which is another way in which this method encourages creative thinking. An

example of this would be a student who is studying about the environment in English and can use phrases and concepts from his or her home language to come up with new ideas for a group project. As a result, translanguaging not only assists students in comprehending the material at hand, but it also inspires them to think beyond the confines of the current limitations.

3.3.5 Accelerating English Acquisition

Another important aspect is the enhancement of English language acquisition. Cummins (2019) demonstrates that utilizing the first language as a resource enables students to more easily associate familiar concepts with new material in English. In practice, students who grasp grammar, vocabulary, and sentence structure in their native language will internalize analogous concepts in English more swiftly. For instance, a student who comprehends sentence structure in their native language will more rapidly grasp the same structure in English. This illustrates that translanguaging can significantly expedite the language acquisition process.

3.3.6 Support Responsive and Adaptive Teaching

Additionally, translanguaging is beneficial to the teaching of responsive and adaptable strategies. It was demonstrated by García et al. (2017) that this technique enables educators to have greater flexibility in their teaching approaches and to adapt them to the specific requirements of their pupils. It is possible for teachers to develop more effective ways to boost students' comprehension and engagement if they have a better understanding of how pupils use multiple languages in the learning process. For instance, if a teacher discovers that the majority of students have trouble comprehending a specific term in English, he or she may choose to convey the meaning of the term by using the term in the students' native language. This not only helps students better understand what they are reading, but it also demonstrates that the instructor respects the students' linguistic background.

3.3.7 Strengthening Linguistic and Cultural Identity

The final benefit of translanguaging is that it helps students enhance their linguistic and cultural identities. Translanguaging, as highlighted by Canagarajah (2011a), has the potential to boost students' enthusiasm to learn English without causing them to lose their identity. This can be achieved by recognizing and appreciating the languages and cultures of the students. If students have the impression that their native language and culture are being taken into consideration during the learning process, they will be more motivated to participate in English language instruction. A student who comes from a community that speaks a different language, for instance, could experience a stronger sense of connection to the topic at hand if they are able to recognize the ways in which their language and culture contribute to the learning process. Students are able to feel proud of their identity while also studying a foreign language because to this environment that is created for them.

As a result, translanguaging offers a variety of advantages in the educational process of the English language, ranging from the enhancement of conceptual understanding to the consolidation of student identity. The implementation of this strategy not only results in the creation of an inclusive and dynamic learning environment, but it also inspires students to take a more active role in the process of taking in information. In the context of growing globalization and cultural diversity, the utilization of translanguaging in the process of language acquisition is becoming an increasingly relevant and significant practice. It is anticipated that educators will make use of this methodology in order to develop learning experiences that are more significant and productive for students who come from a variety of linguistic backgrounds.

3.4 Translanguaging Implementation Strategies in EFL Classrooms

The practice of translanguaging in the *English as Foreign Language (EFL) classroom* is a method that is gathering an increasing amount of interest among language teachers and

researchers. Students bring a variety of linguistic resources into the classroom, which they can utilize to better comprehend and communicate in English. This method acknowledges that students bring more than one language into the classroom. Translanguaging is a method that not only improves students' conceptual comprehension but also boosts their confidence in their ability to use the target language. This is accomplished by capitalizing on the complexity of the language that students already possess. In this setting, it is essential for instructors to use suitable translanguaging procedures in order to ensure that students are able to reap the greatest possible benefits. The following are some ways for implementing translanguaging that teachers of English as a foreign language can use in their classrooms.

3.4.1 Using First Language as a Bridge to Understanding

In the context of English as a Foreign Language (EFL) acquisition, one of the most effective tactics is to use the speaker's native language as a bridge of understanding. According to García and Wei (2014), the use of the first language becomes a viable method for assisting students in comprehending complex concepts. It is possible for teachers to provide students the opportunity to debate the content in their native language before offering answers in English. In the case of conveying a complicated grammatical subject, such as the "past perfect tense," for instance, the instructor may initially provide an explanation in the students' native language. Students are able to develop a more profound comprehension of the recent idea as a result of this. In the event that the students feel more at ease with the explanation being provided in their native language, the instructor may request that they generate examples in English. In this manner, students not only acquire new grammatical structures but also make connections between the content they have previously studied and the information they are currently learning.

3.4.2 Selective Translation to Improve Language Skills

In addition, one other method that can be utilized in English as Foreign Language (EFL) programs is the use of selective translation to enhance language skills. In accordance with Creese and Blackledge (2010), one of the functions of translanguaging is to assist students in comprehending unfamiliar words. This is of utmost significance since an effective understanding of vocabulary serves as the basis for the overall process of language acquisition. The habit of encouraging students to translate significant words or phrases from their first language into English is something that teachers can do in practice. Students can be asked to discover the equivalent in their mother tongue and analyze the differences in meaning and usage in various sentence contexts when teachers introduce new vocabulary. This request can be made when teachers introduce new terminology. Not only can students acquire new vocabulary in this manner, but they also gain an understanding of the nuances that are included inside the words. Students can, for instance, debate the many meanings and usages of the word "run" in sentences, such as "run a business" or "run for office," and compare these meanings and usages with the equivalent in their home tongue. This is an example of students learning the term "run."

3.4.3 Multilingual Discussion and Collaboration

Student involvement can be significantly increased through the implementation of a technique that involves multilingual discussion and collaboration. Students may be given the opportunity to engage in conversation in their native tongue within the context of small groups, and then the results of the conversation may be presented in English. As stated by García and Kleyn (2016), this particular strategy has the potential to enhance student involvement, particularly among those students who express a lack of confidence in their ability to effectively utilize English. Examples of tenses that students might explore in their first language before generating sentences and presenting them in English include the usage of verbs and the use of the verb "to be." For instance, students can debate the use

of the "past tense" in a conversation about the use of the sentence. Students are able to feel more at ease and have the opportunity to share their thoughts without feeling forced by their weak English communication skills when they are given this opportunity.

3.4.4 Writing an Initial Draft in First Language

Students can benefit from another method that can assist them in the process of writing, which is to write a first draft in their first language. When it comes to writing in English, one of the most significant challenges is organizing one's thoughts. It is possible for teachers to provide students the opportunity to write a preliminary draft in their native language before translating it into English. Canagarajah (2011a) suggests that this method assists students in organizing their thoughts and brings about a reduction in the barriers that hinder them from expressing their views in the target language. Students can, for instance, begin the process of writing an essay about a personal event by writing in their native tongue in order to generate ideas, and then continue the process by translating those thoughts into English. Students will not only be able to concentrate on explaining their thoughts, but they will also have the opportunity to practice composing sentences in English.

3.4.5 Use Source Study Multilingual

Another extremely efficient method for assisting English as a Foreign Language (EFL) acquisition is the use of multilingual learning resources. Teachers have the ability to provide students with learning materials in different languages, such as articles, films, or bilingual dictionaries, in order to assist pupils in comprehending the topic. According to Cummins (2007), students are able to quickly relate new material to their previous knowledge when resources are provided to them in both their first language and through the English language. To illustrate, a teacher might present an article about technology in English, but in addition, they might provide a synopsis of the article in the students' local language in order to assist them in comprehending the fundamental ideas. Students are able to

more readily digest the information that is offered to them and prevent themselves from feeling alienated by the content that is being taught to them.

3.4.6 Supporting Mixed Language Use in Presentations and Projects

Another method that can be used to boost student participation is to encourage the use of mixed language in projects and presentations. In the presentations or projects that students are required to complete, they may be given the choice to employ a combination of languages. For instance, they can use their mother tongue to explain more complicated concepts, and they can use English to provide their summary with the information. According to Wei (2018), this strategy has the potential to boost student participation and alleviate the fear that comes with speaking in front of the class. Students receive a boost in self-assurance and are able to communicate knowledge more effectively as a result of this.

3.4.7 Growing Awareness Metalinguistics

In this way, students not only learn English, but also develop a deeper understanding of language in general.

One of the most crucial aspects of translanguaging that must not be neglected is the cultivation of metalinguistic awareness. Students gain a better understanding of how language functions through the process of translanguaging, which involves comparing the grammar, vocabulary, and expressions of several languages. In order to enhance students' metalinguistic awareness, teachers have the ability to involve students in conversations that revolve around the distinctions and parallels that exist between their native language and English, as stated by García, et al. (2017). Not only do students acquire a better command of the English language, but they also develop a more profound comprehension of language in general.

3.4.8 Adjusting Evaluation Strategy

When it comes to English as Foreign Language classrooms, one of the most important things to think about is adjusting the

evaluation strategy. It is common practice in English as Foreign Language (EFL) classrooms to concentrate solely on the English language skills of the students. However, with translanguaging, evaluation can be more flexible. For instance, teachers can provide students the opportunity to respond in their native tongue rather than requiring them to rewrite their responses in English. The implementation of this strategy helps alleviate pressure and provides students with an enhanced opportunity to showcase their comprehension (García and Lin, 2017). With this method, students have a greater sense of being valued and are more motivated to learn.

It can be concluded that the implementation method of translanguaging in English as Foreign Language classes not only helps students improve their language comprehension, but it also assists them in developing their self-confidence and their ability to communicate effectively. The use of students' first language as a tool, the implementation of selective translation, the encouragement of multilingual debates, and the modification of evaluation procedures are all ways in which educators can create a learning experience that is more meaningful and effective. Through this technique, students not only learn English but also build a larger language awareness, which will aid them in academic and daily life circumstances. Thus, translanguaging can be seen as a bridge that connects students' diverse language resources, enriches their learning experience, and prepares them to become more effective communicators in today's global world.

3.5 Challenges and Solutions in Implementing Translanguaging

The use of translanguaging as an approach of teaching languages is becoming increasingly common, particularly in situations that involve many languages. There are a number of advantages to implementing this strategy, including the enhancement of student comprehension and the development of an inclusive educational setting; yet, the adoption of this strategy is not without its difficulties. Within this framework, we

will have a comprehensive conversation about these difficulties as well as the potential solutions that can be implemented to solve these issues.

3.5.1 Concerns about Lack of English Exposure

When it comes to implementing translanguaging, one of the most prevalent issues that arises is the concern that students do not have enough exposure to the English language. There are a lot of educators and educational institutions that are concerned about the possibility that the usage of translanguaging could decrease the number of possibilities for students to have direct exposure to English, which would then slow down the process of language acquisition. It goes without saying that this worry is not completely without merit. It has been demonstrated through research that the process of acquiring a language requires sufficient exposure to the language that is being learned. On the other hand, it is essential to acknowledge that translanguaging does not imply completely disregarding the English language. This method, on the other hand, might be utilised strategically to facilitate improved conceptual understanding. In the level of conceptual comprehension, for instance, teachers may permit students to discuss ideas in their native language before requiring them to produce texts or talk in English. This is done before the students are requested to speak in English. Students will be able to develop a deeper comprehension of the subject matter in this manner before moving on to the language that they will be learning. The authors García and Lin (2017) highlight the fact that the utilisation of translanguaging in a controlled manner has the potential to enhance students' comprehension without diminishing their exposure to the target language. Consequently, it is necessary for educators to devise learning activities that are well-balanced and incorporate translanguaging as a means of accomplishing more extensive educational objectives.

3.5.2 Teachers' Lack of Understanding of Translanguaging

The lack of awareness about translanguaging among educators is the next obstacle that must be overcome. There is a

significant number of educators who have not gotten sufficient training on how to effectively apply translanguaging in the classroom. Consequently, this may lead to implementation that is both inconsistent and ineffectual. Providing training for teachers that encompasses both the theory and practice of translanguaging is a crucial step that should be taken in order to overcome this issue. It is important that this training be created in such a way that it enables educators to comprehend the fundamental ideas behind translanguaging and to learn how to incorporate it into their respective learning environments.

3.5.3 Strict Language Norms and Policies

Strict language norms and policies also pose significant challenges to translanguaging. Some schools implement “English Only” policies, which prohibit the use of other languages in the classroom. These policies are often based on the assumption that the exclusive use of English will accelerate language learning. However, this approach often ignores the fact that students from multilingual backgrounds may feel more comfortable and better able to learn when they are given opportunities to use their first language. Linguists who study the concept of translanguaging argue that it is important to educate policymakers about the benefits of this approach. Wei (2018) suggests that more flexible language policies can create more inclusive and effective learning environments. By allowing the use of the first language in certain contexts, schools can help students feel more comfortable and confident in their learning process, which in turn can improve overall learning outcomes.

3.5.4 Resistance from Students

In addition, resistance from students is also a challenge that needs to be overcome. Some students may feel hesitant or uncomfortable using their first language, especially if they feel that they must use English entirely to be considered competent. In this context, it is important to build a supportive environment where students feel safe to experiment with their languages. Teachers can explain the benefits of translanguaging, as well as provide concrete examples of how this approach can help them

in academic learning. For example, in collaborative tasks, students can be encouraged to use their first language to discuss ideas before presenting them in English. By creating a supportive and inclusive environment, students will be more motivated to engage in the learning process and more open to using the different languages they know.

Given these challenges, it is clear that implementing translanguaging requires a deliberate and deliberate approach. Each challenge has solutions that can be implemented to help create a more effective and inclusive learning environment. By using translanguaging strategically, providing adequate training for teachers, educating policymakers about the benefits of this approach, and building a supportive environment for students, we can overcome these challenges and maximize the benefits of translanguaging in language learning.

3.6 Conclusion

Translanguaging serves as an effective and inclusive pedagogical approach within the framework of English as a Foreign Language (EFL) instruction. Translanguaging enables learners to utilize their complete linguistic repertoire, so fostering deeper conceptual comprehension, boosting learners' confidence, and strengthening their linguistic and cultural identities. This method not only facilitates English language learning but also promotes active involvement and engagement by utilizing the first language as a cognitive and communicative bridge to understand difficult content.

The application of translanguaging in EFL classrooms involves various strategies, such as the deliberate use of the first language, selective translation, multilingual debates, drafting in the first language, and the employment of multilingual learning resources. These practices enhance metalinguistic awareness and assist students in acquiring more extensive communicative competencies.

Nonetheless, additional challenges may emerge in implementing translanguaging, including apprehensions of reduced exposure to English, inadequate teacher preparation,

inflexible language regulations, and student resistance. These challenges can be alleviated by effectively structured teacher professional development, the implementation of adaptable language policies, and the establishment of caring classroom settings that support students' linguistic heritages.

In conclusion, translanguaging provides a transformative methodology for language instruction by fostering inclusivity, adaptation, and learner empowerment. It offers significant chances for students to engage more deeply in the learning process and prepares them to be more proficient communicators in an increasingly multilingual and multicultural global society.

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CHAPTER 4

IMPROVING READING AND WRITING SKILLS IN MULTILINGUAL CONTEXTS

By Zulaikah

4.1 Introduction

Reading and writing skills are fundamental pillars in mastering literacy, which underpins individuals' success in academic, social, and professional life. In today's global educational context, literacy is no longer narrowly defined as the technical ability to decode written symbols or copy text but has evolved into a complex competency encompassing comprehension, critical thinking, and the ability to express ideas effectively (Cattoni *et al.*, 2024). Reading and writing skills are crucial as they serve as a bridge between individuals and information, knowledge, and active participation in society. Therefore, improving literacy must be a priority in the education system, particularly in linguistically complex communities such as multilingual societies (Yana, 2024). In Indonesia, multilingualism is not a new phenomenon but a sociolinguistic reality present throughout the archipelago. With over 700 regional languages spoken from Sabang to Merauke, Indonesia is one of the most linguistically rich countries in the world. The coexistence of local languages, the national language (Indonesian), and foreign languages (particularly English) creates a diverse linguistic landscape. On the one hand, this diversity reflects remarkable cultural richness and local identity. On the other hand, it also presents unique challenges in the learning process, especially in developing students' reading and writing skills (Onu, Pradhan and Mbohwa, 2024).

Children raised in multilingual communities generally begin their lives speaking their mother tongue or regional language, then are introduced to the national language in formal education, and later

to foreign languages such as English. If not managed with appropriate approaches, these language transitions can create literacy gaps. Many students face difficulties in comprehending reading texts or expressing themselves in writing because the language used in school does not align with the language spoken at home. In some cases, children even lose proficiency in their mother tongue due to the pressure to master the national or foreign language, ultimately affecting their linguistic and psychosocial identity (Bergman, 2024). In such a context, it is essential to develop literacy approaches that are sensitive to multilingual dynamics. Reading and writing instruction cannot rely solely on one language but must accommodate students' linguistic diversity. Literacy in a multilingual context requires pedagogical strategies that enable translanguaging- the practice of flexibly using the various languages students possess to build understanding. This approach not only acknowledges the existence of mother tongues and local languages in learning but also positions them as valuable resources for strengthening literacy competencies (Xu and Fang, 2024).

Moreover, the urgency to improve reading and writing skills is closely related to the overall quality of education. Reports from the Programme for International Student Assessment (PISA) indicate that Indonesian students' literacy levels are still below the international average, particularly in their ability to understand, analyse, and evaluate information in texts. This shows a gap between curriculum expectations and students' actual literacy abilities. The gap becomes wider in remote areas or regions with high linguistic diversity, where students often struggle to understand lesson content due to a mismatch between the school language and their everyday language. Another factor reinforcing this urgency is the growing demands of the 21st century, which emphasize critical thinking, collaboration, creativity, and communication. All these competencies rely heavily on strong reading and writing skills. In today's digital society, students must not only read and write conventionally but also navigate multimodal texts-texts that combine visual, audio, and interactive elements. This challenge becomes even more complex in a multilingual context, where students must transfer their literacy skills across various languages

and media(Sánchez Tyson, 2024). To address these challenges, innovations in literacy learning approaches are required. The use of technology, such as text-to- speech applications supporting regional languages, interactive digital comics, or online learning platforms enabling translanguaging, can be explored as potential solutions. These approaches help students connect with texts, understand their contexts, and express their ideas more meaningfully. Literacy becomes a dynamic process involving the interaction of language, culture, and technology (Taye and Mengesha, 2024). In addition to technological innovations, it is also essential to enhance teachers' capacity to manage multilingual classrooms. Teachers must be equipped with deep pedagogical knowledge and skills to facilitate literacy learning in linguistically heterogeneous classes. This includes the ability to recognise students' language backgrounds, use the mother tongue as a bridge to understanding concepts, and create inclusive classroom environments that respect linguistic diversity. Teacher training in multilingual literacy must become an integral part of continuous professional development. Furthermore, educational policies must also support literacy development in multilingual contexts. The national curriculum should provide space for regional languages and integrate them into learning, especially at the primary education level. Contextual and multilingual teaching materials, community involvement in literacy development, and support for locally-based educational research are strategic steps that must be taken(Hanif *et al.*, 2024).

Children growing up in multilingual societies generally start their lives with their mother tongue or local language, then are introduced to the national language at the formal education level, and then further introduced to foreign languages such as English. This language transition, if not addressed with the right approach, can lead to a literacy gap. Many learners experience barriers in understanding reading texts or expressing themselves in writing because the language of instruction used at school is not always in line with the language used at home. In some cases, children even experience a loss of proficiency in their mother tongue due to pressure to master a national or foreign language, which

ultimately impacts on their linguistic and psychosocial identity(Dekeyser, Swicegood and Agirdag, 2024).

In this context, it is important to develop literacy approaches that are sensitive to multilingual dynamics. Learning to read and write cannot rely on one language alone but must accommodate learners' linguistic diversity. Literacy in a multilingual context requires pedagogical strategies that allow for translanguaging, the practice of using learners' various languages flexibly to build understanding. This approach not only recognises the existence of mother tongue and local languages in the learning process but also makes them a valuable resource in strengthening literacy competencies(Liando, Tatipang and Lengkoan, 2022). In addition, the urgency of improving reading and writing skills is also closely related to the overall quality of education. Reports from the Programme for International Student Assessment (PISA) show that Indonesian students' literacy levels are still below the international average, especially in the ability to understand, analyse and evaluate information in reading texts. This shows that there is a gap between curriculum expectations and the actual literacy skills of students in the field. This gap widens when we look at the condition of education in remote areas or areas with high levels of linguistic diversity. In many areas, learners have difficulty understanding the content of lessons because of the mismatch between the language of instruction at school and the language they speak on a daily basis(Erviana and Istiqomah, 2025).

Another factor that reinforces this urgency is the development of 21st century demands that emphasise critical, collaborative, creative and communicative thinking (4C) ('Exclusive Learning Program as Principal Innovation in Developing 21st Century Skills (Creative, Critical, Communicative and Collaborative)', 2024) . All of these competencies rely heavily on good reading and writing skills. In today's digital society, learners are not only required to be able to read and write in conventional forms, but also to be able to navigate multimodal texts-texts that combine visual, audio, and interactive elements. This challenge becomes even more complex in multilingual contexts, where learners need to be able to transfer their literacy skills into different languages and media. To address these challenges, innovations in literacy learning approaches are

needed. The use of technology, such as text- to-speech based applications that support local languages, interactive digital comics, or online learning platforms that enable translanguaging, is one solution that can be explored. These approaches allow learners to get closer to the text, understand its context, and express their ideas in a more meaningful way. Literacy is no longer a one-way process from teacher to student, but rather a dynamic process involving interactions between language, culture and technology(Hossain, 2024).

In addition to technological innovations, it is also important to strengthen teachers' capacity in managing multilingual classrooms. Teachers need to be equipped with in- depth pedagogical knowledge and skills on how to facilitate literacy learning in linguistically heterogeneous classrooms. This includes the ability to recognise learners' language backgrounds, utilise mother tongue as a bridge to understanding concepts, and create classroom environments that are inclusive and respectful of linguistic diversity. Teacher training in multilingual literacy should be an integral part of continuing professional development. Furthermore, education policies also need to be geared towards supporting the improvement of literacy in multilingual contexts. The national curriculum should make room for local languages and integrate them in learning, especially at the primary education level. Providing contextualised and multilingual teaching materials, involving local communities in literacy development and supporting locally-based educational research are strategic steps that should be taken.

Thus, improving reading and writing skills in multilingual contexts is not just an effort to improve learners' academic performance, but part of whole human development. Literacy is a basic right that should be accessed by all citizens without exception, including those living in pluralistic linguistic environments. Through inclusive, innovative and equitable approaches, we can create an education system that not only educates the nation, but also nurtures the linguistic and cultural heritage that is our common identity.

4.2 Theoretical Foundations: Multilingualism and Literacy

The phenomenon of multilingualism is a linguistic condition in which individuals or communities use more than one language in everyday life. In the context of education, multilingualism not only reflects the diversity of languages used by learners, but also becomes a challenge and opportunity in the process of developing literacy skills, especially reading and writing. Therefore, an in-depth understanding of the theories underlying multilingualism and literacy is very important as a basis for designing effective and inclusive learning strategies (Kirsch and Hornberger, 2024).

4.2.1 Multilingualism: Concepts and Educational Dimensions

Multilingualism can be understood in two perspectives: individual and social. Individually, multilingualism refers to a person's ability to master and use two or more languages. Multilingual individuals do not always master all languages equally, but use different languages for different purposes and contexts. Meanwhile, socially, multilingualism describes the situation of a society or community that uses various languages in daily interactions. In the context of education, the existence of multilingual learners demands an adaptive and contextualised learning approach. Multilingualism is not an obstacle in the learning process, but a linguistic asset that can be utilised to strengthen the learning process, including in the development of reading and writing skills. The principle of *additive bilingualism*, where the additional language does not replace the mother tongue but instead enriches students' linguistic competence, is one of the relevant approaches in learning in a multilingual environment (Spaliviero, 2024).

4.2.2 Literacy: Definition and Development

Literacy is traditionally defined as the ability to read and write. However, in its development, the definition of literacy has undergone expansion along with social dynamics and technological developments. Literacy includes the ability to identify, understand, interpret, create, communicate, and calculate, using printed and

digital materials in various contexts. Literacy is not only cognitive, but also socio-cultural because it is influenced by the context of language use, community values, and individual communicative goals. In the digital and global era, the concept of literacy also includes multiliteracies, which is the ability to understand and express meaning in various forms and media, including visual, audio and multimodal texts. This becomes even more complex in multilingual contexts, where learners must not only understand different forms of meaning representation, but also articulate them in different languages (Shnaikat, Marasco and Barcomb, 2024a).

4.2.3 Linkages between Multilingualism and Literacy

Multilingualism and literacy have a close relationship and influence each other. In learning, language is the main medium for acquiring knowledge, including reading and writing skills. Therefore, learners' linguistic background determines how they access texts, comprehend content and express ideas in writing. Emphasises the importance of the *translanguaging* approach in the context of multilingual learning. *Translanguaging* is a pedagogical practice that allows learners to use their entire language repertoire flexibly to understand and construct meaning(Wei, 2022). It challenges traditional views that rigidly separate languages and instead facilitates the integration of learners' languages in the process of thinking and learning(Xu and Fang, 2024). In a literacy context, *translanguaging* allows students to read a text in one language and discuss it in another, or write in a mixture of languages according to the context and audience(Liando, Tatipang and Lengkoan, 2022).

On the other hand, the theory of *language interdependence* proposed by (Shnaikat, Marasco and Barcomb, 2024b)states that literacy skills developed in one language can be transferred to another language. This means that if learners already have a basic understanding of text structure, main ideas or reading strategies in their mother tongue, they will find it easier to develop similar skills in a second or third language. Therefore, strengthening literacy in the first language can actually support literacy acquisition in other languages.

4.2.4 Theoretical implications for teaching reading and writing

Understanding multilingualism and literacy theory has direct implications for reading and writing teaching strategies. Firstly, teachers need to recognise and value students' linguistic backgrounds as the basis for building relevant and meaningful literacy learning. Secondly, learning approaches should be inclusive, allowing for the use of mother tongue in the initial exploration of concepts, especially in reading comprehension and creative writing activities. Thirdly, teachers need to develop competence in integrating *translanguaging* techniques in a planned way to support students' understanding of national or foreign language texts. In addition, functional literacy theory is also important in this context. Literacy is not only seen as a technical ability, but as a social practice that should be linked to learners' daily lives. Therefore, reading and writing teaching materials in multilingual contexts should be contextualised, referring to the social, cultural and linguistic environment of the students. This includes the utilisation of local texts, folktales in regional languages, or the use of mixed-language digital comics that bring literacy closer to students' identities (Kim *et al.*, 2025).

4.3 Dynamics of Reading and Writing Skills in Multilingual Contexts

In a multilingual society, reading and writing skills do not develop in a single linguistic space. Instead, they are influenced by the diversity of languages used by learners at home, school and in their social environment. Multilingualism provides its own dynamics in the process of literacy acquisition and development because these skills are not only technical but also social, cultural and identity.

4.3.1 The Influence of Multilingualism on Literacy Development

Multilingualism creates conditions where a child is not only exposed to one language system, but several, with different levels of dominance. This can enrich their literacy competence as they get used

to seeing the world through more than one linguistic perspective. Learners who are able to access multiple languages tend to have greater cognitive flexibility, broader meaning-making abilities and sensitivity to different text structures. However, this linguistic diversity can also lead to confusion, especially if the learning approach does not support such diversity. In many cases, learners whose mother tongue is different from the language of instruction at school have difficulties in understanding texts, identifying writing structures, and expressing ideas in writing effectively. As a result, their reading and writing skills tend to develop more slowly when compared to students who have alignment between home and school languages(Teng, 2025).

4.3.2 Literacy Challenges in Multilingual Environments

According to (Cattoni *et al.*, 2024) Some of the main challenges in developing reading and writing skills in multilingual environments include:

1. Home Language and School Language Differences

One of the biggest obstacles in a multilingual context is the gap between the language spoken at home (mother tongue or local language) and the language of instruction at school (e.g. Bahasa Indonesia or English). When children are not used to using the school language at home, they will struggle to understand instructions, read academic texts or write formally

2. Limited Access to Multilingual Reading Materials

Reading resources available in schools or libraries are often dominated by one language, especially the national language. Children who grow up with a different mother tongue need reading materials in a language they understand to build basic literacy skills. The lack of local language or mixed language reading materials makes the reading process feel unfamiliar and distant from their experience.

3. Stigma against mother tongue

In some contexts, the use of mother tongue is perceived as a barrier to academic progress. As a result, learners tend to be pressurised to abandon their first language, which can

hinder overall literacy development. Studies show that when children lose confidence in their mother tongue, they also experience a decline in literacy confidence.

4. **Teacher readiness to manage a multilingual classroom**
Many teachers have not been provided with pedagogical training to manage language diversity in the classroom. As a result, the learning process tends to be uniform and does not consider students' linguistic backgrounds. The one-language- fits-all approach risks erasing students' identities and undermining their motivation to learn.

4.3.3 Literacy Opportunities in a Multilingual Environment

Although presenting challenges, multilingual conditions also offer a range of opportunities in the development of more creative, adaptive and contextualised reading and writing (Kim *et al.*, 2025), including:

1. **Utilisation of Mother Tongue as a Bridge to Literacy**
Using the mother tongue in the early stages of learning to read and write has been shown to strengthen students' literacy foundations. Children who understand the basic concepts of literacy in their first language will more easily transfer these skills to other languages. This strategy is known as literacy transfer, which has been supported by many studies.
2. **Multimodal and Multicultural Literacy**
Multilingual contexts also encourage multimodal and multicultural texts. For example, students can create digital comics with local language dialogue and Indonesian narration. Such projects not only improve literacy skills but also strengthen a sense of identity and appreciation for local culture.
3. **Strengthening Identity and Language Agency**
When students feel that their language and culture are valued in the education process, they are more motivated to engage in literacy activities. This creates language ownership-a feeling of belonging to the language used, both local and national. Thus, reading and writing are no longer

just academic activities, but a means of self-expression and identity strengthening.

4.4 Strategies for literacy learning in a multilingual environment

Literacy learning strategies in multilingual environments require teachers to be more responsive to learners' linguistic diversity. In this context, it is important to implement approaches that not only support reading and writing skills, but also empower students' language identities (Malgoubri, 2025). Here are some key strategies:

4.4.1 Translanguaging

Translanguaging is a pedagogical practice that allows students to use their entire language repertoire (mother tongue, local language and target language such as Bahasa Indonesia or English) to understand, discuss and produce texts.

Objectives:

To improve students' understanding and expression by integrating their languages.

Example of application:

1. Students read the text in Bahasa Indonesia, then discuss the content in their local/mother tongue to strengthen understanding.
2. When writing, students can draft an outline in their mother tongue, then draft the final text in Bahasa Indonesia.

Benefits:

1. Increases the confidence of multilingual students.
2. Reduces language barriers in understanding the material.
3. Promotes inclusiveness in the classroom.

4.4.2 Scaffolding

Scaffolding is a strategy of gradually supporting students so that they can complete reading and writing tasks independently.

Scaffolding techniques in literacy:

1. Modelling: The teacher demonstrates how to read or write a particular text.
2. Guided practice: Students read/write with the teacher's guidance.
3. Independent practice: Students try to read or write on their own.
4. Feedback: The teacher gives corrections and suggestions on an ongoing basis.

Benefits:

1. Lowers students' anxiety in dealing with complex texts.
2. Gives students time to develop literacy skills gradually.
3. Allows the teacher to customise assistance according to students' needs.

4.4.3 Use of technology

Technology can be an effective tool in improving the literacy skills of multilingual students.

Technology that can be used:

1. Text-to-Speech app: Helps students who have difficulty reading text.
2. Digital dictionary or automatic translator: Supports understanding of foreign vocabulary.
3. Language learning apps (e.g. Duolingo, Quill, Grammarly): Supports writing and reading skills.
4. Google Docs/Padlet/Canva: Collaborative writing and creating literacy presentations.

Benefits:

1. Increases student engagement through their preferred medium.
2. Helps students learn at their own pace.
3. Enables independent and interactive cross-language learning.

4.5 The Teacher's Role in Supporting Multilingual Literacy

In the context of learning in multilingual classrooms, teachers have a great responsibility to create an equitable, inclusive and empowering literacy environment. A multilingual classroom presents both challenges and opportunities for teachers to develop creative approaches to improving learners' reading and writing skills. This requires a combination of pedagogical competence, professional attitude and the strategic role of teachers in the learning process.

Teacher competence is the main foundation in managing a multilingual classroom. Teachers need to understand language acquisition theories, basic principles of literacy and teaching strategies based on linguistic diversity. Mastery of approaches such as *translanguaging*, *scaffolding*, and the utilisation of digital literacy technology is very important. Teachers must also be able to adapt teaching materials to be relevant to students' linguistic and cultural backgrounds and develop evaluations that are fair to all learners. Teachers' attitudes also play a crucial role. Teachers need to have cultural and linguistic sensitivity, and an open attitude towards diversity. This includes valuing students' mother tongue or local language as part of their identity and a learning asset, not a barrier. Teachers who have empathy and understand students' socio-cultural dynamics are more likely to create a comfortable learning atmosphere, encourage active participation and foster students' confidence in developing literacy skills(Tuimebayeva *et al.*, 2024).

In addition to competence and attitude, the role of the teacher in a multilingual classroom must be multifunctional. The teacher acts as a facilitator who opens up space for dialogue between languages, as a mediator who bridges the gap in understanding between the mother tongue and the language of instruction, and as a literacy coach who continues to assist the development of students' skills in reading and writing. Teachers also need to be innovators who are able to design project-based, collaborative and contextualised literacy learning so that students feel engaged and motivated. Overall, teachers are

agents of transformation in multilingual literacy learning. By strengthening their competencies, fostering inclusive attitudes and optimally fulfilling their strategic roles, teachers can help every student develop literacy skills that are not only functional but also relevant to their identities and lives.

4.6 Evaluation and Assessment of Literacy in Multilingual Contexts

Evaluation and assessment are integral to the literacy learning process, especially in multilingual contexts. In an educational environment full of linguistic diversity, the role of assessment is not only limited to measuring learning outcomes but also as a means of reflection and intervention to support the development of learners' reading and writing skills. Assessments that are inclusively designed and responsive to students' linguistic backgrounds can be a powerful tool to map their strengths, weaknesses and potentials in language. In a multilingual context, literacy assessment faces its own challenges. Learners often have different competencies in several languages, be it their mother tongue, local language or the language of instruction at school. Therefore, conventional assessment approaches that only focus on one language are no longer adequate. A more flexible, holistic and contextualized evaluative approach is needed.

Formative assessment is key in supporting multilingual literacy. By focusing assessment on the learning process, teachers can provide ongoing and meaningful feedback. Techniques such as portfolios, reflective journals, group discussions and project-based assessments can accommodate the diverse ways students express their understanding and creativity in reading and writing. Portfolios, for example, allow students to collect written work in multiple languages, show their progress over time and reflect on their literacy experiences. In addition, the authentic assessment approach is particularly relevant in multilingual contexts. Authentic assessment emphasises real-world tasks that reflect the authentic use of language in everyday life. In practice, teachers can assign the task of writing a personal narrative in the mother tongue and then translating it into Indonesian as a form of bilingual skills practice. This process not

only hones writing skills, but also strengthens students' linguistic awareness and increases their pride in their language identity.

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CHAPTER 5

DEVELOPING LISTENING AND SPEAKING SKILLS IN A MULTILINGUAL ENVIRONMENT

By Hafizah Rifiyanti

5.1 Introduction

In the era of globalization, the ability to listen and speak in a multilingual environment has become a very important skill. Interaction with speakers of different languages is increasingly common in various fields, whether in the academic, professional or social world. Therefore, individuals need to develop effective strategies to improve their listening comprehension and speaking skills in order to communicate fluently and appropriately. However, this process is not free from challenges, such as accent differences, vocabulary, and diverse language structures. Overcoming these obstacles requires a targeted approach, including the use of technology, social interaction and appropriate learning methods. By understanding the importance of these skills and implementing appropriate strategies, individuals can better adapt to multilingual environments and improve their communication effectiveness.

In the context of multilingual communication, a person's ability to send messages (speaking) and receive messages (listening) is the main factor that determines the effectiveness of communication (Wulan Sari, 2016). If a person has good speaking skills but lacks in listening, then communication can be hampered due to misunderstandings or failure to understand the message received. Moreover, in a multilingual environment, challenges such as accent differences, vocabulary variations, as well as cultural differences can affect how one interprets messages

(Salzmann, 2012). Therefore, developing good listening and speaking skills is essential to ensure that messages can be communicated clearly, precisely and effectively in a variety of situations. Thus, good listening and speaking skills not only improve an individual's communication ability in a multilingual environment but also help avoid misunderstandings, build better relationships, and increase effectiveness in social and professional interactions.

By implementing listening and speaking skill development, individuals can become more effective communicators in a variety of situations. These skills allow one to convey ideas clearly and understand the information received more accurately, resulting in smoother and more efficient communication. In culturally and linguistically diverse environments, these skills help individuals adjust to different communication styles, accents and mindsets (Diah Astuti et al., 2023). This is especially important in the working world, where interactions with colleagues, clients or business partners from different backgrounds are part of everyday life. Moreover, in the academic world, good listening skills allow one to understand lecture material more effectively, while good speaking skills help in expressing opinions, participating in discussions and presenting ideas with confidence. Mastery of these skills also gives an edge in various aspects of professional life, such as job interviews, business negotiations, and leadership in an organization. Thus, individuals who are able to develop good listening and speaking skills will be better prepared to face the challenges of communication in a multilingual environment and have a greater chance of success in various fields.

Developing listening and speaking skills in a multilingual environment is an important process that helps individuals communicate effectively in a variety of situations. In an environment where multiple languages are spoken, the ability to understand and convey messages clearly is key to avoiding misunderstandings, building good relationships, and improving communication effectiveness in a variety of contexts, whether academic, social, or professional.

5.2 The Importance of a Balance between Speaking and Listening

In effective communication, listening and speaking must go hand in hand. Listening is not just receiving information, but also understanding the meaning, intonation and intent implied in the conversation. Active listening techniques, such as providing verbal and nonverbal responses, help individuals understand messages better. On the other hand, good speaking involves choosing the right words, clear pronunciation, and logical and structured delivery of ideas. In a multilingual environment, the main challenges are differences in accents, speaking styles, and cultural understanding. Therefore, listening and speaking skills must be developed simultaneously for communication to run smoothly. In effective communication, the importance of balance between speaking and listening cannot be ignored. Here are some things to consider in maintaining that balance:

5.2.1 Listening as the Foundation for Speaking

Listening is an important foundation before one speaks, because by listening, we can understand the context, intent, and feelings of the other person. (Martoredjo, 2014). When we truly listen, we gain accurate information so we can respond appropriately and relevantly. Listening also shows respect for others, which in turn creates harmonious two-way communication. Without good listening skills, there is a greater risk of misunderstandings and conflict in communication. Therefore, before speaking, it is important to first listen actively so that what we say can be more targeted and build better relationships with others.

Listening is an important foundation before one speaks, especially in multilingual contexts, where language and cultural differences can be a challenge to communication. By actively listening, language learners can pick up on intonation, pronunciation, sentence structure, as well as vocabulary used by native speakers or interlocutors (Panjaitan et al., 2023). This is very helpful in understanding the meaning thoroughly and preventing misunderstandings. In addition, listening in a

multilingual situation also allows one to adjust one's speech style, word choice and grammar according to the prevailing cultural and social context.

(Tri et al., 2024). Without good listening skills, the risk of communication errors is higher, especially when language differences make it difficult to convey messages accurately. Therefore, in multilingual situations, listening is not only the foundation, but also an important bridge to building effective communication and mutual understanding.

5.2.2 Speaking with Listening Awareness

"Speaking with Listening Awareness" means speaking while paying attention to the other person's reactions, responses and feelings. So, even though we're talking, we're still aware that communication is two-way - it's not just about conveying, it's also about receiving.

For Example:

- When we explain something, we also pay attention to whether the other person looks confused, interested or uncomfortable.
- We give space for others to respond, not monopolize the conversation.
- We adjust our speaking style, intonation, or topic if it looks like the other person doesn't understand.

In other words, speaking is not just about conveying ideas, but also about reading the situation and actively listening even when we are the ones speaking. In the context of multilingual communication, awareness while speaking becomes even more important, because:

1. Differences in language comprehension levels

Not all interlocutors have the same level of language acquisition. When we speak, we need to adjust our speed, vocabulary and sentence structure, as well as read expressions or non-verbal cues to ensure they understand.

2. Culture influences how we hear and speak

Each language carries a specific cultural value. In multilingual communication, it is important to listen actively in order to understand not only the words, but also the cultural meaning behind them.

3. Avoid misunderstandings between languages

In multilingual situations, meaning can change due to differences in structure or idioms. When speaking, we need to be aware of whether the other person is getting what we mean - and we can detect this by listening back to their responses.

4. Improve cross-language communication competence

By speaking consciously and listening actively, one will be more sensitive to mistakes, nuances, and the need for clarification, ultimately improving foreign language proficiency.

Practical example:

For example, in a multilingual class:

An Indonesian student speaks English to his Japanese friend. While explaining a task, he notices whether his friend nods or looks confused. He then slows down and gives a simpler example. That's a clear example of speaking with listening awareness in multilingual communication.

Speaking with listening awareness means that we not only focus on conveying what we want to say, but also pay attention to whether the other person understands or not. In a multilingual situation, this is very important because not everyone has the same language skills. So, when speaking, we need to be sensitive-seeing their reactions, adjusting how we speak, and giving them the opportunity to ask questions or respond. That way, communication is clearer, there is mutual understanding, and misunderstandings are less likely to occur.

5.2.3 The Role of Empathy in Maintaining Communication Balance

Empathy is the ability to feel and understand other people's feelings, thoughts, and points of view (Andayani et al., 2016). In communication, empathy is not just about showing

concern, but also about being able to adjust the way we speak and listen according to the other person's conditions and needs (Makmum, 2013). When a person is empathetic, they are not only focused on what they want to say, but also on how their statements are received by others. This is an important foundation in creating balanced communication-between expressing opinions and receiving opinions.

Effective communication requires a balance between speaking and listening (Didik Hariyanto, 2021). Someone who keeps talking without paying attention to the other person's responses or emotions tends to create one-way communication. On the other hand, listening too much without giving feedback can also lead to passive communication. Empathy plays a role in maintaining this balance as it encourages us to pause, pay attention to the other person, and respond appropriately. With empathy, we know when to speak, when to remain silent, and when to reinforce the other person's feelings. Dalam In multilingual or cross-cultural situations, empathy becomes even more important. People come from different language and cultural backgrounds, which can affect how they interpret messages (Sari, 2019). By having empathy, we not only hear the words, but also try to understand the meaning behind the words. For example, someone who is not fluent in a particular language may feel nervous or afraid of being wrong. If we are empathetic, we will adjust how we speak, give time, and not judge immediately. This makes communication feel more humanized and inclusive. Empathy also creates mutual trust in communication (Nurrachmah, 2024). When people feel heard and understood, they are more open to sharing their opinions or feelings. This is very important in professional, educational and personal relationships. People who feel valued are more receptive to feedback and willing to work together. In other words, empathy strengthens relationships between individuals and makes communication a bridge, not a wall. In conclusion, empathy is not just a kind gesture, but an essential skill in communication. With empathy, we can maintain a natural balance between speaking and listening. We become unselfish speakers and non-passive listeners. In this world of differences,

empathy helps us build bridges of understanding, reduce conflict, and create respectful communication.

5.3 Speaking as a Means of Conveying

Understanding in a Multilingual Environment

Speaking is the primary means of conveying understanding in a multilingual environment, where the ability to express ideas, opinions and information clearly is essential. After gaining understanding through the listening process, one can use speaking skills to re-communicate what has been understood in a way that is easily understood by others, despite coming from different language backgrounds. In this context, speaking is not only limited to conveying words, but also reflects the extent to which a person is able to adapt the use of language to the situation, audience, and prevailing cultural norms.

The use of proper intonation, appropriate word choice, and clarity in pronunciation are key so that the message conveyed does not cause ambiguity. Therefore, speaking in a multilingual environment is not only a demonstration of linguistic ability, but also an important tool to demonstrate understanding, build connections and create effective communication across cultures.

This is important because in a multilingual environment, successful communication relies heavily on one's ability to understand and convey messages appropriately. Listening and speaking are two core skills that complement each other—listening helps build accurate understanding, while speaking allows one to express ideas and responses based on that understanding (Sukma & Saifudin, 2021). Without a balance between the two, messages can easily be misinterpreted or not conveyed effectively, potentially leading to confusion or conflict. Moreover, in intercultural interactions, sensitivity to language and its delivery is crucial to creating an atmosphere of mutual respect and understanding (Komunikasi et al., 2024). Therefore, mastering balanced listening and speaking skills in a multilingual context not only supports effective communication, but also strengthens social, professional and intercultural

relationships. The right way to create a balanced communication atmosphere between listening and speaking in a multilingual environment is to build mutual respect and be open to differences. Communicators should actively listen without judgment, give the other person time to speak their mind, and show attention through body language and relevant responses. On the other hand, when speaking, it is important to use clear, simple and easy-to-understand language, and to pay attention to the other person's reaction to adjust the delivery. The use of clarifying questions or repetition of key points can also help to ensure that the message is received correctly (Tini Moge, 2023). In addition, creating a comfortable and unhurried atmosphere will encourage all parties to participate actively and feel valued. With this approach, communication across languages and cultures can take place more smoothly, effectively and with mutual understanding. Cross-linguistic and cultural communication as a means of conveying understanding has a very important role in bridging differences in linguistic backgrounds and socio-cultural values. In this context, speaking is not just about conveying information, but also serves as a tool to express thoughts, emotions, and interpretations of meaning in a way that people from other cultures can understand. To achieve effective understanding, communicators need to use simple, clear language and consider the cultural context of the interlocutor so that the message is not misinterpreted. In addition, the ability to adjust speech style, choose culturally neutral words, and show empathy and openness are necessary. Thus, cross-language and cross-cultural communication becomes an important tool that not only conveys the content of the message, but also builds mutual understanding and respect among individuals from different backgrounds.

5.4 Interconnectedness in Multilingual Interaction

Interconnectedness in multilingual interaction refers to the mutually influential relationship between elements of communication, such as language, culture, social context, and individual identity in the process of interaction involving more

than one language.(Rifa'i, 2021). In multilingual situations, not only one language is used, but often there is mixing or code-switching that reflects identity, communication goals, or adjustments to the interlocutor.(Piantari, Lusi L; Muhatta, Z; Fitriani, 2011). This interconnectedness also includes how listening and speaking skills complement and depend on each other. For example, to speak well in a second or third language, one needs to first listen to and understand the way native speakers use the language, including grammar, intonation, and inherent cultural expressions. Moreover, multilingual interaction also involves cross-cultural understanding, where speakers transfer not only words, but also social and cultural meanings. This means that successful communication is not only determined by language mastery, but also by the ability to read the context and understand the cultural values behind the language use. Therefore, in multilingual interaction, each element is interrelated and mutually forms a complete understanding between speakers from different backgrounds.

Example: An international student named Ana from Spain is studying in Indonesia and has to deliver a presentation in English, which is her second language. Before her presentation, Ana listened to many of her friends' presentations in English, albeit with different accents and sentence structures. From the listening process, Ana began to understand how other people construct sentences, pronounce certain words, and convey ideas clearly in a foreign language. Her listening skills eventually enriched her speaking skills - she learned new vocabulary, got inspired by sentence structures, and improved her pronunciation of what she heard. When it's Ana's turn to speak, she doesn't just repeat memorization or text, but conveys her ideas by considering how the audience might understand the message. As she speaks, she also keeps an eye on the listener's reactions: whether they nod, look confused, or show interest. This is a direct link between speaking and listening in multilingual communication-Ana speaks while actively listening through nonverbal expressions, intonation of replies, or questions from the audience. So, this example shows that in multilingual communication:

1. Listening helps shape speaking.
2. Effective speaking cannot be separated from listening to responses.
3. Both complement each other and support successful cross-language communication

5.5 Strategies for Overcoming Challenges in Multilingual Communication

In the era of globalization and increased connectivity, cross-language communication has become an important part of many aspects of life—whether in education, business, or daily social interactions. However, multilingual communication does not always go smoothly. Differences in language skills, cultural backgrounds, and ways of conveying messages often pose challenges and even misunderstandings. Therefore, special strategies are needed to keep communication effective and respectful.

The challenges in multilingual communication are not only related to limited vocabulary or grammar, but also to attitude, listening, and the ability to adjust to the other person. Often, misunderstandings occur not because the message is unclear, but because of a lack of awareness of the differences in the way people think and communicate between cultures. Therefore, understanding strategies to overcome this challenge is very important. In this section, we will discuss some key strategies that can help individuals overcome barriers in multilingual communication. These strategies cover aspects of language, attitude, social skills, as well as cultural awareness, all of which support each other to create balanced, inclusive and effective communication.

5.5.1 Active Listening as the Key to Understanding

In multilingual communication, active listening is very important because it can help us truly understand what the other person is trying to convey, even if they don't speak the language perfectly. Often, people speaking in a foreign language use the wrong words or sentence structures, or speak with a different accent. If we just listen without really paying attention,

then we might misunderstand. Active listening means that we focus fully on what is being said, try to understand the meaning, pay attention to tone of voice and facial expressions, and be patient when the other person struggles to get the words across. You can also give small responses, such as nodding or asking politely if you don't understand. This way, communication continues to run smoothly despite language differences, as we help each other understand.

In order to apply active listening in multilingual communication, there are some simple strategies that can be employed:

1. Fully Focus on Listening
Avoid distractions such as checking your phone or thinking about other things when the other person is speaking. Show attention with a look, a nod, or a facial expression that shows interest.
2. Don't Be Quick to Judge or Interrupt
Give the other person time to finish what they are saying, even if they are speaking slowly or seem hesitant. Cutting off the conversation can make the atmosphere uncomfortable.
3. Pay Attention to Body Language and Tone of Voice
A person's intentions or feelings are often reflected in their facial expressions or intonation, not just their words. This is especially helpful when language skills are still limited.
4. Use Clarification Where Necessary
If the message is not fully understood, politely ask clarifying questions, such as "It means something like this, doesn't it?" or "Excuse me, can I repeat that slowly?" This is better than guessing or staying silent.
5. Be Patient and Friendly
Speaking in a foreign language is challenging. By giving time and being open, the other person will feel more appreciated and confident in getting their point across.

5.5.2 Using Simple and Clear Language

Using simple and clear language goes a long way to smooth communication in multilingual situations. Language that is too complicated, uses a lot of technical terms, or is full of local idioms can confuse interlocutors who have not mastered the language well. Therefore, the delivery of the message needs to be adjusted so that it is easily understood by all parties, without reducing the meaning to be conveyed.

Some strategies that can be applied include:

1. Use Common and Familiar Vocabulary

Choose words that are often used in everyday conversation. Avoid technical terms, jargon, or idiomatic expressions that are difficult for second or third language speakers to understand.

2. Use Short and Direct Sentences

Deliver messages in simple, straightforward sentences that get to the point. Sentences that are too long or complex can make the meaning vague and confusing.

3. Repeat or Paraphrase If Necessary

If it appears that the other person has not understood, restate the message in a different way. Paraphrasing or repeating the gist of the message using simpler words can greatly aid understanding.

4. Speak with Clear Pronunciation and a Reasonable Pace

Clear pronunciation and a speech rhythm that is not too fast allow listeners to process information better, especially if they are not familiar with the language used.

5. Use Concrete and Relevant Examples

Providing real-life examples or familiar situations can help make a point faster, especially in different cultural contexts. Dengan menggunakan bahasa yang sederhana dan jelas, komunikasi akan terasa lebih ramah, inklusif, dan efektif, serta mampu menjembatani perbedaan kemampuan bahasa di antara para pembicara.

5.5.3 Utilize Visual and Nonverbal Aids

One effective strategy to overcome challenges in multilingual communication is the use of visual and nonverbal

aids. This strategy is especially important because, in multilingual situations, differences in language proficiency can hinder verbal message comprehension. Therefore, the use of visual elements and nonverbal cues serves as a powerful communication bridge.

1. Visual Aids

Visual aids such as pictures, diagrams, charts, videos, symbols, or even PowerPoint presentations can help clarify the speaker's intent. Visuals can reinforce the conveyed message and help listeners from different language backgrounds grasp the core of the conversation, even if they do not understand every word verbally.

2. Nonverbal Communication

Nonverbal communication—such as facial expressions, hand gestures, body language, and eye contact—is crucial for conveying emotions, attitudes, or emphasis. For example, a smile can indicate friendliness, a nod can show agreement, and hand movements can clarify direction or size. All of these help create better understanding between the speaker and the listener.

Benefits of This Strategy:

- a. Enhances cross-language understanding.
- b. Reduces misunderstandings.
- c. Speeds up the communication process.
- d. Builds more positive interpersonal relationships.
- e. By utilizing visual aids and nonverbal communication, language barriers in multilingual communication can be minimized. This strategy helps deliver messages in a more universal way, making communication more effective and inclusive.

5.5.4. Fostering Empathy and Patience

In addition to utilizing visual and nonverbal aids, fostering empathy and patience is also an important strategy in overcoming multilingual communication challenges. Empathy enables a person to understand and feel what the conversation partner is experiencing, especially when they struggle to understand or convey messages due to language differences. By being empathetic, we become more sensitive to such situations

and tend to respond more wisely—for example, by using simpler language or repeating explanations in a more comprehensible way. Meanwhile, patience is essential because cross-language communication often takes more time. Being patient helps create a comfortable atmosphere, encourages openness, and reduces the pressure that may be felt by those who are having difficulties. Thus, empathy and patience not only smooth the communication process but also strengthen relationships between individuals from different linguistic and cultural backgrounds.

5.5.5 Giving and Requesting Feedback Politely

Another equally important strategy in multilingual communication is giving and requesting feedback politely. In cross-language communication, misunderstandings are likely to occur, so it is crucial to ensure that the message has been correctly understood. Providing polite feedback can help the conversation partner know whether their message was clear or needs clarification. On the other hand, politely asking for feedback demonstrates openness and a desire to understand better.

For example, using phrases like *“Was my point clear?”* or *“May I know your thoughts on this?”* shows respect and concern for the communication process. This approach not only enhances communication effectiveness but also builds more positive, respectful, and inclusive relationships in multilingual environments.

5.5.6 Enhancing Cultural Awareness and Sensitivity

Enhancing cultural awareness and sensitivity is also a key strategy in facing multilingual communication challenges. Communication is not only about language; it also involves different values, customs, and cultural norms. With cultural awareness, one can understand that ways of communicating, showing respect, or expressing opinions may vary greatly across cultures. Cultural sensitivity allows us to avoid actions or remarks that might be considered impolite or offensive, even if unintentionally. For instance, understanding that in some

cultures, prolonged eye contact may be seen as disrespectful, or that direct communication styles are not always accepted in every context. By increasing this awareness, communication becomes more inclusive, respectful, and effective. This strategy is crucial in creating a harmonious and open communication environment amid cultural and linguistic diversity.

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CHAPTER 6

TECHNOLOGY AND MEDIA IN MULTILINGUAL PEDAGOGY

By Andi Haerati Alimuddin

6.1 Introduction

The era of globalization and digitalization has significantly transformed the landscape of education, particularly in the domain of multilingual pedagogy. Digital technologies and media have become indispensable tools, no longer merely supportive but foundational in shaping language education in modern, interconnected societies. Through devices such as computers, smartphones, tablets, and a wide array of language learning applications and online platforms, educators and learners gain unprecedented access to multilingual learning environments.

This transformation facilitates real-time communication, cultural exchange, and individualized learning pathways, breaking the limitations of traditional classroom settings. According to Nasution and Anggara (2023), digital technologies positively impact students' multilingual competencies, especially at the elementary level. Their findings reveal that learners demonstrate increased motivation, engagement, and improvement in linguistic skills when exposed to digital learning environments. This highlights technology's dual role as both a didactic tool and an interactive platform that fosters experiential, contextual, and student-centered learning.

Wardatuzzubaidah (2024) emphasizes how digital media enhance all four language skills: listening, speaking, reading, and writing. Moreover, digital media support a multiliteracies approach (Cope & Kalantzis, 2000), encouraging learners to engage with varied linguistic and semiotic systems. Samsudin, et al (2025) also stresses that digital literacy is essential for both educators and learners, forming the backbone of effective

multilingual pedagogy. Digital competence enables teachers to curate appropriate resources and empowers students to explore linguistic content beyond classroom walls.

Recent studies support this assertion. Godwin-Jones (2018) points out that mobile devices provide flexible and ubiquitous access to language input, aligning with students' digital habits and informal learning patterns. Furthermore, Hampel and Stickler (2012) argue that digital environments allow for multimodal interaction, which is critical for building language competence and intercultural awareness. These findings resonate with Vygotsky's (1978) sociocultural theory, where interaction and mediated learning through tools, including digital media, significantly influence language development.

In multilingual settings, these technologies serve not only as delivery mechanisms but as cognitive tools that assist learners in making cross-linguistic connections. For instance, online glossaries, multilingual captions, and translation extensions support learners in navigating complex texts while drawing on their existing linguistic knowledge. The integration of such resources has been found effective in scaffolding comprehension and deepening understanding of both content and language, especially for emergent multilingual learners.

6.2 Basic Concept of Multilingual Pedagogy

Multilingual pedagogy refers to an inclusive and strategic teaching approach that values students' linguistic repertoires as assets for learning. Rather than isolating language learning into rigid compartments (e.g., L1, L2, foreign languages), multilingual pedagogy promotes fluidity and integration among the languages learners know or are acquiring. It seeks to build on students' prior knowledge and connect linguistic experiences to cultural and academic content.

This approach underscores the importance of recognizing learners as plurilingual individuals who navigate multiple languages in dynamic ways. Wardatuzzubaidah (2024) suggests that educators should design inclusive lessons that embrace

linguistic diversity by employing digital tools that allow students to interact, reflect, and create across languages. This aligns with the New Literacy Studies (Gee, 2008), which view language as a social practice embedded in context.

A central concept supporting this pedagogy is "translanguaging," as introduced by García and Wei (2014). Translanguaging empowers students to leverage their full linguistic repertoires in the classroom, using all available language resources to make meaning. For instance, a student might brainstorm ideas in their first language, draft in a second language, and revise in a third. This strategy enhances cognitive flexibility, affirms students' identities, and increases engagement.

Translanguaging also supports metacognitive development by encouraging students to reflect on their language choices and strategies. This reflective process is amplified when learners use digital portfolios or multimedia journals to document and evaluate their own language practices. Instructors can guide students to notice how and when they switch languages, providing insight into their metalinguistic awareness and cultural responsiveness.

Digital tools such as Padlet, Google Classroom, and Flipgrid facilitate translanguaging practices by offering multimodal and multilingual spaces for collaboration and reflection. Alimuddin, et al (2024) highlight how mobile technologies through Mobile-Assisted Language Learning (MALL) foster such practices by enabling anytime-anywhere language use, reinforcing both learner autonomy and engagement. Kukulska-Hulme (2020) argues that mobile technologies promote learner agency and personalized, context-sensitive learning.

Krashen's (1982) Input Hypothesis also supports this by suggesting that comprehensible input, which can now be digitally mediated across languages, is crucial for language acquisition.

Furthermore, multilingual pedagogy encourages culturally responsive teaching by integrating students' linguistic and cultural backgrounds into curriculum design. Educators are

urged to move beyond monolingual norms by recognizing the classroom as a space where language hybridity is natural and beneficial. Instructional practices rooted in students' lived experiences can strengthen academic identity and promote inclusivity in linguistically diverse classrooms.

6.3 The Role of Technology and Digital Media in Multilingual Pedagogy

Technology functions as both a mediator and enhancer in multilingual learning environments. It enables access to authentic language input, supports individualized learning trajectories, and fosters intercultural dialogue. The main roles of digital technology in multilingual pedagogy can be summarized as follows:

1. Access to Multilingual Content

Platforms such as YouTube, BBC Learning, and Duolingo offer a wealth of language materials in multiple languages. Learners can choose content that aligns with their proficiency level, interests, and goals, thereby facilitating differentiated instruction and fostering learner independence. Reinders and White (2016) assert that access to autonomous learning materials empowers learners to develop strategic competence in language acquisition.

2. Intercultural Collaboration

Applications like Zoom, Microsoft Teams, and eTwinning enable students from different cultural and linguistic backgrounds to collaborate on projects. These interactions cultivate global awareness and help students apply their language skills in meaningful, real-world contexts. Such collaborations also support affective engagement, reducing language anxiety and encouraging risk-taking in communication.

3. Adaptive Learning Tools

AI-powered tools such as ChatGPT and adaptive learning systems personalize content and feedback, catering to individual learners' needs. These technologies can adjust language level, content complexity, and offer multilingual

support. Research by Chen et al. (2020) confirms that AI-based systems enhance engagement and retention in language learning. When integrated with learning analytics, these tools also help teachers identify learning gaps and adapt instruction in real-time.

4. Digital Literacy Development

Technology-rich environments inherently promote digital literacy. Learners become proficient in navigating digital tools, evaluating online sources, and maintaining cyber safety. Eshet-Alkalai (2004) and Ng (2012) argue that digital literacy includes photo-visual literacy, information literacy, and socio-emotional literacy, all essential in modern learning ecosystems. Teachers must also be equipped with these competencies to facilitate digital learning responsibly and effectively.

Studies by Ruswan et al. (2024) and Kusyana et al. (2023) affirm that technology integration improves language acquisition and digital literacy. Nevertheless, challenges remain, including teacher readiness, infrastructure limitations, and equitable access. Professional development and institutional support are necessary to sustain technology-driven multilingual education. Policy frameworks that address inclusivity and digital equity must also be part of the solution.

6.4 Case Studies

Several case studies illustrate the effective integration of technology in multilingual pedagogy:

1. Multilingual Schools in Finland

Multilingual education in Finland is guided by progressive language policies that support the nation's official bilingualism—Finnish and Swedish—while also incorporating English as a global lingua franca. In these schools, students are taught in all three languages to varying degrees depending on the institution and student demographics. This trilingual approach fosters linguistic competence and intercultural awareness from an early age.

As noted by Leppänen and Piirainen-Marsh (2009), Finland's education system promotes a pluralistic language ideology and encourages the use of digital tools to support multilingual pedagogy. Teachers are trained to curate and deliver content in multiple languages, using online platforms and learning management systems that provide access to multilingual resources such as digital textbooks, videos, interactive quizzes, and discussion boards.

Additionally, Finnish multilingual schools use real-time digital dashboards to track student progress in reading, writing, speaking, and comprehension across all languages of instruction. These analytics allow teachers to tailor support and interventions according to individual student needs, making instruction more personalized and effective. The integration of technology in this way not only reinforces students' language skills but also enhances their content knowledge across disciplines. Finland's example demonstrates how a well-structured, digitally supported multilingual education model can be both inclusive and academically rigorous, offering valuable insights for other multilingual educational settings.

2. CLIL Programs in Europe

Content and Language Integrated Learning (CLIL) combines subject matter with language instruction. Cinganotto and Cuccurullo (2016) found that digital tools enhance both content comprehension and language skills, making CLIL an effective model for multilingual education. Marsh (2002) emphasizes that CLIL promotes bilingual competence and academic language proficiency. Some CLIL classrooms incorporate virtual reality simulations to provide immersive subject-specific language exposure.

3. Indonesia Mengglobal

Indonesia Mengglobal is an online community that leverages blogs, podcasts, and social media platforms to facilitate language learning and promote global educational opportunities. By sharing personal stories, tips, and

resources, the platform creates a rich digital environment where learners can engage with real-life language experiences. According to Warschauer and Kern (2000), such digital contexts are instrumental in fostering learner autonomy and promoting intercultural dialogue. Through exposure to diverse linguistic inputs and cultural narratives, users of Indonesia Mengglobal are encouraged to develop both their language proficiency and their global awareness. Beyond content sharing, Indonesia Mengglobal offers mentorship programs that support individuals aiming to pursue higher education abroad. These mentorships often involve direct communication in English and other foreign languages, allowing mentees to engage in authentic language use. This practical application of language in meaningful contexts enhances learners' confidence and communicative competence. By combining digital storytelling, community engagement, and authentic interaction, Indonesia Mengglobal serves as a model for how technology can effectively support autonomous, culturally enriched language learning.

4. SD Muhammadiyah Karangkajen 2 (Indonesia)

SD Muhammadiyah Karangkajen 2 in Indonesia has demonstrated the positive impact of integrating audiovisual media into multilingual education. As noted by Putra et al. (2023), the school's use of contextualized digital content such as videos and interactive materials has significantly enhanced students' comprehension, motivation, and classroom participation. By tailoring digital resources to students' linguistic and cultural backgrounds, language learning becomes more meaningful and engaging, particularly in a multilingual setting where learners benefit from content that resonates with their everyday experiences. Further supporting this approach, Alimuddin et al. (2025) highlight that Indonesian university students also express favorable attitudes toward using digital tools like language learning apps, YouTube, and podcasts for self-directed multilingual learning. These tools offer flexible, personalized

learning experiences that foster autonomy and sustained engagement. The adoption of flipped classroom models, wherein students engage with digital materials before in-class discussions, has further promoted active learning and individual accountability. Together, these findings underscore the value of integrating digital technologies in multilingual education to support learner agency, engagement, and academic success.

6.5 Conclusion

Technology and digital media offer transformative opportunities for multilingual pedagogy. When effectively integrated, they expand access, personalize learning, and promote linguistic and cultural diversity. They also support inclusive practices that acknowledge students' multilingual realities.

However, success depends on systemic support. As emphasized by Ruswan et al. (2024) and Kusyana et al. (2023), continuous teacher training, infrastructure development, and inclusive policies are critical. Practice-based digital training for language teachers, curriculum alignment with multilingual and technological goals, equitable access to digital tools, and collaborative research are necessary to ensure long-term success.

Moreover, curriculum developers and school administrators must embrace innovation by embedding multilingual and digital pedagogies into broader educational goals. Monitoring and evaluation mechanisms should be established to assess the impact of digital tools on learners' language outcomes, motivation, and identity development.

With these strategies, multilingual pedagogy can thrive and adapt in the digital age, fostering learners who are linguistically, culturally, and digitally competent citizens.

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CHAPTER 7

MULTILINGUAL ASSESSMENT: ASSESSING ENGLISH LANGUAGE PROFICIENCY USING A HOLISTIC APPROACH

By Tri Pujiani

7.1 Introduction

Multilingualism is becoming ever more necessary in today's globalized world, with schools having students switching between multiple languages on a day-to-day basis. These students have rich language repertoires, but English language testing continues to rely heavily on monolingual norms. This mismatch affects the validity and fairness of current testing practices because they fail to capture learners' full communicative potential.

Recent research indicates a paradigm shift in language testing. Some scholars lists emerging trends such as bilingualism, multilingualism and translanguaging (Gorter and Cenoz, 2017; Heugh *et al.*, 2017; Schissel *et al.*, 2018; Wang and Li, 2020). Such trends reflect growing sensitivity to multilingual test takers' language complexity and the need for tests to reflect this reality.

Translanguaging has emerged as a central notion in rethinking language testing. It is the manner in which multilingual speakers effortlessly draw on all their language resources to make sense. Adhikari and Poudel (2023) observed that translanguaging in higher education in Nepal promotes collaborative and heteroglossic practices and enhancing content communication effectiveness. Similarly, De Los Reyes (2024) identified that translanguaging practices in multilingual elementary classrooms in the Philippines maximize learners'

linguistic resources, enhancing discussions, assessment, and better understanding of English language learning.

Despite such developments, there are gaps in implementation. Tests remain bound to static, monolingual norms and lack provisions for facilitating dynamic language practice. There are no off-the-shelf tools with which to incorporate translanguaging into formal tests, and teachers lack clear guidelines with which to test multilingual learners fairly. Additionally, translanguaging as a teaching practice is well researched, yet its application to assessment is poorly investigated.

In response to these challenges, the present chapter is encouraging holistic, multilingual testing practices that respect the entire linguistic capital of students. By this, instructors are able to build more holistic and accurate language ability tests. Ultimately, this chapter aims to connect theory and practice to facilitate inclusive, equitable, and context-responsive English language assessment that honors all learners' linguistic identities and capabilities.

This chapter plots significant theoretical foundations such as translanguaging theory, sociocultural theory, and dynamic assessment. It encapsulates recent empirical research evidence and best practice, and explores practical ways of embedding multilingualism in naturalistic assessment tasks. Policy and teacher professional development are also taken into account.

7.2 The Concept of Multilingual Assessment

7.2.1 Fundamental Theories Underpinning Multilingual Assessment

Multilingual testing is grounded in several main theoretical assumptions that recognize the dynamic and changing nature of the language use of multilingual speakers. The first is translanguaging theory. This theory perceives languages of multilingual speakers as a holistic whole, not as separate systems in a unified linguistic repertoire (MacSwan, 2017). Translanguaging allows individuals to mobilize all of their linguistic resources to make meaning and communicate. In

testing, this theory resists the traditional monolingualism bias by advocating for tests that identify and accept the full range of a learner's language abilities (Adhikari and Poudel, 2023).

Second, derived from Vygotsky's theorizing (1978), sociocultural theory is interested in the social and cultural character of learning, assuming that mental growth is mediated by engagement and cultural mediational tools like language. Socioculturally derived methods of testing accommodate language as communal and situated, as well as the assumption that tests should accommodate actual communicative conditions and the ability of the student to traverse multiple linguistic spaces (Gipps, 1999).

Lastly, dynamic assessment, grounded in Vygotskian theory (1978), integrates instruction and assessment, with an emphasis on the potential of the student for development under suitable support. Dynamic assessment is different from static testing as it targets the learning process and the potential for future development, particularly helpful for multilingual students whose proficiency may be uneven across languages (Petersen, Gragg and Spencer, 2018).

7.2.2 Monolingual vs. Multilingual Assessment Approaches

Standard language testing has tended to operate in a monolingual mode, based on the assumption that languages are discrete entities and hence need to be tested separately. It is likely to produce testing that does not acknowledge the interactive and interdependent character of multilinguals' language proficiency. Monolingual tests unintentionally empower multilingual students by failing to value the entire scope of their language capacity and how they use several languages in everyday life situations (Shohamy, 2011; De Backer, Van Avermaet and Slembrouck, 2017).

Multilingual testing approaches, however, value the flexible and dynamic language use of multilinguals. Multilingual tests are designed to assess language proficiency in a manner that reflects the integrated use of more than one language, with the knowledge that multilinguals will translanguish to communicate. By including tasks that facilitate the use of more

than one language, multilingual tests provide a more accurate and detailed reflection of a learner's communicative competence (Shohamy, 2011; Yuzar, 2020).

7.2.3 Core Principles of Multilingual Assessment

Effective multilingual assessment practices are guided by several core principles:

1. **Inclusivity and Equity:** Tests should be designed to cater to different linguistic backgrounds so that multilingual learners will not be placed at a disadvantage (Shohamy, 2011).
2. **Recognition of Dynamic Language Use:** Tests should allow translanguaging practices to tap into the ways multilingual speakers use language dynamically in actual communication (Petersen, Gragg and Spencer, 2018).
3. **Contextual Relevance:** Test tasks must reflect real communicative situations in the world so that they become realistic and pragmatically authentic (Osova and Panchenko, 2020).
4. **Formative Orientation:** Exams not only have to assess achievement but also have to guide future learning by providing positive, look-forward comments (Gan and Leung, 2020).
5. **Cultural and Linguistic Responsiveness:** Tests must be sensitive and responsive to the cultural and linguistic origins of students to the point of ensuring equity and usability across groups (Sinharay and Johnson, 2023).

With these standards, the language proficiency of multilingual learners can increasingly be reasonably measured by multilingual tests, generating information that is vital to informing instruction and facilitating language development in multicultural learning environments.

7.3 The Concept of Holistic Language Assessment

7.3.1 Fundamental Theories of Holistic Language Assessment

Holistic language ability is an ability to communicate in language on the basis of a general proficiency that is higher than grammatical proficiency and is cognitive, social, and cultural in nature. It is away from discrete skills towards constructing communicatively effective use of language in authentic contexts. This relies on some assumptions.

Sociocultural Theory, built on Vygotsky's theory, centers on learning as socially mediated and prefers test tasks to portray natural, functional language use in situations encountered in life (Gipps, 1999). The Communicative Competence Model expands language competence to include grammatical, sociolinguistic, discourse, and strategic competences, giving rise to tests addressing the entire range of communicative capacity (Yuzar, 2020). On the other hand, the Authentic Assessment Framework supports task authenticity founded on real-life situations and contexts, which is able to contribute to a true and detailed description of students' language ability (Inayah, Komariah and Nasir, 2019). These theories as a pair build a sound foundation for the creation of situationally linked and holistic language tests.

7.3.2 The Principles of Holistic Language Assessment

On such theoretical bases, integrated language testing is guided by a series of cardinal principles:

1. **Integration of Multiple Competencies:** Tests should measure a range of skills—like listening, speaking, reading, writing, pragmatic, and intercultural competencies—for a general picture of language proficiency (Plakans, 2012).
2. **Contextual Authenticity:** Test items should mirror actual use of language in real-life academic, personal, or professional contexts to enhance the validity of the test (Osova and Panchenko, 2020).
3. **Learner-Centeredness:** Tests must be centered on learners' needs, experiences, and goals, including reflection and self-

assessment to promote motivation and individualization (Weimer, 2022).

4. Developmental Focus: Holistic assessment should enable present performance and future development through formative, future-directed feedback (Gan and Leung, 2020).
5. Cultural and Linguistic Sensitivity: Assessment must be equitable and inclusive, unculturally biased and responsive to students' diverse multilingual portfolios (Sinharay and Johnson, 2023).

7.3.3 Recent Empirical Insights

Empirical validation of holistic assessment practice has been established by recent research. For instance, Hu and Ying (2023), implementing authentic assessment in Chinese University English course, revealed that this assessment significantly effective in enhancing communicative skills, critical thinking, and creativity. Similarly, Rochmawati (2017) prove that holistic language assessment is appropriate for Junior High School students since it focuses on knowledge, skills, and behaviour integrated with the language competences. However, Suwartono, Zulehah and Morayo, (2024) emphasize that, in Indonesia, the implementation of holistic assessment still faces some challenges related to time constraints and large class sizes.

In essence, holistic language assessment grounded in rigorous theoretical foundations and guided by emerging empirical evidence gives a globalized approach to language proficiency measurement. With recognition of the nature of language use as complex and worth for genuine, learner-centered, and developmentally oriented testing, instructors can better enable and monitor learners' ability to communicate.

7.4 Dimensions of Holistic Assessment in Multilingual Contexts

In multilingual educational settings, holistic assessment integrates linguistic, cognitive, social, and cultural dimensions to provide a comprehensive understanding of a learner's language

development. This approach moves beyond traditional skills to reflect the full complexity of multilingual communication.

7.4.1 Assessment of Receptive Skills : Listening and Reading

The receptive skills, reading and listening, form the foundation of language understanding and language learning.

1. **Listening Comprehension:** Successful listening testing assesses the ability to understand spoken messages, including main points, implied meaning, and purpose, considering first language (L1) effects and cognitive factors like memory and vocabulary (Kirchhoff, 2018).
2. **Reading Comprehension:** Reading tests assess the ability to read for meaning, vocabulary, and form, considering cross-language transfer, orthographic challenges, and cultural appropriateness by including varied genres and culturally diverse texts (Kirchhoff, 2018).

7.4.2 Assessment of Productive Skills : Speaking and Writing

Productive skills, which include speaking and writing, enable learners to communicate thoughts, ideas, and emotions.

1. **Speaking Skills :** Speaking tests should test pronunciation, fluency, accuracy, and common communication, and code-switching and translanguaging should be allowed in activities like interviews or discussions to reflect actual language use (Kirchhoff, 2018).
2. **Writing Skills :** Writing tests should test coherence, organization, vocabulary, and genre sensitivity, and allow for L1 influence and promote multilingual writing through culturally relevant prompts and transliteracy habits (Kirchhoff, 2018).

7.4.3 Assessment of Interactive and Mediating Skills

Mediating and interactive competence are critical in multilingual communication, involving the ability to facilitate understanding and collaboration among speakers of diverse languages.

1. **Interactive Skills :** These involve managing conversations through turn-taking, topic management, and clarity, for

example, the ability to switch language and modify communication strategy in multilingual environments, commonly assessed using tasks like role-plays or group discussions.

2. **Mediating Skills** : Mediation is the act of conveying meaning from language to language or culture by paraphrasing, summarizing, or translating to fill gaps in understanding—reflecting real-life multilingual communication needs (Kirchhoff, 2018).

7.4.4 Integrating Affective, Cognitive, and Sociolinguistic Aspects in Assessment

A holistic model of assessment recognizes that language proficiency is infused with affective (emotional), cognitive (mental), and sociolinguistic (social and cultural use of language) dimensions (Thamrin *et al.*, 2023; Upreti *et al.*, 2024).

1. **Affective Factors** : Attitudes, motivation, and anxiety of students play a significant role in language performance, and tests need to reduce stress and promote confidence through familiar, adaptive tasks.
2. **Cognitive Factors** : Memory, attention, and problem-solving influence language processing, and tests need to include tasks involving critical thinking in order to access linguistic and cognitive abilities.
3. **Sociolinguistic Factors** : Communicating means being sensitive to social norms, registers, and cultural cues; role-plays and simulations can explore learners' appropriateness in a variety of social contexts.

7.5 Strategies and Techniques for Multilingual Assessment

In multilingual classrooms, effective assessment strategies must accommodate diverse linguistic backgrounds and provide equitable opportunities for all learners to demonstrate their competencies. These include authentic assessment, dynamic assessment with scaffolding, peer and self-assessment, and the integration of technology and digital tools.

7.5.1 Authentic Assessment : Projects, Portfolios, and Performance Tasks

Authentic assessment measures students through the medium of actual assignments, as especially suitable for multilingual classrooms where linguistic and cultural diversity can manifest itself as performance.

1. Projects and Performance Tasks : These elicit from the students the utilization of language ability through critical thinking, collaboration, and problem-solving, sometimes leading to actual products like multimedia presentations or questionnaires that are an expression of both linguistic and intercultural competence (Ayu Sundari and Sabarun, 2023).
2. Portfolios : Portfolios collect students' work over time—e.g., writing, audio, or reflective writings in more than one language—presenting an image of language development and assisting self-reflection and teacher feedback (Ayu Sundari and Sabarun, 2023).

7.5.2 Dynamic Assessment and the Use of Scaffolding

Dynamic Assessment (DA) merges testing with instruction, focusing on the potential of learners through mediated assistance based on Vygotsky's Zone of Proximal Development.

1. Scaffolding : Scaffolding provides adaptive help—like sentence starters, modeling, or images—to facilitate learners to perform above capacity, gradually raising independence and confidence (Macleod and Glaspey, 2022).
2. Test-Teach-Retest Model: This model identifies learner needs, provides precise instruction, and re-tests development, allowing teachers to make changes to assist and differentiate language learning needs and disorders (Kazemi, Bagheri and Rassaei, 2020).

7.5.3 Peer and Self-Assessment in Multilingual Classrooms

Self and peer evaluation engage metacognition, independence, and collaborative learning, and they are most valuable in multicultural contexts.

1. Peer Assessment: Learners compare one another's work through the application of constructive feedback and

dialogue, allowing critical thought, multiple voices, and cross-cultural sensitivity (Clayton Bernard and Kermarrec, 2022; Mohamed, Razak and Wahi, 2023).

2. **Self-Assessment:** Learners reflect on their progress through the application of instruments such as checklists or journals, helping them to establish strengths and weaknesses and prompting them to take responsibility for their own learning (Clayton Bernard and Kermarrec, 2022; Mohamed, Razak and Wahi, 2023).

7.5.4 The Use of Technology and Digital Tools for Holistic Assessment

Technology application in evaluation provides multilingual learners with new, interactive ways of evaluating them and giving feedback.

1. **Electronic Portfolios :** Electronic portfolios allow learners to compile and showcase work in many different modes, providing them with a carefully coherent, multimodal window on their language potential and progress over time (Yulia, Husin and Anuar, 2019).
2. **Interactive Evaluation Tools :** Web pages, quizzes, and simulations generate adaptive, immediate feedback and support skill development by offering engaging, context-grabbing language activity (Zhyhadlo, 2022; Hasan and Habibie, 2024).
3. **Recordings of Audio and Video :** Student performance recordings provide the potential to slow down language use, an excellent method for tracking progress, and self-motivation (Yulia, Husin and Anuar, 2019).

7.6 Challenges and Opportunities in Implementing Multilingual Assessment

7.6.1 Challenges in Designing Fair and Inclusive Assessment Instruments

One of the main challenges of multilingual testing is ensuring validity, fairness, and equity among linguistic backgrounds. Monolingually biased tests typically are constructed on a monolingual frame of mind, in which standard

forms of one language—typically English—are privileged at the expense of the dynamic and fluid language uses of multilingual students.

Developing tasks that will allow for translanguaging or the utilization of more than one language without compromising the validity of results is challenging. Educators must strike a balance between maintaining testing standards and the value of utilizing multiple languages (Shohamy, 2011; Shohamy, Tannenbaum and Gani, 2022). Moreover, limited availability of training and access to multilingual assessment information only makes these issues harder for teachers in already under-resourced or linguistically diverse environments (Hwang *et al.*, 2023; Tuimebayeva *et al.*, 2024).

7.6.2 Barriers from National Curriculum and Policy Frameworks

A further significant challenge stems from rigid national curricula and policy frameworks that are often based on monolingual ideologies. These policies routinely call for testing in the official language of instruction, with little room for linguistic accommodation or inclusion of students' home languages in testing.

Standardized testing regimes in some countries prioritize uniformity and comparability over contextual relevance and inclusivity, making it difficult to implement alternative or holistic assessment practices. Teachers can thus be constrained or discouraged from employing innovative evaluation practices that embrace multilingualism, even as they recognize their pedagogical value (Razavipour and Rezagah, 2018).

Policy change is also complicated by political and sociocultural forces that condition language education. Where linguistic hierarchies or biases dominate, promoting multilingual assessment may require systemic changes in attitudes toward language diversity and educational equity (Gorter and Cenoz, 2017).

7.6.3 Opportunities to Empower Learners' Linguistic Identities

In spite of such challenges, multilingual assessment is a strong possibility to legitimize and uphold learners' language identity. Through the comprehension of all the languages spoken among the students instead of the majority or target language in itself, teachers can construct a more responsive and inclusive classroom.

When students are allowed to access their full linguistic repertoires while being tested (e.g., by using the home language to plan or comment), they will be more likely to engage deeply, respond honestly, and be treated as individuals. Such validation can enhance self-esteem, motivation, and academic identity in a positive way, particularly in students from minoritized language backgrounds (Gu, Jiang and Chiu, 2024; Yolandana, Setyaningsih and Drajiati, 2024).

Multilingual testing also fosters a shift from deficit notions of language learners towards an asset view, whereby linguistic diversity is understood as a source of strength. This allows for pedagogical innovation, cross-cultural education, and the acquisition of global competence—skills increasingly important in the world of today (Gorter and Cenoz, 2017; Sabaté-Dalmau, 2022).

7.7 Case Study: Holistic Multilingual Assessment in an EFL Teacher Education Course in Indonesia

7.7.1 Context and Educational Setting

This case study documents a classroom pilot of integrative multilingual testing in a course of Language Teaching Media at an Indonesian Department of English Language Education. The second-year undergraduate students attend the course, which has as its prime focus the initiation of pedagogic theory and internet tools aimed at building proper English language teaching materials. While English is the target language for production and instruction, students' home language, Indonesian, is used substantially during learning and assessment.

7.7.2 Assessment Goals

The examination was crafted to assess the ability of students to:

1. Understand and sum up current problems in EFL classrooms based on school observation.
2. Communicate ideas both verbally and in writing.
3. Integrate English pedagogical content and technological solutions to create effective language teaching media.
4. Demonstrate pedagogical decision-making and critical thinking as potential EFL educators.

7.7.3 Assessment Design

The assessment employed a project-based and multilingual performance task, situated in a holistic framework. The assessment process was separated into four interconnected components:

1. Pre-Assessment (Formative Phase)

Group discussion was used by students to produce ideas for contemporary problems that emerge in school-based classroom observations. Discussion was carried out primarily in the home language (Indonesian), and more cognitive richness and inclusive involvement were assured. By this phase, the instructor observed group work, documenting teamwork patterns, questioning strategies, and conceptual knowledge.

2. Main Task (Performance Assessment)

Students were asked to create a language acquisition medium addressing one of the issues in their classrooms in groups of five. The media product may be an interactive application, game, or computer learning tool. The final products were:

- a. A functional language teaching media tool/application.
- b. An English oral presentation explaining rationale, design, and pedagogical principles.
- c. A scientific paper in English explaining theoretical frameworks and reflective analysis.

At this phase, students exercised translanguaging, using Indonesian for planning collaboratively and English

for scholarly production. Such language mediation helped to make meaning and added to bilingual meaning-making. Meanwhile, the teacher evaluated the overall process including all aspects of holistic assessment. The teacher assessed:

- a. Receptive skills: Understanding of EFL classroom issues and pedagogical models.
- b. Productive skills: Scholarly writing and public speaking in English.
- c. Mediating skills: Discussion and conceptual negotiation in L1, presentation and reporting in L2.
- d. Affective and sociocultural dimensions: Student engagement, critical thinking in terms of context-related issues, and culturally responsive content development.
- e. Pedagogical competencies: Application of instructional design rules and technology incorporation in EFL materials.

3. Peer and Self-Assessment

Students used an English-language rubric for self-assessment and peer feedback from class presentations. The reflection promoted metacognitive awareness and student autonomy in evaluating their language use as well as pedagogical creativity. Peer oral feedback focused on clarity, content accuracy, novelty, and applicability to teaching practice.

4. Teacher Feedback

The instructor provided qualitative, narrative feedback with a focus on:

- a. Language correctness and suitability,
- b. Pedagogical reasoning depth,
- c. Originality and impact of the media product
- d. Quality of group work.

This kind of feedback was ongoing and developmental, and concentrated on students developing their professional selves as future teachers of English to multilingual classes.

7.7.4 Reflection and Outcomes

This example illustrates the way in which multilingual testing, when designed holistically, can provide students with an opportunity to showcase their full range of communicative, cognitive, and pedagogical skills. Use of Indonesian as a language of planning discussions allowed students to connect with content at depth, with English serving as the language of formal scholarly output — a pedagogical translanguaging technique that mirrors true multilingual communication (Gorter and Cenoz, 2017).

Students showed high commitment, learner autonomy, and proficiency in the deployment of both languages. Performance assignments on real situations, peer discussion, and working with technology established relevance and engagement highly pertinent and interesting in anticipation of encountering heterogeneous classes' challenge in teaching EFL.

7.7.5 Implications for Practice

This case attests to the feasibility of holistic and multilingual testing in EFL university studies, particularly in nations such as Indonesia where English is a foreign language and the mother tongue of the students is an invaluable resource for professional and academic growth. This case illustrates how testing moves beyond monolingual short-sightedness and rather gives translanguaging spaces in which learners move along all the accessible resources of language to learn, produce, and teach more.

7.8 Conclusion

The chapter has described theoretical and practical bases of holistic multilingual English language teaching assessment. It clarified several of the foundational concepts, for example, translanguaging, dynamic assessment, and sociocultural theory, and emphasized integrating receptive, productive, interactive, and mediating skills with cognition, affective, and sociolinguistic dimensions. Through the inclusion of examples and case study, the chapter managed to show the ways in which learner-

centered, linguistically responsive, and authentic assessment practices actually do have a better chance at capturing the skills and potential of multilingual learners.

There is an urgent need to break from the old monolingual test models that cannot accommodate the linguistic complexity of modern classrooms. Multilingual assessment at a holistic level not only better reflects learner capability but also sustains learners' identities and promotes equity. An understanding of multilingualism as strength, rather than deficiency, is a precursor to the creation of inclusive classrooms that value all learners' linguistic resources.

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CHAPTER 8

INCLUSIVITY AND LINGUISTIC DIVERSITY IN THE ENGLISH CLASSROOM: FOSTERING AN INCLUSIVE LEARNING ENVIRONMENT

By Dian Heriani

8.1 Introduction

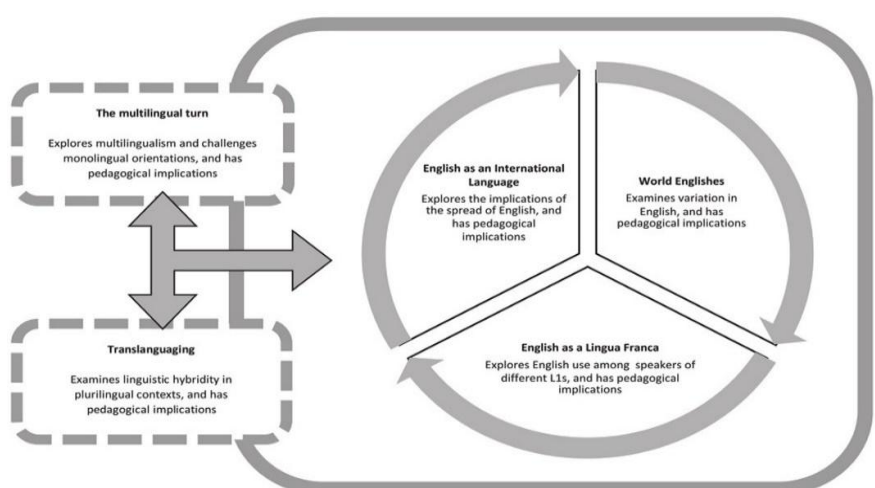
According to the United Nations' Sustainable Development Goal 4, an important part of ensuring 'inclusive and equitable quality education' includes the provision of 'safe, non-violent, inclusive and effective learning environments for all' (United Nations Citation2015, SDG 4.a.).

In today's interconnected world, classrooms are more diverse than ever. Students from various cultural and linguistic backgrounds share experiences, perspectives, and ideas. This diversity presents both opportunities and challenges in an English classroom (Efendi, 2018). Teachers' practices became more linguistically and culturally inclusive, providing insights for teachers and educators looking to incorporate GELT-informed tactics into their practice. Güney, Ö., & Tullock, B. (2024).

Creating an inclusive learning environment that values and incorporates linguistic diversity is not only a pedagogical necessity but also a moral and ethical imperative (citing pedagogical and inclusive). The incorporation of critical multicultural education into teacher education programs, as well as its widespread application in culturally varied settings. This approach seeks to encourage critical thinking by mixing multiple viewpoints and experiences, as well as to empower students to

traverse and comprehend the complexities of diverse cultural landscapes. Sholikhah, Y. I., Al-Farizi, M. F., & Sari, A. (2024).

Embracing inclusivity in the English classroom ensures that every student has the opportunity to succeed, regardless of their linguistic background.



PICTURE 8.1. Global Englishes: an inclusive paradigm.
Source: Rose and Galloway (2019, p. 12)

However, in alignment with Global Englishes principles, contemporary English learners must engage with a global community of diverse language users, cultures, and races (Jeong et al., 2021). Therefore, instructional methods should equip learners with the skills and awareness necessary for effective communication in diverse contexts (Rose and Galloway, 2019). Prompted by the rising awareness of inclusive pedagogies, this paper examines the concept of "inclusion" in foreign language instruction from a linguistic standpoint. The foreign language classroom is a unique environment that presents significant language-related obstacles for inclusive education. To address these problems, this article discusses how linguistic research and insights might help to establish inclusive foreign language instruction. Theoretically, the narrower and broader meanings of educational inclusion are defined, the concept of a "linguistic barrier" is established, and numerous manifestations of

linguistic exclusion are recognized. It is suggested that exclusively cognitivist approaches to second language acquisition are inadequate for achieving higher levels of inclusion.

Several significant exclusion-related features are examined in terms of their implications for language and linguistic practices, including exclusion of learners with special needs, ethnicity, gender, sexuality, and non-native language users. Methodological suggestions are offered for conducting linguistic studies into exclusionary practices in order to develop successful, linguistically based inclusion strategies. It is proposed that typological, discourse analytic, and ethnographic linguistic techniques are the most promising in this regard. The final section summarizes key points raised in the theoretical and methodological discussions, advocates for inclusion-oriented changes in foreign language teaching, and draws clear parallels between the inclusive EFL classroom and English as a lingua franca communication.

8.2 Understanding Linguistic Diversity

Linguistic diversity refers to the presence of different languages, dialects, and ways of speaking within a community. In an English classroom, this diversity may be reflected in students who speak a range of languages as their first language, those who speak regional dialects, or those who are English language learners (ELLs).

(Example of Indonesian cases)

According to a report by the National Center for Education Statistics, approximately 1 in 5 students in the U.S. speaks a language other than English at home, and many of these students are enrolled in English as a Second Language (ESL) programs. These students bring a wealth of cultural knowledge and linguistic diversity that can enrich the classroom environment. (Jeong, 2021)

Linguistic diversity also includes the use of various forms of English, such as Standard English, African American

Vernacular English (AAVE), and regional dialects. These language variations are often deeply tied to identity, culture, and community. Recognizing and validating these diverse forms of English in the classroom is essential to create an atmosphere where all students feel respected and valued.

8.3 The Importance of Inclusivity in Language Learning

In today's diverse educational settings, inclusivity in language learning is paramount. As classrooms become increasingly multicultural, educators must adapt their teaching methods to accommodate the varied linguistic and cultural backgrounds of their students. Inclusive language learning ensures that all students, regardless of their abilities or backgrounds, have equitable access to education and opportunities to succeed.

An inclusive English classroom not only recognizes but also celebrates linguistic diversity. This approach benefits all students, whether they are native English speakers, second language learners, or those who speak a dialect that differs from Standard English. There are several reasons why inclusivity is essential in language learning:

1. **Building Confidence and Self-Worth:** When students see their language and culture valued in the classroom, it fosters a sense of pride and belonging. Students who may feel marginalized because their linguistic background differs from the mainstream can gain confidence in their abilities and contributions (sholikhah, 2024)
2. **Enhancing Communication Skills:** Encouraging students to use their languages or dialects in the classroom helps them develop stronger communication skills. When students feel they can express themselves authentically, they are more likely to engage in meaningful discussions and participate actively in lessons. (lechthoff, 2025)
3. **Promoting Critical Thinking and Awareness:** By embracing linguistic diversity, educators can encourage students to think critically about language, power, and

identity. This fosters a deeper understanding of how language shapes our perceptions and interactions with others. Students can explore how different forms of English reflect various cultural histories and social dynamics.

- 4. Creating a Welcoming Environment:** A classroom that values linguistic diversity creates a welcoming and inclusive environment where all students feel respected. This is particularly important for English language learners who may already face challenges in adapting to a new language and culture. A supportive classroom environment can ease the transition and contribute to academic success.

For example (case study)

Inclusive Practices in Higher Education

A study by Bakogiannis (2023) highlights the importance of cultivating inclusive teaching practices in higher education, particularly in English for Academic Purposes (EAP). The research advocates for comprehensive transformations across individual, departmental, and institutional levels to ensure effective implementation of inclusive teaching practices.

Early Childhood Education and AI Integration

Fitas (2025) discusses how AI technologies can facilitate inclusion in early education by breaking down language barriers and providing tailored support for children with special needs. AI-driven language assistance tools enable real-time translation and communication in multilingual classrooms, enhancing inclusivity.

8.4 Strategies for Promoting Inclusivity in the English Classroom

There are several practical strategies teachers can use to foster inclusivity and embrace linguistic diversity in the classroom:

- 1. Emphasize Multilingualism:** Encourage students to share their linguistic backgrounds by incorporating activities that celebrate multilingualism. For example, students can teach

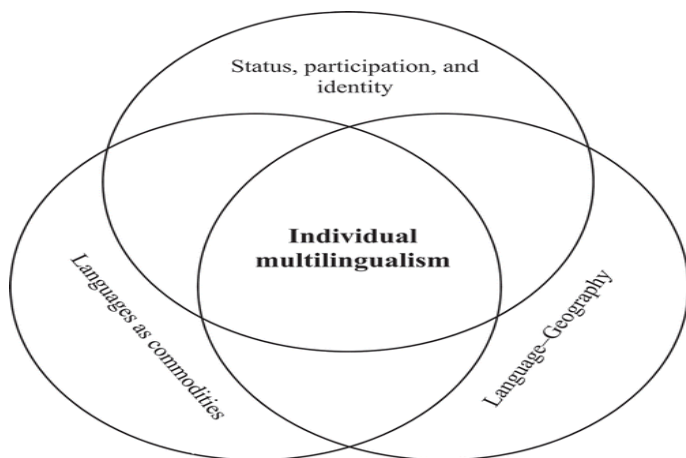
the class a word or phrase from their home language or engage in collaborative projects that highlight the richness of their cultures.

2. **Acknowledge and Value Different Dialects:** Rather than enforcing the strict use of Standard English, teachers should acknowledge the validity of different dialects and forms of English. For example, students who speak AAVE or regional dialects should feel comfortable using their natural speech patterns in the classroom. Educators can explain how different forms of English serve specific social functions, fostering a more inclusive view of language.
3. **Incorporate Culturally Relevant Materials:** Texts and materials in the classroom should reflect a wide range of cultural perspectives and linguistic backgrounds. By including literature written by authors from diverse linguistic and cultural traditions, students can see their own experiences reflected in the curriculum. Additionally, using texts that incorporate multiple languages or dialects can encourage students to appreciate linguistic diversity.
4. **Differentiated Instruction:** Tailor instruction to meet the needs of all learners. For English language learners, this might involve providing language support through visual aids, scaffolding, and language-rich activities. For native speakers, it might involve encouraging them to explore the complexities of language use in different contexts. Differentiating instruction allows all students to engage with the material at their level, ensuring that no one is left behind.
5. **Promote Peer Collaboration:** Group work and collaborative projects can provide opportunities for students from diverse linguistic backgrounds to work together and learn from one another. This approach fosters mutual respect and creates a sense of community in the classroom. Additionally, peer collaboration allows students to practice their language skills in a supportive environment.
6. **Focus on Language Awareness:** Teach students to be aware of how language shapes their thoughts and

interactions. This might include discussions on language variation, code-switching, and how language can reinforce or challenge social hierarchies. Helping students become more linguistically aware can empower them to navigate different language environments with confidence.

Incorporating inclusivity and linguistic diversity into the English classroom is not just about language; it's about fostering a learning environment that respects and celebrates the identities of all students (Yunhua et al, 2024). By recognizing the value of different languages and dialects, educators can create classrooms where students feel seen, heard, and understood. In doing so, they not only promote academic success but also contribute to a more inclusive and empathetic society. Embracing linguistic diversity is a step toward a future where language is not a barrier but a bridge that connects us all.

8.5 Indonesian context, focusing on inclusivity and linguistic diversity in English classrooms in Indonesia:



Ehala, M., & Koreinik, K. (2020). Patterns of individual multilingualism in Estonia. *Journal of Baltic Studies*, 52(1), 85–102. <https://doi.org/10.1080/01629778.2020.1858125>

Inclusivity and Linguistic Diversity in the English Classroom: The Indonesian Context

Indonesia is home to a rich tapestry of linguistic and cultural diversity. With over 700 local languages spoken across its thousands of islands, it stands as one of the most linguistically diverse countries in the world. In this context, English education plays a unique role. As a foreign language taught from primary school to university level, English is often positioned as a tool for global communication and academic advancement (singh, 2022). However, within the multilingual realities of Indonesia, teaching English also involves navigating issues of inclusivity and language equity.

To foster meaningful and effective learning, English classrooms in Indonesia must move beyond a one-size-fits-all approach and embrace both **inclusivity** and **linguistic diversity**. (pellerin, et al. 2025) This means recognizing students' local languages, cultural backgrounds, and varying levels of exposure to English while ensuring all learners feel respected, supported, and represented.

Understanding Linguistic Diversity in Indonesia

Indonesia operates under a **diglossia** language structure: **Bahasa Indonesia**, the national language, is used for formal communication, while regional languages such as Javanese, Sundanese, Balinese, and Batak are widely spoken daily. For many students, Bahasa Indonesia is already a second language, and English becomes a **third language**.

This multilingual environment creates unique challenges in English education:

1. **Students' English proficiency levels** vary widely depending on their region, school resources, and home language environment.
2. **Regional dialects and mother tongues** often influence students' pronunciation, grammar, and vocabulary when learning English.
3. **Cultural differences** may affect students' communication styles and classroom participation.

Rather than viewing these differences as obstacles, educators in Indonesia have the opportunity to **embrace linguistic diversity as a strength**.

In the evolving landscape of education, inclusivity has become a fundamental principle, especially in language learning. As classrooms become increasingly diverse, encompassing students from various linguistic, cultural, and socio-economic backgrounds, the need for inclusive language education has never been more pressing. Inclusivity in language learning ensures that all students, regardless of their differences, have equitable access to learning opportunities, fostering an environment where every learner can thrive.

Defining Inclusivity in Language Learning

Inclusivity in language learning refers to the intentional design and implementation of teaching practices that recognize and accommodate the diverse needs of learners. This encompasses various dimensions, including linguistic diversity, cultural backgrounds, learning abilities, and socio-economic statuses. An inclusive language learning environment ensures that every student has equitable access to learning opportunities, resources, and support, thereby promoting participation and success for all.

Why Inclusivity Matters in English Classrooms

An inclusive English classroom is one where all students, regardless of linguistic background, regional origin, or ability level, feel seen, heard, and supported. Inclusivity is not only about equity in access to education; it's also about **creating a space where students feel their identities are acknowledged and respected**.

Here's why inclusivity is crucial in the Indonesian context:

- 1. Reduces Language-Based Discrimination:** Students who speak with strong regional accents or struggle with standard English should not be penalized or ridiculed. Inclusivity promotes respect and empathy for different language backgrounds (Hidayah, 2019).

2. **Supports Confidence and Motivation:** Students learn best when they feel confident. If their first languages or dialects are recognized and respected, they are more likely to engage actively in class.
3. **Promotes a Sense of Belonging:** In a multilingual country like Indonesia, students may feel disconnected if their local identity is overlooked. Inclusive practices help bridge the gap between local culture and foreign language learning.
4. **Prepares Students for a Global and Multicultural World:** Embracing diversity in the classroom prepares students for real-world communication where accents, dialects, and cultural nuances are common.

Practical Strategies for Inclusive and Linguistically Aware Teaching in Indonesia

To build an English classroom that is inclusive and culturally responsive in the Indonesian context, educators can consider the following strategies:

1. **Validate and Integrate Local Languages**
 - a. Allow students to use their mother tongue when brainstorming, discussing in groups, or reflecting before translating ideas into English.
 - b. Occasionally incorporate local proverbs, idioms, or cultural references in English assignments to bridge local and global perspectives.
2. **Encourage Code-Switching as a Learning Tool**
 - a. Code-switching (moving between English, Bahasa Indonesia, and local languages) can be a powerful tool to scaffold learning, especially for beginners.
 - b. Rather than discouraging code-switching, teachers can strategically use it to aid comprehension and build confidence.
3. **Adapt Materials to Regional and Cultural Contexts**
 - a. Use locally relevant examples, topics, and stories in English lessons.
 - b. Introduce texts and media that reflect the diversity of Indonesian culture alongside global content to create a more relatable learning experience.

4. Foster a Supportive and Respectful Classroom Culture

- a. Create classroom norms that celebrate diversity and discourage language shaming or teasing.
- b. Highlight the idea that all varieties of English, including those with Indonesian accents, are valid forms of communication.

5. Differentiate Instruction Based on Students' Language Backgrounds

- a. Provide varied levels of support, such as visual aids, glossaries, or bilingual instructions, especially in classrooms with wide proficiency gaps.
- b. Use group work to mix students of different proficiency levels, allowing peer learning and support.

6. Raise Awareness of Language and Identity

- a. Encourage discussions about how language relates to identity, culture, and social status.
- b. Help students appreciate the value of being multilingual and how their linguistic background can be an asset in learning English.

Linguistic and cultural diversity is not a challenge to be “overcome” in the English classroom—it is a powerful resource that, when embraced, can enrich the learning experience for all students. In Indonesia, where multilingualism is the norm, inclusive English education must reflect this reality. By creating space for students' languages and identities, teachers can foster deeper engagement, stronger language acquisition, and a more respectful, empathetic classroom culture.

Ultimately, an inclusive English classroom in Indonesia honors the country's linguistic richness while equipping students with the skills they need to thrive in a globalized world. (Matsuda, 2012). *Assessment of Culturally and Linguistically Diverse Students* seeks to pose and answer the important questions that are arising as levels of culturally and linguistically diverse (CLD) learners increase in classrooms across the country. This classroom-ready resource emphasizes assessment on the student as an individual and explores questions such as “Where should assessment efforts for CLD students be

concentrated?;" "What are the key aims of assessments?;" and "How should teachers use CLD student assessment findings?"

Teaching Strategies for Culturally and Linguistically Diverse Students

The first step in addressing cultural and linguistic diversity is to be aware. The very act of considering culture and language skills when developing curricula and activities makes it more likely that lessons will be inclusive. Teaching culturally diverse students entails the following additional steps:

1. Learn about your students' cultural backgrounds and demonstrate appreciation of those cultures. Teachers show students how to embrace different cultures by modeling respect and acceptance.
2. Learn more about students' lives outside of the classroom, and let that information inform lessons. For example, try to find examples that are relevant to students with different cultures and backgrounds.
3. Embrace diversity in teaching styles. Making an effort to accommodate different communication preferences, cognitive styles, and aptitudes results in lessons with a greater chance of reaching all students.
4. Encourage students to relate the benefit of a lesson to their own lives.
5. Bring diverse guest speakers into the classroom.

Educators can also benefit from the following tips for teaching linguistically diverse students:

1. Develop a relationship and work closely with an ESL teacher or interpreter.
2. Incorporate more group work. This allows students to practice their language skills in a more personal, less intimidating setting than the front of the classroom.
3. Make things as visual as possible by writing on the board, diagraming, and using pictures.
4. Allow ELL students to preview materials before a lesson when possible.

5. Understand that some students may experience a silent period. Students learning a new language commonly go through a period of several weeks or longer when they are taking in the new language but do not yet speak it.

Efforts to better serve culturally and linguistically diverse student populations are not limited to the classroom. Developing responsive curricula and teaching strategies is critical, but a holistic approach that includes families and the larger school community promises better outcomes.

The importance of inclusivity in language learning is increasingly recognized as essential for effective and equitable education in diverse classrooms. Inclusive language pedagogy not only addresses the varied linguistic, cultural, and cognitive needs of learners but also fosters a supportive environment where all students can thrive academically and socially.

Inclusivity and Learner Diversity in Language Education

Language classrooms today are microcosms of global diversity, encompassing students with different linguistic backgrounds, abilities, identities, and learning styles. Research highlights that inclusive education in mainstream language classrooms promotes equity by recognizing and valuing this diversity, which in turn shapes pedagogical practices toward learner-centered approaches (Lacar, 2021). Teachers who adopt inclusive strategies create nurturing, threat-free environments that encourage participation and collaboration, essential for language acquisition and social integration.

Pedagogical Practices for Inclusivity

Inclusive language teaching involves differentiated instruction tailored to learners' unique needs, collaborative learning to foster peer interaction, and the use of culturally relevant materials that reflect students' identities and experiences (Anis & Khan, 2023). Multimodal approaches-integrating visuals, gestures, and digital media alongside verbal communication-have proven effective in engaging diverse learners and enhancing comprehension and retention. Such

strategies help bridge linguistic and cognitive gaps, making language learning accessible to students with varied abilities and backgrounds.

The Role of Inclusive Language

The language teachers use profoundly impacts learners' sense of belonging and motivation. Inclusive language fosters respect, reduces power imbalances, and creates a positive classroom climate where students feel valued and confident to participate (Ackah-Jnr et al., 2020). Avoiding exclusionary or stereotypical language supports social, emotional, and cognitive development, particularly in early childhood settings, and encourages open communication and collaboration.

Challenges in Implementing Inclusivity

Despite its benefits, implementing inclusive education faces challenges such as teachers' lack of training, heavy workloads, limited resources, and rigid curricula (Lacar, 2021)⁸. Additionally, linguistic barriers and social biases related to ethnicity, gender, and disability can hinder full inclusion (Motschenbacher, 2017). Addressing these requires systemic support, professional development, and curriculum reforms that prioritize inclusivity.

Cultural Inclusion and Identity

Respecting learners' language identities and cultural backgrounds enhances their engagement and sense of belonging (Wang, 2023). Approaches like 'Inclusive Integrativeness' encourage learners to embrace their multilingual identities rather than assimilate into a single language culture, promoting reflexivity and pride in their linguistic repertoires (Borbora & Mohapatra, 2024). Practices such as translanguaging multiple languages fluidly in the classroom-support this inclusive multilingual identity and improve language proficiency.

Inclusivity in language learning is vital for creating equitable, effective educational environments that respect and leverage learner diversity. Through learner-centered, multimodal, and culturally responsive pedagogies, educators can

foster inclusive classrooms that empower all students. Overcoming challenges requires institutional commitment to teacher training, resource allocation, and curriculum flexibility. Embracing inclusive language and identity-affirming practices not only enhances language acquisition but also nurtures social cohesion and learner confidence, ultimately contributing to more just and dynamic language education.

Conclusion

Inclusive language learning is essential for fostering equitable educational opportunities and preparing students for active participation in a global society. By embracing inclusive practices, educators can create learning environments that value diversity, promote equity, and support the success of all students. The linguistic diversity in Indonesia presents both challenges and opportunities for EFL education. By recognizing and integrating local languages into the curriculum, educators can create an inclusive learning environment that respects cultural identities and enhances language acquisition. Continued research and policy development are essential to support the effective implementation of multilingual approaches in EFL classrooms.

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CHAPTER 9

MULTILINGUAL PEDAGOGY FOR ENGLISH LANGUAGE LEARNERS IN ACADEMIC AND PROFESSIONAL CONTEXTS

By Purwanti Taman

9.1 Introduction

Proficiency in English is essential for succeeding in higher education and careers worldwide. Using multilingual teaching methods can enhance learning, especially in diverse regions like Indonesia, which is highly multilingual. Indonesians use both the national Indonesian language and diverse regional languages like Javanese, Sundanese, Minangkabau, and Bugis in their daily lives. This linguistic diversity is a natural part of people's social and communicative experiences that their existing language abilities influence how they understand and engage with the new language.

Multilingualism in the region is more than just linguistic diversity - it is deeply tied to cultural and social identity. Yet, many education systems use a single-language approach, especially for teaching foreign languages like English. This overlooks students' multilingual experiences, limiting their potential. Adopting multilingual teaching methods can better align classrooms with the real-world, multilingual lives of students in Indonesia and Southeast Asia.

In academic settings, students often have difficulty comprehending English materials due to limited academic vocabulary and literacy abilities. Teaching approaches that disregard students' linguistic backgrounds make learning less meaningful. For example, students from certain regional language backgrounds face an additional hurdle in classes using

English textbooks - they must translate from English to Indonesian, and then to their native language.

Employing multilingual methods in job training, communication, and human resources can benefit employers. Multilingual teaching connects local and global languages, particularly for job-specific training. For example, incorporating workers' native languages in English classes for roles like mine technicians or nurses can improve understanding and learning. However, limited teacher training and institutional support hinder the regular application of multilingualism.

This chapter explores the application of multilingual pedagogy in English language learning, particularly in academic and professional settings. This approach goes beyond just a teaching method, recognizing the complexity of learners' linguistic identities. By highlighting how local and national languages can support English learning, this chapter provides a practical overview of contextual multilingual teaching. The discussion covers key concepts, characteristics of English learners, examples of multilingual practices, and relevant challenges and strategies.

9.2 Basic Concept: Multilingual Pedagogy

Multilingual teaching approaches embrace diverse languages to support students' linguistic and cognitive development. They recognize the value of students' varied language backgrounds and use these as resources for academic success. By fostering an inclusive environment, multilingual pedagogy enhances language skills and cultivates critical thinking and intercultural competence - essential for thriving in today's globalized world.

Multilingual teaching approaches leverage diverse languages to support students' learning. They recognize that using different languages can complement each other and improve understanding, instead of strictly separating them in the classroom. One primary insight from Bwowe and Nikisi highlights the urgent necessity for universities to adopt a broad definition of multilingualism, moving beyond isolated practices

to embrace comprehensive policies that support bilingual and multilingual programs (Bwowe et al., 2024)

In English classes, multilingual teaching allows the use of mother tongues, regional languages, or the national language. This helps learners grasp meaning, organize thoughts, and develop language skills more easily. Dynamic bilingualism suggests that the language practices of all bilinguals are complex and interrelated, and it sees the complex bilingual language practices as both the center of how language practices occur and the goal for communication in an increasingly multilingual world (García & Sylvan, 2011).

The monolingual approach assumes using only the target language, like English, will improve learning. In these classes, using a native language is seen as distracting. This happens in English-only classrooms, even when students' abilities are limited. As a result, learning is separated from students' existing linguistic knowledge and experiences.

The bilingual approach limits the use of two languages, usually the mother tongue and the target language, for only clarification or translation, not as part of the main thinking process. In contrast, multilingual pedagogy is more flexible and tailored to the context. It lets students switch between and mix languages based on their communication and understanding needs. This approach also encourages teachers to design activities that reflect students' social and linguistic realities, both inside and outside the classroom.

Multilingual pedagogy is based on the idea of translanguaging - the flexible use of one's full language skills to think, learn, and communicate more effectively. As scholars have explained, translanguaging goes beyond just switching between languages; it allows people to draw on their diverse linguistic resources to enhance understanding and expression. Translanguaging helps students grasp complex English texts by discussing them in their native languages or taking notes in their strongest tongues. While in professional contexts, translanguaging enables employees to bridge communication between international technical terms and local dialects, fostering cross-cultural collaboration and understanding.

Another theory that supports this approach is *dynamic multilingualism*, which is the idea that a person's language skills are not static or disjointed, but rather continue to evolve in social interactions and contextual situations. This model emphasizes that language users can flexibly navigate different linguistic systems depending on communication goals and audiences. This is especially relevant in the multilingual world of work, where professionals are expected to be able to adapt quickly to changing communication contexts, such as negotiating with foreign clients in English, then reporting to their superiors in Indonesian, and having technical discussions in the local language. Thus, Multilingualism is a valuable asset to underscore the need of a profound comprehension of students' language repertoires for successful communication in varied linguistic environments (Alshraah et al., 2024).

9.3 Profiles of English Learners in Academic and Professional Contexts

English learners in academic and professional settings have diverse linguistic backgrounds, each with unique strengths and challenges in developing their language skills. In academic contexts, learners must navigate complex, subject-specific language while building overall academic literacy. Similarly, in professional environments, the focus shifts to mastering communication skills directly applicable to their careers, requiring a different set of language competencies. Understanding these varied learner profiles is crucial for creating effective teaching strategies that support both academic and professional success.

College students, especially those studying international literature, face major hurdles in building academic English abilities. This includes writing essays, reading scientific journals, compiling research reports, and giving presentations. Hyland points out that academic English literacy requires not just language skills, but also understanding academic conventions, argumentative structures, and rhetorical norms. For Indonesian students, this challenge is heightened by their multilingual

context, where English is their third language after their native tongue and Indonesian. Therefore, a teaching approach integrating these three languages is more effective than one focused solely on English proficiency.

In professional settings, English learners face various demands. Workers in sectors like mining, banking, healthcare, and IT need to effectively use English in specific contexts. This includes tasks such as writing emails, preparing reports, giving presentations, and communicating verbally with colleagues or international clients. The English for Specific Purposes approach is crucial, as it focuses on context-specific, real-world tasks. Additionally, in Indonesia's multilingual work environment, where English is used alongside Indonesian and regional languages, professionals must be skilled in multilingual communication. For instance, a mining supervisor may need to explain safety procedures in both English and local languages, underscoring the importance of developing multilingual communication skills in workplace English training.

9.4 Practice of Multilingual Pedagogy in English Learning

The practice of multilingual pedagogy in English learning emphasizes the integration of students' native languages alongside English to enhance comprehension and language acquisition. This approach fosters a more inclusive and dynamic learning environment, where learners are encouraged to draw on their entire linguistic repertoire to support their understanding of English. By recognizing and valuing linguistic diversity, multilingual pedagogy not only improves English proficiency but also promotes cognitive flexibility and cultural awareness among learners. The practice includes Translanguaging, Code-switching, and Scaffolding for complex task.

Translanguaging is a pedagogical strategy that allows learners to use the entire language system they have to understand, process, and express ideas. In the context of English classes, translanguaging is not just about changing languages,

but involves the dynamic integration of mother tongues, national languages, and English in learning activities. A study conducted by Duarte & Günther-van der Meij outlines the potentials of translanguaging-based approaches as part of a holistic approach developed a positive attitude towards the use of multilingualism in education (Duarte & Günther-van der Meij, 2020).

When conducted in Indonesia, for example, students can read academic texts in English, then discuss the content in Indonesian or regional languages to deepen their understanding of concepts. After that, they can write a summary or recreate a presentation in English. This process creates *a linguistic bridge* that strengthens cognitive understanding as well as linguistic competence. In a professional context, translanguaging also arises naturally when workers use technical terms in English but explain them in the local language to colleagues. Therefore, translanguaging needs to be consciously adopted in the classroom, not as a "shortcut", but as a valid and productive pedagogical strategy in facilitating cross-lingual learning.

Code-switching is a common practice in multilingual societies, and can be strategically utilized in English language teaching. In the classroom, teachers and students can flexibly switch from English to Indonesian or regional languages to clarify concepts, explain technical terms, or emphasize important points. In addition to clarification, code-switching is also effective in reflective discussions, where students are asked to evaluate their learning experiences or reflect on challenges in understanding the material.

Using language that is most comfortable for students helps them articulate thoughts more deeply. Multilingual reflective discussions not only enrich students' understanding of the content, but also open up space for the expression of identities and personal experiences. In professional contexts, code-switching also often appears in informal meetings or during team discussions, and becomes part of functional communication that can be emulated and modeled in language training.

Mother tongue plays an important role as *a scaffolding tool*—that is, a temporary support to help students complete

challenging tasks. In the context of multilingual pedagogy, teachers can strategically allow or encourage the use of the mother tongue in the early stages of working on complex tasks, such as writing analytical essays, reading scientific articles, or preparing professional presentations. For example, students can brainstorm ideas and make outlines in their native language before starting to write in English.

In professional practice, the use of the mother tongue to design or plan tasks (such as technical reports or presentations) is also common before the final result is translated into English for an international audience. Teachers or trainers who are sensitive to this will be better able to guide students in the process of thinking and expressing ideas gradually and more effectively, without separating the mother tongue from the learning process.

9.5 Material Design in Multilingual Pedagogy

One of the key approaches in the design of *multilingual pedagogy-based* materials is the use of multilingual texts and project-based assignments that encourage learners to use multiple languages in one integrated activity. Multilingual text can be in the form of articles, infographics, or videos that contain content in Indonesian, regional languages, and English side by side. Materials like this help students see the relationship of meaning between languages, strengthen cross-language literacy, and improve their linguistic awareness. Project-based assignments, such as creating multilingual presentations or developing local research reports with abstracts in English, encourage students to apply their linguistic skills in real, collaborative contexts.

In an academic context, projects such as "Comparative Analysis of Environmental Issues in Local and Global Contexts" can encourage students to dig up data in Indonesian, interview resource persons in regional languages, and present their findings in English. In the professional world, activities such as creating *a company profile* in two or three languages encourage practical skills that are needed in cross-cultural business

communication. This project-based approach also fosters independence, creativity, and critical reflection on how language is used in the real world.

Effective material design in *multilingual pedagogy* must also consider the relevance of the content locally and globally. This means that the topics covered in class must be directly related to students' daily experiences as well as ongoing global issues. For example, discussions about environmental sustainability can start from the problem of local river pollution which is then linked to the *Sustainable Development Goals (SDGs) targets*. This kind of material not only increases motivation to learn, but also fosters social awareness and a sense of ownership of the issues being discussed.

In a professional context, locally relevant material could be case studies from national companies or work practices in Indonesia, while global content could include international standards in business communication or multinational work culture. By bringing these two perspectives together, teaching materials not only teach language as a means of communication, but also as a means of understanding and participating in an increasingly globally connected world. Teachers or facilitators can encourage students to build multilingual narratives that demonstrate an understanding of the local context as well as the ability to bridge global communication.

9.6 Examples of Real Practices

Case studies from academic classes in universities as well as from employee training in multinational companies show that the strategy of translanguaging, code-switching, and the use of mother tongue is able to increase the engagement, comprehension, and confidence of learners in using English for academic and professional purposes.

At a public university in Eastern Indonesia, lecturers in the Academic Writing course adapted a *multilingual pedagogy* approach to help early-semester students understand the genre of academic writing. Students come from various regional language backgrounds, such as Bugis, Makassar, and Toraja, and

have a diverse command of English. In lectures, lecturers use bilingual texts (English and Indonesian) as the main teaching materials, and allow students to discuss in small groups using their local language to understand the structure of the essay and key vocabulary. After that, students rewrite their ideas in English with gradual guidance.

The results showed significant improvements in writing ability and class participation rates. Students feel more confident in expressing ideas because they are not limited by linguistic barriers during the initial process of understanding. Lecturers also encourage translanguaging in class presentations, where students explain the main concepts in English, then insert explanations in Indonesian for clarification. This practice creates a learning atmosphere that is inclusive, relevant to the local context, and remains oriented to global academic standards.

A multinational energy company operating in Kalimantan implemented an English language training program for field employees and administrative staff. The trainees came from various regional language backgrounds such as Dayak, Banjar, and Madura, and generally used Indonesian as their daily working language. To improve the effectiveness of training, instructors use an *English for Specific Purposes (ESP)* approach combined with a *multilingual pedagogy* strategy. Training modules include project meeting simulations, professional email drafting, and occupational safety presentations—all designed in the form of project tasks that allow the use of native language as *scaffolding*.

In practice, participants conduct initial discussions on occupational safety issues in Indonesian, even in regional languages when needed to explain the local context. After that, they translate and rearrange the information into English as presentation material or working documents. Instructors also provide multilingual glossaries and encourage *cross-lingual peer feedback*. This approach has been shown to increase the relevance of training, reduce language anxiety, and accelerate participants' understanding of material that was previously considered difficult.

9.7 Impact and Challenges

The application of *multilingual pedagogy* has a real positive impact on student involvement in the learning process that students find it easier to express abstract ideas when they can process them in their native language first. At the same time, employees are able to explain complex work processes in regional or Indonesian languages before formulating them appropriately in English for cross-team or international needs.

In addition to increasing engagement, *multilingual pedagogy* also encourages a stronger and deeper understanding of concepts. When learners can access content through multiple languages, they have more avenues to build meaning and structure new knowledge. Strategies such as translanguaging and the use of mother tongue as *scaffolding* allow students to bridge between everyday language and academic or professional language, thus strengthening knowledge transfer.

Challenges persist in multilingual education, particularly regarding social and structural factors. (Mphuthi et al., 2024)notes that integrating multilingualism into curricula is essential for enhancing educational practices and addressing socio-economic and ideological barriers that often hinder effective multilingual instruction. Teachers or lecturers who still view the use of languages other than English as an obstacle, not as a learning resource, often considered that English is the only legitimate language used in the classroom. This attitude, assuming that full exposure to the target language will accelerate English acquisition, results that translanguaging or the use of mother tongue are often perceived as unprofessional or even counterproductive to learning objectives.

Another significant challenge is the limited learning and teacher training resources that support a multilingual approach. The existing teaching materials are generally still designed with the assumption of the exclusive use of English, both in terms of text, instruction, and class assignments. Meanwhile, bilingual or multilingual teaching materials are still rarely available and are not yet part of the mainstream curriculum. As a result, teachers or lecturers who want to implement *multilingual pedagogy* often

have to design their materials themselves, which requires time, creativity, and a strong conceptual understanding.

The policies of educational and training institutions in many countries, including Indonesia, are still very much oriented towards a monolingual approach, especially in English language teaching. Many institutions have established rules for the use of "English only" in the classroom as a standard for academic discipline, with the aim of maximizing students' language skills. However, such policies often ignore the social and linguistic realities of learners living in multilingual societies.

The dominance of the monolingual paradigm is also reflected in evaluations and assessments that often only measure English language proficiency, without considering the cognitive and expressive potential of learners in other languages. This narrows the space for student participation and has the potential to create inequality in the learning process. To encourage the implementation of *multilingual pedagogy*, more flexible and contextual institutional policies are needed—one that recognizes the pedagogical value of linguistic diversity, and allows for an inclusive and outcome-oriented cross-language approach, not just the use of target languages.

Training for teachers and lecturers on multilingual approaches is essential to improve their understanding of the dynamics of the language used by students. This approach helps educators understand how students who speak more than one language develop their language skills, especially in an academic context. This training focuses not only on linguistic theories, but also on practical techniques that can be used in the classroom. With the right training, teachers and lecturers will be better equipped to accommodate the needs of students who come from diverse language backgrounds.

The integration of translanguageing in the EAP (English for Academic Purposes) and ESP (English for Specific Purposes) curriculum can help create a more flexible and inclusive learning environment. This approach allows students to use more than one language in turn in English language learning, which optimizes their understanding and mastery of the material. In the context of EAP, translanguageing can help students

understand complex academic texts by using their native language to explain difficult terms or concepts. It also reduces language barriers and increases their confidence in using English in an academic environment.

For ESP curriculum, which focuses on English for professional or specific needs, translanguaging provides an opportunity to tailor teaching to students' language needs and backgrounds. For example, in an ESP course for engineering or medicine, students can use their native language to understand more complex technical concepts, and then translate them into English for professional communication purposes.

Educational institutions need to adopt policies that support more flexible and inclusive language learning, including facilitating the use of translanguaging in the classroom. This could include providing training to teachers, as well as providing adequate learning materials to support students from multilingual backgrounds.

On the other hand, companies also have an important role to support the development of language skills in the workplace. Companies need to create policies that support employees in improving their language skills, whether through formal language training or by creating a multilingual work environment. They can provide language training programs that focus on specific skills, as well as continuous learning support through technology or online learning. This support not only improves employees' language competence, but also creates an inclusive and open work atmosphere for workers from different language backgrounds.

9.8 Conclusion

The integration of multiple languages into the learning process empowers students to use their full linguistic repertoires and enhances their understanding and proficiency in English. This approach not only improves language acquisition but also fosters critical thinking, cultural awareness, and adaptability—skills that are increasingly essential in today's interconnected global society. Embracing multilingual pedagogy

ultimately paves the way for more inclusive, effective, and empower educational experiences for English language learners, preparing them to thrive in both academic and professional environments.

The future of multilingual pedagogy in Indonesia promises rapid development, along with increasing awareness of the importance of linguistic diversity in education. In the midst of globalization that increasingly connects various cultures and nations, mastering more than one language is a very valuable skill. In Indonesia, which is rich in various regional and foreign languages, multilingual education can strengthen cultural identity while preparing the younger generation to face global challenges. With more inclusive policy support and proper training for educators, multilingual pedagogy in Indonesia will further contribute to creating a more open society and ready for an increasingly connected world.

The integration of multiple languages in the curriculum will be increasingly relevant. Multilingual learning will provide opportunities for students to think more critically, adaptively, and be better able to solve problems in a broader context. In view of these developments, the future of multilingual pedagogy will not only redefine the way we learn languages, but also shape a generation that is more inclusive and ready to contribute to an ever-evolving global society.

Future research focuses need to lead to a better understanding of how the integration of different languages can affect the development of students' academic and professional skills in more specific contexts, such as EAP (English for Academic Purposes) and ESP (English for Specific Purposes). Research on the influence of translanguaging in the context of discipline-specific learning is also necessary, to explore the best strategies in overcoming language barriers and improving student understanding.

Student-centered classroom practices, which actively integrate multiple languages, can help create a more well-rounded and enjoyable learning experience. Educators, at the same time, need to be given the opportunity to continue to develop their skills in using a multilingual approach through

continuous training and sharing experiences between fellow teachers. With ever-evolving research and adaptive practices, the future of multilingual pedagogy will increasingly provide relevant solutions to meet the challenges of education in this era of globalization.

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CHAPTER 10

CHALLENGES AND BARRIERS IN THE IMPLEMENTATION OF MULTILINGUAL PEDAGOGY

By Adi F. Mahmud

10.1 Introduction

10.1.1 Brief Overview of Multilingual Pedagogy

Multilingual pedagogy defines an instructional method that actively integrates multiple languages into the educational framework. This educational approach aims to acknowledge and affirm students' linguistic repertoires, using them as assets for learning instead of viewing them as impediments to academic achievement. In contrast to conventional monolingual teaching paradigms prioritizing the sole use of a dominant or official language, multilingual Education corresponds with sociolinguistic realities where individuals navigate several language systems (Garcia & Wei, 2014).

Multilingual teaching is significantly informed by theories like translanguaging, which posits that bilingual or multilingual individuals utilize an integrated linguistic system rather than segregating their languages (Creese & Blackledge, 2010). This method allows students to use their linguistic abilities to acquire content knowledge. It promotes inclusive learning settings, particularly in linguistically diverse situations like Indonesia.

In practice, multilingual pedagogy may encompass adaptable language utilization in the classroom, bilingual instructional resources, and incorporating students' native or heritage languages to facilitate acquiring a second or third language. The method prioritizes culturally sensitive pedagogy and aims to dismantle linguistic hierarchies that exclude speakers of minority languages. Hornberger and Link (2012) contend that multilingual pedagogy "creates ideological and

implementational opportunities" for egalitarian language instruction, especially in postcolonial, multilingual contexts.

Due to the rising worldwide mobility and transnational movement of individuals, multilingualism has become a standard rather than an anomaly in numerous educational environments. The execution of multilingual Education frequently encounters obstacles due to inflexible language policies, insufficient teacher readiness, and entrenched monolingual ideas. Confronting these difficulties is essential for establishing equal and inclusive educational settings.

10.1.2 Importance of Multilingual Education in Diverse Linguistic Contexts

In linguistically diverse nations like Indonesia, where numerous regional languages thrive alongside Bahasa Indonesia and international languages such as English, multilingual Education is an essential human right. Multilingual Education fosters cognitive and linguistic advancement while facilitating students' identity development and sociocultural integration (UNESCO, 2019). It is essential in promoting educational fairness and social inclusion, especially for pupils from indigenous or minority language backgrounds.

Research indicates that incorporating students' home languages into Education improves their academic performance, self-assurance, and engagement (Heugh, 2011). Furthermore, multilingual Education fosters metalinguistic awareness and enhances problem-solving abilities, as pupils learn to maneuver between languages and cultural contexts (Bialystok, 2001). This is particularly advantageous in equipping students with the requirements of a globalized workforce, where bilingual skills are increasingly esteemed.

In Southeast Asia, multilingual Education safeguards against language extinction and cultural degradation. Kosonen (2013) observed that Education conducted solely in national or dominant languages can marginalize speakers of minority languages, leading to increased dropout rates and disengagement. Multilingual Education enables learners to access knowledge in a comprehensible language while

progressively mastering national or international languages. This additive model of language acquisition is educationally valid and socially equitable.

Implementing multilingual Education demands more than mere curriculum reform; it involves a comprehensive systemic transformation encompassing teacher training, assessment reconfiguration, and community engagement. A persistent and context-sensitive approach is essential for multilingual pedagogy to realize its potential for inclusive and transformative Education.

10.1.3 Purpose and Structure of the Chapter

This chapter intends to examine the diverse issues and obstacles faced in executing multilingual pedagogy, specifically within educational environments in Indonesia and similar multilingual contexts. It employs a critical lens that recognizes both practical and institutional challenges while also examining the ideological and socio-political influences that drive language education policies and practices.

The discourse commences with a conceptual overview of multilingual pedagogy, emphasizing its theoretical underpinnings and significance in modern Education. This is succeeded by analyzing structural and institutional obstacles, encompassing language policies, curricular limitations, and standardized exams that frequently favour monolingual standards. The chapter subsequently examines teacher-related obstacles, including insufficient training, attitudinal biases, and restricted linguistic competence that impede the implementation of multilingual strategies.

Pedagogical concerns are examined: the lack of multilingual teaching resources, assessment-related issues, and classroom management in linguistically diverse settings. The chapter additionally examines student-centred concerns such as gaps in language competency, identity negotiation, and socioeconomic factors influencing language acquisition. This is supplemented by examining sociocultural and ideological obstacles, including linguistic hierarchies, stigma, and opposition to minority languages.

Technological and logistical limitations are also considered, especially in underfunded schools and rural areas. To anchor the conversation, chosen case studies and empirical facts are provided to exemplify real-world experiences with multilingual pedagogy. The chapter finishes with strategic proposals to address identified impediments intended to inform policymakers, educators, and stakeholders dedicated to inclusive and linguistically responsive Education. This chapter delineates the existing multilingual pedagogy framework while advocating for practical reforms to achieve equal Education in multilingual communities.

10.2 Conceptual Framework

10.2.1 Definition and scope of multilingual pedagogy

Multilingual pedagogy is a systematic educational method that utilizes students' linguistic assets to improve learning, promote inclusivity, and facilitate academic success in several languages. The global educational landscape is increasingly transitioning to multilingual classrooms, particularly in postcolonial and linguistically diverse countries like Indonesia, necessitating the urgent development of effective pedagogical frameworks to address these realities (García & Wei, 2014).

Historically, language teaching approaches have functioned inside monolingual frameworks, utilizing a single language as the exclusive medium of instruction. This technique frequently fails to represent the linguistic realities of learners who use numerous languages daily. Multilingual teaching contests this standard by recognizing language diversity not as an issue to be addressed but as a valuable asset to be leveraged (Cummins, 2000; García, 2009). This paradigm encourages the incorporation of several languages in educational practices, enabling students to utilize their complete linguistic resources for comprehension, analytical reasoning, and identity development.

Multilingual pedagogy includes several techniques, such as translanguageing, code-switching, cross-linguistic

comparisons, multilingual texts and resources, and incorporating students' native languages in classroom discourse. These techniques seek to validate students' linguistic identities and enhance academic performance by rendering instruction more accessible and culturally attuned (Hornberger & Link, 2012).

The domain of multilingual pedagogy encompasses more than mere language acquisition; it influences subject-specific instruction, curriculum design, educator training, and educational policy. In multilingual cultures like Indonesia, where numerous indigenous languages exist alongside national and foreign languages, multilingual teaching fosters equity, social cohesion, and cultural preservation (Lauder, 2008). Successful implementation necessitates a reconceptualization of pedagogical procedures, resources, and evaluations to facilitate dynamic language utilization.

Furthermore, multilingual pedagogy is not a universal solution. It must be attuned to local linguistic ecologies, power dynamics among languages, and the objectives of the educational system. In circumstances where English is taught as a foreign language (EFL), multilingual techniques may entail juxtaposing English with the national language (Bahasa Indonesia) and students' local languages to augment comprehension and engagement (Widodo, 2016).

In summary, multilingual pedagogy signifies a transition from subtractive to additive language instruction, wherein all languages within a learner's repertoire are regarded as significant assets. It corresponds with overarching educational objectives of inclusion, equity, and respect for language human rights (Skutnabb-Kangas, 2000), presenting a hopeful trajectory for linguistically diverse classrooms globally.

10.2.2 Theoretical Underpinnings of Multilingual Pedagogy

The theoretical basis of multilingual Education is derived from various complementary frameworks that highlight the social, cognitive, and identity-related aspects of language acquisition. Three of the most significant theoretical frameworks

are Cummins' Interdependence Hypothesis, Translanguaging Theory, and sociocultural Sociocultural Theory.

Cummins' Interdependence Hypothesis (1979; 2000) asserts that competency in a second language (L2) is significantly contingent upon the level of proficiency in the first language (L1). This theory posits that abilities acquired in the first language (L1) can be transferred to the second language (L2) given adequate exposure and motivation. This hypothesis contested the belief that employing multiple languages in the classroom would perplex learners or impede L2 learning. Cummins contends that cognitive and academic talents are not confined to a single language but are interrelated across multiple languages. Consequently, preserving and advancing the L1 can significantly improve L2 learning outcomes, particularly in cognitively challenging activities (Cummins, 2000).

Translanguaging Theory, proposed by García and associates (García & Wei, 2014), expands upon Cummins' research and provides a more radical redefinition of bilingualism. Translanguaging perceives language use as fluid and dynamic rather than as distinct systems. Students utilize a cohesive verbal repertoire to derive meaning, address challenges, and articulate identity. Translanguaging pedagogies in classrooms permit students to alternate between languages for reading, writing, conversation, and reflection, facilitating enhanced learning and greater involvement. A student may read a material in English, debate it in Bahasa Indonesia, and compose a summary utilizing both languages—practices that mirror authentic language application.

Sociocultural Sociocultural Theory, based on Vygotsky's work (1978), highlights the social aspect of learning and the mediating function of language in cognitive advancement. Language serves not just as a means of communication but also as a fundamental mechanism for internalizing knowledge. This theory advocates for using various languages as instruments for scaffolding, peer interaction, and meaning negotiation in multilingual contexts. Encouraging learners to utilize their native languages in conjunction with the language of instruction

enhances their comprehension and facilitates greater engagement in the educational process (Walqui, 2006).

These theoretical ideas jointly advocate for a pedagogical transition from monolingual instruction to multilingual participation. They assert that utilizing pupils' complete linguistic repertoires promotes—rather than hinders—academic advancement. Moreover, they emphasize the significance of teacher awareness and reflexivity in executing such pedagogies. Educators must comprehend language's cognitive, social, and cultural roles to provide significant multilingual learning experiences.

These views contest dominant ideologies that link language purity to academic rigour. They advocate for pedagogies that affirm linguistic hybridity and honour linguistic diversity as essential to learning and identity. In doing so, they establish a robust theoretical foundation for promoting multilingual pedagogy as both an educational and societal necessity.

10.2.3 Multilingualism in the Context of Language Education Policy in Indonesia and Beyond

In multilingual nations such as Indonesia, language education regulations significantly influence the facilitation or limitation of multilingual pedagogies. Indonesia hosts around 700 indigenous languages; nonetheless, Bahasa Indonesia serves as the official language and primary teaching medium at all educational levels (Sneddon, 2003). This program promotes national unity but has resulted in the marginalization of local languages, many of which face the risk of extinction.

Indonesia's existing language-in-education policy emphasizes the use of Bahasa Indonesia across all courses, with English introduced as a foreign language beginning in secondary Education. Local languages are used peripherally in the curriculum and frequently assigned to recreational or elective subjects (Lauder, 2008). Such strategies exemplify a subtractive multilingual strategy, wherein acquiring national or global languages undermines the preservation of minority languages.

This policy stance is not exclusive to Indonesia. Numerous postcolonial nations have analogous frameworks prioritizing one or two official languages for nation-building or economic advancement. Recent global dialogues around linguistic human rights and sustainable development have highlighted the necessity for inclusive and pluralistic language policies (UNESCO, 2016). These discourses promote mother-tongue-based Multilingual Education (MTB-MLE), which facilitates initial literacy in the learner's native language prior to moving to national and global languages.

Data from nations such as the Philippines, Ethiopia, and Nepal indicates that MTB-MLE can enhance educational achievements, decrease dropout rates, and cultivate favourable attitudes toward schooling (Ball, 2011). Nevertheless, execution continues to be difficult owing to political, logistical, and ideological obstacles. Although there are pilot projects and local initiatives advocating for multilingual Education in Indonesia, the national-scale institutionalization is still constrained.

The worldwide landscape of multilingualism is influenced by the increasing prevalence of English as a universal lingua franca. This has resulted in contradictions between advocating for English to enhance global competitiveness and safeguarding linguistic diversity. In numerous EFL environments, educators face pressure to implement English-only policies, which contradict multilingual pedagogical strategies that advocate for the strategic utilization of L1 and additional languages.

Educational policies must transcend mere symbolic acknowledgment of language diversity and allocate resources for teacher training, materials development, and community involvement to foster substantive multilingual pedagogy. Language education policy must also align with the overarching objectives of equity, inclusivity, and cultural sustainability.

10.3 Structural and Institutional Challenges

The execution of multilingual pedagogy encounters numerous structural and institutional obstacles that hinder its

efficacy and sustainability. These obstacles are frequently integrated within more considerable systemic challenges, including national language rules, inflexible curricular structures, inadequate institutional support, and limitations imposed by standardized evaluations. Comprehending these problems is crucial for developing effective multilingual education practices in many contexts, especially within linguistically diverse yet politically centralized education systems such as Indonesia.

10.3.1 National Language Policies and Their Implications

National language policies are crucial in influencing the educational framework, frequently dictating which languages receive emphasis and which are relegated. In numerous multilingual countries, such as Indonesia, language policy frequently prioritizes a singular national language—Bahasa Indonesia—often to the detriment of regional and indigenous languages. Promoting a national language can enhance national unity and socio-political cohesion, but it may also suppress linguistic variety and undermine minority languages in educational settings (Lauder, 2008; Cohn & Ravindranath, 2014).

Prioritizing a sole national language in educational institutions may foster a monolingual bias in curriculum development and pedagogical practices. This may deter the utilization of students' native languages despite research demonstrating that mother tongue-based instruction can substantially improve cognitive development and academic performance (UNESCO, 2003; Heugh, 2011). Furthermore, top-down language policies frequently exhibit insensitivity to local linguistic ecologies, resulting in discrepancies between policy rhetoric and classroom realities. This dissonance undermines the inclusive and egalitarian Education objectives advocated in global education agendas, including Sustainable Development Goal 4 (UNESCO, 2015).

10.3.2 Curriculum Constraints and Monolingual Orientations

A significant structural impediment to multilingual Education resides in the curriculum, which frequently embodies monolingual ideals. In several nations, especially in postcolonial settings, curricula are predominantly centralized and standardized, restricting opportunities for adaptation to local linguistic requirements (Hornberger, 2009). In Indonesia, the national curriculum designates Bahasa Indonesia as the principal medium of instruction. At the same time, English is introduced as a foreign language and Indigenous languages are limited to optional or extracurricular subjects.

This monolingual approach limits educators' capacity to incorporate several languages in pedagogically significant manners. Furthermore, curricular texts seldom offer direction on implementing multilingual strategies, leading to ambiguity and inconsistency in reality (Widodo, 2016). Educators seeking to implement translanguaging or other multilingual methodologies frequently do so without institutional backing or explicit curricular guidelines, jeopardizing themselves to professional censure or administrative sanctions.

The prevalence of a monolingual curriculum influences the creation of teaching materials and textbooks, which are frequently issued solely in the dominant language(s). This limits access to content for students lacking complete proficiency in the language of instruction, resulting in diminished engagement and accomplishment among linguistically diverse learners (Garcia & Wei, 2014). Thus, the monolingual curriculum serves as both an indicator and a sustainer of systemic inequalities within the educational framework.

10.3.3 Lack of Institutional Support for Multilingual Education

Institutional support is essential for the effective execution of multilingual pedagogy. Many educational institutions, especially public schools in resource-limited environments, lack the vision, infrastructure, and human resources required to maintain multilingual practices. The

absence of institutional commitment is evident in multiple aspects: insufficient teacher training in multilingual methodologies, restricted access to multilingual resources, and a scarcity of leadership promoting linguistic inclusivity (Benson, 2013; Spolsky, 2004).

A major institutional shortcoming exists in teacher preparation programs, which often do not adequately provide educators with the necessary theoretical and practical expertise to manage multilingual classrooms. Pre-service and in-service training generally emphasize monolingual approaches, frequently corresponding with national assessment systems or predominant global languages, such as English (Holliday, 2005). Consequently, educators commence their careers inadequately equipped to confront the linguistic dynamics of their classrooms, resulting in dissatisfaction and ineffective teaching practices.

Moreover, educational leadership—both in schools and at the policy level—frequently exhibits a deficiency in awareness or a reluctance to advocate for multilingual Education. School administrators may view multilingual Education as an extra burden rather than a pedagogical advantage, especially when confronted with performance objectives linked to monolingual standardized evaluations. This institutional indifference disheartens educators and conveys implicit messages that multilingualism is undervalued in formal Education despite the linguistic diversity of the populations they serve (Taylor-Leech & Benson, 2017).

10.3.4 Standardized Testing and Assessment Limitations

Assessment frameworks present considerable obstacles to the execution of multilingual teaching. Standardized assessments, frequently employed to evaluate academic achievement and institutional efficacy, are generally constructed in a predominant language. In Indonesia, national examinations are conducted solely in Bahasa Indonesia, with few provisions for pupils fluent in regional or minority languages (Setiono et al., 2021). This establishes an unequal testing environment for kids in remote or ethnolinguistically varied areas.

The focus on monolingual standardized testing influences teaching practices, forcing educators to emphasize the language of assessment above other linguistic resources in the classroom (Shohamy, 2001). This dynamic not only restricts instructional attention but also undermines the legitimacy of students' native languages, so perpetuating linguistic hierarchies and deficit perceptions.

Furthermore, the absence of culturally and linguistically appropriate evaluation instruments diminishes instructors' capacity to effectively evaluate student development in multilingual environments. Alternative assessment methodologies, including portfolio assessment, formative evaluation, and dynamic assessment, are infrequently integrated into national evaluation frameworks, despite their demonstrated efficacy in assessing the skills of multilingual learners (Looney & Cumming, 2019). The persistent dependence on inflexible, language-specific assessment frameworks obstructs educational innovation and perpetuates systemic discrimination.

In summary, the structural and institutional obstacles confronting multilingual teaching are rooted in national language ideologies, monolingual curriculum frameworks, inadequate institutional support, and exclusionary assessment processes. Overcoming these obstacles necessitates a comprehensive transformation that transcends interventions at the classroom level. Policymakers, educators, and institutional leaders must collaborate to formulate policies and practices that acknowledge and utilize learners' linguistic diversity. Only then can multilingual pedagogy be implemented successfully and equitably across educational environments.

10.4 Teacher-Related Barriers

A significant challenge in executing multilingual pedagogy pertains to the preparedness and capability of educators. Educators are pivotal in executing pedagogical strategies, although they frequently face obstacles from inadequate training, personal convictions, language barriers, and insufficient professional development opportunities.

Teacher-related obstacles substantially affect the efficacy of multilingual Education in practice.

Firstly, numerous instructors possess insufficient training in multilingual approaches. Many educational systems persist in promoting monolingual methodologies within teacher education programs, often favouring the national or official language as the principal medium of instruction. Consequently, educators enter the classroom with restricted pedagogical resources to incorporate various languages into their instructional methodologies. García and Wei (2014) assert that multilingual pedagogy necessitates specialized knowledge and skills beyond ordinary teaching competencies, including strategies for translanguaging, scaffolding across languages, and fostering linguistic awareness. The lack of formal training in these domains renders educators inadequately prepared to address the linguistic requirements of their varied students.

Secondly, educators' opinions and attitudes toward multilingualism can mirror broader cultural ideologies favouring specific languages. Such attitudes may result in opposition or hesitance towards adopting multilingual practices. Some educators may view bilingual Education as a potential danger to national unity or as a pedagogical concession undermining academic standards (Hornberger & Johnson, 2007). Adverse opinions of minority languages may dissuade educators from integrating them into their curricula, notwithstanding students' proficiency in those languages. Such attitudes are sometimes influenced by prevailing language ideologies that associate linguistic uniformity with efficiency and organization.

Aside from attitudinal obstacles, numerous educators grapple with their linguistic proficiency and self-assurance in managing multiple languages in the classroom. In areas where educators are monolingual or solely skilled in the national language, overseeing a multilingual classroom might elicit fear and ambiguity. Educators may feel inadequate to address pupils who speak different languages or evaluate learning outcomes across several linguistic areas. This deficiency in confidence obstructs the adoption of flexible, inclusive language practices. It

may result in a strict monolingual perspective, even within multilingual contexts (Creese & Blackledge, 2010).

The lack of ongoing professional growth and regular training in multilingual Education intensifies the problem. Despite including multilingual awareness in early teacher preparation, the absence of continuous support may lead educators to revert to established monolingual practices. Professional learning groups, workshops, and mentorship opportunities are vital for assisting educators in enhancing their methodologies and exchanging experiences. Taylor and Snoddon (2020) assert that systematic investment in teacher development is essential for effectively executing inclusive language education strategies.

In conclusion, teacher-related obstacles present considerable impediments to multilingual Education. Addressing these issues necessitates reforming teacher education curricula and institutional support mechanisms that enable teachers to engage confidently and critically in multilingual activities.

10.5 Pedagogical Challenges

The application of multilingual pedagogy in linguistically varied classrooms presents substantial pedagogical obstacles that considerably affect the efficacy of instruction and learning. A significant challenge is the creation of suitable and inclusive educational resources for multilingual classrooms. Conventional educational resources are typically created for a monolingual audience, predominantly in the prevailing national or international language, thereby marginalizing pupils whose primary languages diverge from the language of teaching. García and Wei (2014) contend that the absence of real, culturally pertinent, and linguistically inclusive materials obstructs the advancement of equal learning possibilities.

Educators in under-resourced environments may lack the capability or institutional backing to develop resources representing their pupils' cultural and linguistic diversity (Ball, 2011). Furthermore, the lack of policy-driven incentives and frameworks for developing multilingual materials hinders

innovation and adaptation, restricting students' engagement and affirmation of identity in the classroom (Benson, 2013). The challenge of materials is exacerbated by the issue of classroom management in linguistically diverse environments. Educators in multilingual classrooms must manage a complicated linguistic landscape where students exhibit diverse skill levels in many languages, which may result in communication failures, disengagement, and unequal participation.

Kirsch (2020) states that overseeing a multilingual classroom requires significant linguistic awareness, intercultural competence, and pedagogical flexibility. Educators must equitably incorporate students' native languages with the target teaching language, ensuring neither group feels marginalized and avoids reinforcing linguistic hierarchies. This balancing endeavour often necessitates impromptu translanguaging tactics, which, while pedagogically advantageous (Creese & Blackledge, 2010), are often misinterpreted or dissuaded in formal educational settings. Furthermore, maintaining discipline and classroom order might become more difficult when students possess varying proficiency levels in the instructional language, resulting in possible misinterpretations of instructor directives or peer communications (Heugh, 2011). In these instances, educators serve as language facilitators and cultural mediators tasked with establishing an inclusive and secure linguistic environment for all students.

Evaluation in bilingual environments constitutes a notable educational challenge. Traditional evaluation frameworks generally emphasize monolingual proficiency, usually in the national or official language, neglecting to reflect multilingual pupils' complete linguistic range and academic capabilities. Shohamy (2011) asserts that tests that overlook children's multilingual abilities may result in inaccurate evaluations of learning results and sustain linguistic inequities. A student who comprehends a notion in their native language but cannot express it in the language of assessment may be unjustly evaluated as underperforming. This issue is intensified by standardized examination systems, which provide no

flexibility for multilingual expression or contextual modification (Cummins, 2000). Consequently, multilingual learners frequently encounter disadvantages, and their cognitive and language strengths are inadequately leveraged in the assessment process. Educators also encounter challenges in creating and executing examinations integrating translanguaging procedures or evaluating content understanding independently of language skills. Without suitable training or evaluation instruments, educators may resort to monolingual standards that do not accurately represent their students' genuine learning.

The restricted availability of multilingual teaching resources is a continual obstacle that hinders pedagogical efficacy. Despite the growing acknowledgement of the significance of multilingual Education, there is still a scarcity of accessible, high-quality teaching materials in various languages, especially in minority or Indigenous languages. UNESCO (2016) emphasizes the worldwide inequity in educational resources among languages, indicating that most materials are produced in a limited number of predominant languages. Despite its extensive linguistic diversity of over 700 languages in Indonesia, most educational resources are available in Bahasa Indonesia or English, with scant provision for indigenous languages (Lauder, 2008).

The digital divide exacerbates access to multilingual resources, especially in rural or under-resourced regions where internet connectivity and technological infrastructure are deficient. Despite the availability of digital tools, such as multilingual dictionaries and online platforms, they frequently lack alignment with local curricula or educational objectives (Trudell & Piper, 2014). Educators may possess insufficient digital literacy or institutional support to successfully incorporate these tools into their pedagogical practices, diminishing the potential advantages of technology-enhanced multilingual Education.

In summary, multilingual Education's pedagogical challenges are intricately linked and grounded in overarching institutional, ideological, and infrastructural concerns. The

absence of inclusive materials diminishes culturally responsive teaching; challenges in classroom management indicate a deficiency in professional development and institutional support; assessment practices are rooted in monolingual ideologies; and the lack of multilingual resources underscores persistent inequities in educational provision.

Confronting these problems necessitates a comprehensive strategy encompassing policy reforms, investment in educator training, curriculum innovation, and partnership with communities to create linguistically and culturally pertinent teaching resources jointly. Hornberger and Johnson (2007) assert that effective multilingual Education should be based on ecological concepts that acknowledge the dynamic interaction among language, pedagogy, and sociopolitical situations. Without such initiatives, multilingual pedagogy may devolve into a noble yet unactualized aspiration within modern educational frameworks.

10.6 Student-Centered Challenges

A significant issue in implementing multilingual teaching is the intricate set of student-centred obstacles, especially those concerning individual linguistic proficiency, socio-emotional identity, socioeconomic situation, and cultural perceptions of language variety. Language proficiency disparities among pupils can substantially impede the efficacy of multilingual instruction. In linguistically diverse classrooms, students frequently possess differing degrees of skill in the instructional languages, resulting in inconsistent participation, comprehension challenges, and heightened anxiety. García and Kleyn (2016) observe that multilingual classrooms inevitably exhibit "unequal linguistic capital," influencing students to assert themselves or retreat based on their proficiency in the dominant or target languages.

These gaps may intensify when learners lack enough assistance through scaffolding tactics or customized instruction, compromising the equity objectives of multilingual pedagogy (Cummins, 2017).

Furthermore, identity conflicts and linguistic insecurity significantly influence students' involvement in bilingual Education. Language is intricately connected to individual identity and belonging; hence, students from minority linguistic origins may encounter internal conflict when their native languages are devalued or omitted in official educational environments. This marginalization frequently results in a perception of linguistic inferiority, undermining learners' confidence and motivation to utilize their heritage languages in academic settings (Heugh, 2011). Norton (2013) asserts that identity is not static but is perpetually negotiated through linguistic activities.

When institutional norms promote monolingualism or highlight specific languages, pupils may internalize a hierarchy of linguistic worth, resulting in disengagement or demands to assimilate. In Indonesia, the emphasis on Bahasa Indonesia and English frequently relegates regional or indigenous languages to a subordinate status, leading students to hesitate in using their mother tongues due to concerns about being perceived as "less educated" (Lauder, 2008).

Moreover, socioeconomic inequalities profoundly influence language exposure, availability of educational resources, and access to multilingual assistance. Students from low-income homes frequently encounter restricted access to books, digital resources, and multilingual enrichment activities, which impedes their capacity to cultivate literacy in many languages. Skutnabb-Kangas and McCarty (2008) assert that insufficient linguistic input at home and in the community, particularly in minority languages, exacerbates educational inequality and hinders the advancement of additive bilingualism. Additionally, affluent pupils are more inclined to enrol in institutions with better-trained educators, a more enriched linguistic atmosphere, and more extensive language curricula, exacerbating the proficiency and achievement disparity. In Indonesia, where educational access and quality differ markedly between urban and rural regions, socioeconomic class is a crucial factor influencing students' ability to benefit from multilingual pedagogy (Rahmawati & Puspitasari, 2021).

Many students ultimately resist incorporating minority or heritage languages in the classroom, frequently mirroring broader cultural language beliefs. This reluctance may arise from the perception that minority languages are less "utilitarian" or "prestigious" than global languages like English. Hornberger (2009) contends that educational systems frequently perpetuate societal attitudes favouring specific languages, leading learners to internalize these biases. Consequently, students may view instruction in minority languages as an impediment to their academic and professional ambitions, particularly when educational achievement is closely associated with competency in English.

Moreover, peer pressure and media influence exacerbate the stigmatization of minority language usage. This leads to instances when students face mockery or ostracism for employing their native languages in public or academic contexts (Tupas, 2015). This resistance may not always be explicit; it can appear quietly through avoidance, disengagement, or code-switching behaviours that favour predominant languages. The lack of observable institutional endorsement for minority languages may perpetuate this trend, resulting in incremental language erosion and identity weakening.

Multilingual education programs must implement a comprehensive and equity-focused strategy to tackle these student-centred difficulties. Culturally responsive pedagogy, translanguaging approaches, and inclusive curriculum design can effectively address proficiency disparities and validate students' language identities. Furthermore, engaging families and communities in language acquisition processes might enhance intergenerational transmission and mitigate the stigma associated with minority languages (Creese & Blackledge, 2010). Absent intentional and continuous efforts to identify and mitigate these student-centred obstacles, the potential of multilingual teaching to advance linguistic justice and educational inclusion may remain unrealized.

10.7 Sociocultural and Ideological Barriers

A major obstacle in implementing multilingual pedagogy is the sociocultural and ideological constraints that affect language teaching practices, frequently perpetuating linguistic inequities and hindering inclusive educational objectives. Established language hierarchies and prevailing language ideologies that favour specific languages—usually linked to political, economic, or global influence—are at the core of these obstacles while sidelining others. In numerous postcolonial cultures, such as Indonesia, hierarchies are evident in the prioritization of national and global languages (e.g., Bahasa Indonesia and English) over local or indigenous languages, resulting in what Bourdieu (1991) describes as the “symbolic domination” of languages.

This linguistic valorization supports a monocentric language instruction approach that diminishes multilingual competencies and neglects pupils' diverse linguistic repertoires. Prevailing language ideologies frequently assert that proficiency in standardized national or global languages correlates with social and economic advancement, consequently relegating minority languages to a status of obsolescence or diminished utility (Makoni & Pennycook, 2007). These attitudes are ingrained in educational frameworks, curricula, and evaluation systems, dissuading educators and learners from participating in multilingual practices.

The stigmatization of minority and indigenous languages, pervasive in numerous educational and social situations, is closely linked to these ideas. Speakers of these languages frequently encounter linguistic discrimination, regarded as less educated, less capable, or even regressive (Skutnabb-Kangas, 2000). This stigmatization results in language shift and loss, as families and communities may deliberately forsake their heritage languages in favour of ones perceived as more prestigious or economically advantageous. In Indonesia, regional languages, including Javanese, Sundanese, and Papuan languages, have experienced a decline in intergenerational transmission, particularly in urban regions where the

prevalence of Bahasa Indonesia is more significant (Cohn & Ravindranath, 2014). The consequences of linguistic marginalization are significant, leading to the deterioration of cultural identity and epistemological diversity and denying learners the cognitive and scholastic advantages of bilingualism and multilingualism (García & Wei, 2014).

Furthermore, parental and societal expectations significantly influence attitudes toward multilingual Education, serving as either facilitators or obstacles based on their beliefs of language utility. Parents who equate success with mastery of national or international languages may oppose multilingual strategies, particularly those that include non-dominant or minority languages (King & Fogle, 2013). This opposition often stems from socioeconomic factors, where the aspiration for children to attain superior education and employment prospects results in the prioritization of dominant languages. In multilingual settings such as Indonesia, several parents perceive incorporating local languages in Education as a hindrance to acquiring "useful" languages, thereby jeopardizing educational initiatives that advocate for linguistic inclusivity. Educators frequently navigate the tension between fostering multilingual awareness and addressing community pressures for conformity to prevailing language standards. Without community involvement and awareness initiatives, such assumptions may endure and obstruct the broader acceptance of multilingual teaching.

The media and public perceptions substantially enhance the intricacy of linguistic prestige beliefs. Mass media, encompassing both traditional and digital forms, sometimes perpetuates the dominance of specific languages by disproportionately highlighting them in news broadcasts, ads, entertainment, and social media platforms. In Indonesia, national and international media predominantly promote Bahasa Indonesia and English, fostering a linguistic landscape in which these languages are perceived as more advantageous and globally pertinent (Zentz, 2016). The underrepresentation of minority languages in media reduces their exposure. It fosters the notion that they are less modern or sophisticated. This

disparity in media representation perpetuates established language hierarchies and further shapes social perceptions of language use, particularly among younger generations who are extensively exposed to digital content. The prestige associated with global languages, frequently conveyed through Western cultural products, drives language shift and influences learners' expectations, complicating schools' efforts to see local languages equally valuable in instructional discourse.

In summary, sociocultural and ideological obstacles to multilingual Education are fundamentally entrenched in power dynamics and historical legacies perpetuating linguistic disparities. These obstacles arise from language hierarchies and ideologies that denigrate minority languages, stigmatize their speakers, and portray linguistic variety as an impediment rather than an asset. Parental expectations and media impact exacerbate these issues, moulding linguistic attitudes and educational decisions in ways that frequently diverge from the objectives of inclusive and equitable language education.

Overcoming these obstacles necessitates a thorough analysis of the socio-political frameworks that dictate language policy and practice, in conjunction with ongoing initiatives to alter public attitudes and advocate for the significance of all languages. Initiatives that integrate community perspectives, honour linguistic variety, and contest prevailing language ideologies are crucial for successfully executing multilingual pedagogy. Hornberger (2005) posits in her "continua of biliteracy" concept that effective bilingual Education must address and adapt to social dynamics, ensuring that language planning and pedagogy align with the actual experiences of learners.

10.8 Technological and Logistical Constraints

A significant barrier to implementing multilingual pedagogy, especially in developing nations like Indonesia, is the technological and logistical limitations that obstruct fair access to high-quality multilingual Education. A critical problem is the restricted availability of technology that facilitates multilingual

Education, particularly in underserved areas. Despite the potential of digital technology to overcome linguistic divides and promote inclusive pedagogy, its accessibility is inconsistent. In numerous rural or underprivileged populations, access to vital technological infrastructure—such as computers, internet connectivity, and multimedia tools—is significantly limited (Warschauer, 2011; UNESCO, 2020).

The digital gap disproportionately impacts children from low-income households and rural regions, intensifying educational disparities and hindering the execution of successful multilingual strategies. Karamti (2016) asserts that technological inequality frequently reflects wider socioeconomic differences, complicating educators' efforts to implement technology-enhanced language learning strategies in multilingual classrooms. Furthermore, even when basic technology is accessible, it often proves insufficient for addressing the intricate requirements of multilingual instruction, which necessitates more than just access to gadgets.

In addition to access, another layer of complexity is the insufficiency of digital tools and platforms that are authentically bilingual and culturally attuned. Numerous educational technologies, such as learning management systems, language acquisition applications, and electronic textbooks, are primarily tailored for monolingual users or predominantly serve major global languages like English, Mandarin, or Spanish. This deficiency in linguistic inclusion marginalizes minority and Indigenous languages. It undermines instructional practices such as translanguaging and code-switching, essential in multilingual contexts (Garcia & Wei, 2014). Even when tools are offered in other languages, the translations frequently remain superficial, devoid of cultural contextualization or pedagogical congruence with the learners' requirements. Vavoula et al. (2009) emphasize that numerous educational software products neglect the sociolinguistic reality of learners, frequently supposing a linear and additive model of language acquisition instead of a dynamic, integrated process.

Consequently, educators and learners are compelled to utilize techniques that fail to address the multilingual dynamics

of their classrooms, thus compromising the objectives of inclusive pedagogy.

Alongside technological obstacles, logistical issues of infrastructure further hinder the effective implementation of multilingual Education. Rural and underfunded schools sometimes lack hardware, dependable electricity, adequate classroom space, and essential facilities such as language laboratories or audio-visual technology. These constraints considerably impact the quality of language learning, particularly when educational materials or activities depend on multimodal input and interaction (Tondeur et al., 2017).

In Indonesia, there are significant disparities between urban and rural schools; urban institutions may have access to ICT resources and teacher training programs, whereas rural schools frequently function with scant resources and limited professional development opportunities (Zhang & Aikman, 2007). The infrastructural deficiencies impose a dual burden on educators in multilingual classrooms, compelling them to manage both educational intricacies and resource shortages. Additionally, logistical challenges encompass inadequate maintenance of current technology and insufficient technical assistance, resulting in frequent disruptions that dissuade educators from integrating digital tools into their language instruction methodologies (Buabeng-Andoh, 2012). Without regular and contextually relevant support, even the most well-meaning multilingual teaching practices may fail due to logistical failures.

The lack of systemic policy frameworks and investment strategies that emphasize the incorporation of technology into bilingual Education exacerbates these issues. National and regional educational strategies frequently highlight digital literacy or ICT implementation broadly, neglecting the intersection of these technologies with language acquisition in multilingual settings (Trucano, 2015). Consequently, educational technology is often applied uniformly, never accommodating local communities' language diversity and pedagogical requirements. For instance, initiatives such as providing tablets or computers to students—though commendable—often neglect

to incorporate content in regional or indigenous languages, thus perpetuating linguistic hierarchies and discriminatory practices (Chigona et al., 2010). This not only restricts the educational involvement of pupils who speak minority languages but also indicates a deficiency in institutional dedication to maintaining linguistic variety using contemporary pedagogical methods. Conversely, effective multilingual digital initiatives in nations such as India and South Africa have shown that localized, multilingual content, combined with educator training and infrastructure investment, can markedly improve learning outcomes and foster linguistic inclusion (Prinsloo & Krause, 2019).

To overcome these technological and logistical limitations, educational policymakers, school administrators, and curriculum designers must embrace a more comprehensive and equity-focused strategy. Initially, there must be continuous investment in technical infrastructure, especially in underprivileged regions, to guarantee that all learners possess the requisite tools for interacting with multilingual content. Secondly, software developers and educational content makers should engage with linguists and local educators to create linguistically inclusive and culturally pertinent platforms rather than depending on cursory translation. Third, teacher training programs must be reformed to include digital pedagogy within the framework of multilingual Education, allowing educators to utilize technology successfully without excessive dependence on monolingual assumptions.

Ultimately, continuous monitoring, maintenance, and technical support procedures must be implemented to guarantee the sustainability of technology instruments throughout various educational settings. Warschauer (2003) contends, "Access to technology encompasses not only the physical presence of devices but also the requisite skills, content, and social support that facilitate meaningful utilization." Therefore, an integrated and inclusive strategy is essential to effectively overcome technological and logistical obstacles to multilingual teaching, facilitating more equitable and culturally sensitive Education.

10.9 Strategies for Overcoming Barriers

Addressing the complex barriers to implementing multilingual pedagogy requires a comprehensive and sustainable approach that includes policy reform, professional development, pedagogical innovation, and community engagement. At the policy level, governments and educational authorities must acknowledge the sociolinguistic reality of their communities and integrate multilingual Education as a core element of national education plans. Garcia and Wei (2014) assert that language policies favouring monolingual norms diminish linguistic variety and intensify disparities in educational access. Consequently, policy proposals should endorse a rights-based language acquisition framework that includes safeguarding and advancing minority and indigenous languages (UNESCO, 2019).

These policies ought to promote the utilization of native languages in early Education, facilitate the recruitment of bilingual educators, and guarantee the availability of multilingual instructional resources. The advocacy of educational leaders, NGOs, and linguistically marginalized populations is essential for promoting this shift and ensuring government accountability for inequitable language planning (May 2017). Alongside legislative reform, educators' professional development and training are crucial in providing them with the necessary skills and knowledge to provide effective multilingual instruction. Educators frequently possess insufficient theoretical knowledge and practical techniques for managing linguistically diverse classrooms, resulting in resistance or inefficient application of multilingual methodologies (Tollefson & Tsui, 2018).

Consequently, in-service and pre-service training programs must incorporate modules on multilingual pedagogies, sociolinguistics, intercultural competency, and language policy literacy. Furthermore, teacher education must encompass practical experience with translanguaging tools, collaborative lesson preparation, and reflective practices that interrogate

monolingual beliefs (Heugh, 2021). Ongoing professional development, facilitated by seminars, mentoring, and access to professional networks, can enhance teacher agency and confidence in managing linguistic variety. The Multilingual Education Project in South Africa exemplifies how continuous teacher training can transform classroom practices into more inclusive and linguistically responsive (Probyn, 2016).

Integrating translanguaging and inclusive language practices into classroom instruction constitutes a transformational technique. Translanguaging is the practice whereby multilingual individuals employ their complete linguistic resources flexibly and strategically, contest strict divisions between languages, and affirm students' linguistic identities (Garcia & Kleyn, 2016). Translanguaging allows learners to utilize all their linguistic resources for meaning-making, full participation, and critical engagement in learning, rather than seeing languages as distinct entities to be taught individually (Otheguy, Garcia & Reid, 2015).

Translanguaging in pedagogy encompasses bilingual word walls, multilingual collaborative tasks, the utilization of students' native languages to support intricate concepts, and the collective creation of multilingual works. These methods improve cognitive engagement and promote positive identity development and inclusive school environments (Creese & Blackledge, 2010). Translanguaging pedagogies must be intentionally crafted and culturally attuned to the sociolinguistic backgrounds of the learners rather than being improvised. Instructor assistance and curriculum adaptability enable these practices to thrive inside formal educational settings that monolingual standards may still govern.

Ultimately, community and stakeholder engagement constitutes the social basis essential for the flourishing of multilingual teaching. Schools function within broader social, cultural, and political frameworks. The support and engagement of parents, local communities, civil society groups, and the commercial sector are essential for the success of multilingual Education (Hornberger, 2009). Involving families and communities in Education reinforces the legitimacy of home

languages and fosters trust between educational institutions and speakers of minority languages. This can be accomplished via parent-teacher discussions, community language resource mapping, and the joint creation of culturally and linguistically pertinent resources. In certain circumstances, language nests and community-based early children programs have successfully utilized community expertise for language revitalization (McCarty, 2011). Stakeholder partnerships function as advocacy platforms to shape public opinion and political will, thus strengthening institutional commitments to linguistic inclusion. In conclusion, strategic partnerships between educational institutions and communities can foster an atmosphere conducive to multilingualism that transcends the classroom and enhances social cohesiveness.

In conclusion, the obstacles to implementing multilingual Education are significant but not insurmountable. An extensive plan encompassing progressive language policy and advocacy, thorough teacher training, pedagogical innovation via translanguaging, and proactive community involvement can eliminate the systematic and ideological obstacles obstructing linguistic fairness in Education. Implementing these tactics must be contextually relevant, inclusive, and enduring to guarantee significant and equal learning experiences for all students, irrespective of their linguistic backgrounds.

10.10 Conclusion

Implementing multilingual pedagogy in educational settings, especially in linguistically diverse societies such as Indonesia, is both essential and intricate. This chapter has comprehensively examined the structural, institutional, pedagogical, and educator-related obstacles that impede the effective incorporation of multilingual methodologies in educational settings, despite the recognized advantages of multilingual Education—such as enhancing cognitive flexibility, promoting cultural inclusion and ensuring academic equity—various systemic and practical obstacles persist, hindering its complete implementation.

10.10.1 Summary of Key Challenges and Barriers

The primary structural problems arise from national language policies that favour a monolingual approach, frequently designating the national language as the exclusive medium of instruction and sidelining regional and minority languages. These measures not only maintain language hierarchies but also erode various communities' cultural and linguistic identities. Moreover, curriculum design is primarily monolingual and less adaptable to integrating multilingual materials or methodologies. This inflexibility constrains instructors' capacity to address the linguistic dynamics of their classrooms and inhibits students' prospects for multilingual advancement.

Institutional support mechanisms for implementing multilingual pedagogy are significantly deficient. Educational institutions and authorities frequently lack the necessary infrastructure, finances, and human resources to maintain bilingual programs. Standardized testing techniques intensify this issue by privileging the dominant language, disadvantaging learners from multilingual backgrounds and compelling educators to adhere to monolingual teaching standards to achieve performance metrics.

Barriers associated with educators are as significant. Many educators perceive themselves as inadequately prepared to manage linguistically diverse classrooms due to a lack of training and professional development in multilingual Education. Teacher education programs frequently inadequately prepare educators for managing multilingual instruction, leading to diminished confidence and pedagogical proficiency. Moreover, educators may possess implicit prejudices or misunderstand the significance of students' native languages, hindering inclusive educational methods.

The creation of suitable multilingual teaching materials poses a significant pedagogical difficulty. Educators often have difficulty obtaining or developing information congruent with curriculum objectives while being linguistically and culturally attuned. Classroom management in these environments requires

sophisticated skills often overlooked in traditional teacher training. Furthermore, assessment systems typically fail to adequately reflect the competencies of multilingual learners, and the lack of multilingual educational resources persists in obstructing equal learning experiences.

10.10.2 Reaffirmation of the Importance of Multilingual Pedagogy

Despite such complex issues, the necessity of implementing multilingual teaching is paramount. In a progressively globalized world, multilingualism has transcended being a mere advantage and has become a fundamental ability. Multilingual Education fosters cognitive development, develops metalinguistic awareness, and leads to superior academic performance across disciplines. It cultivates a profound comprehension and appreciation of cultural variety, equipping learners to navigate and positively contribute to multicultural cultures effectively.

Multilingual pedagogy fundamentally corresponds with the tenets of social justice and equity in Education. It affirms and enhances students' language and cultural heritages, mitigates marginalization, and fosters inclusivity. By acknowledging and incorporating students' native languages into the educational process, instructors can close comprehension gaps, foster identity formation, and create a supportive learning atmosphere. Moreover, studies consistently indicate that students taught in their native language during early Education generally achieve superior academic performance and are more inclined to attain proficiency in additional languages.

Multilingual teaching is especially pertinent in Indonesia, characterized by extensive linguistic diversity and a constitutional obligation to acknowledge regional languages. It provides a method to safeguard linguistic history while guaranteeing that all students, irrespective of their language origin, have fair access to quality education. The advantages surpass the classroom, fostering national cohesion, cultural preservation, and economic advancement.

10.10.3 Call for Systemic Changes and Collaborative Efforts in Implementation

To overcome the established obstacles outlined in this chapter, a compelling necessity exists for systemic transformation and intersectoral collaboration. Policymakers must reassess national language policy to foster additive rather than subtractive models of multilingualism. This entails acknowledging regional and minority languages as significant educational assets and incorporating them effectively into the formal curriculum. Policy frameworks must openly endorse translanguaging techniques and permit curricular flexibility to accommodate local language ecologies.

Institutional improvements are essential. Educational institutions must possess sufficient financing, resources, and infrastructure to provide multilingual instruction. Professional development programs must be institutionalized and made accessible to all educators, emphasizing enhancing pedagogical tools for multilingual classrooms, addressing linguistic ideologies, and cultivating inclusive assessment processes. Universities and teacher training institutes must amend their curricula to include modules on multilingual education and language-in-education policies, thereby equipping future educators to navigate diverse classrooms effectively.

Furthermore, it is essential to invest in the creation and distribution of multilingual educational resources. Governments, NGOs, and educational publishers ought to work to create high-quality, contextually pertinent resources in several languages. Technology may significantly bridge resource shortages by facilitating the development of digital platforms for multilingual content dissemination and educator support networks.

Teachers are catalysts for change, and their significance cannot be overstated. Equipping educators with the skills, expertise, and confidence to execute multilingual teaching is crucial. Communities of practice for educators, mentorship programs, and action research activities can enhance professional development and promote a culture of collaboration and innovation.

Moreover, the involvement of communities and other stakeholders is essential. Parents, community leaders, and cultural organizations ought to participate in the formulation and execution of multilingual initiatives to guarantee that educational methodologies are culturally attuned and socially integrated. Community involvement not only bolsters the credibility of multilingual Education but also improves its sustainability and efficacy.

In conclusion, although implementing multilingual teaching presents numerous problems, it also provides significant opportunities for educational justice and social solidarity. A dedication to systemic transformation, ongoing investment in teacher development, inclusive policies, and collaboration among several stakeholders is essential. Only through united endeavours can we actualize the complete potential of multilingual teaching and establish educational settings that respect and utilize the linguistic diversity of our society.

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