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MULTILINGUALISM IN THE ENGLISH CLASSROOM: A LITERATURE REVIEW ON STRATEGIES AND BENEFITS

Abstrak

Topik multibahasa di kelas bahasa Inggris telah menjadi menjadi perhatian yang signifikan dalam pendidikan modern karena meningkatnya keragaman bahasa keanekaragaman bahasa di antara populasi siswa secara global. Tinjauan literatur ini mengeksplorasi berbagai taktik, keuntungan, kesulitan, dan faktor yang harus dipertimbangkan yang perlu dipertimbangkan dalam kaitannya dengan penerapan pendekatan multibahasa di bidang pengajaran bahasa Inggris. Kajian ini juga mengkaji dampak dari pendekatan-pendekatan ini terhadap kompetensi bahasa dan kesadaran sosiokultural siswa. Pergeseran demografi pemerolehan bahasa Inggris, di mana mereka yang bukan penutur asli bahasa Inggris sekarang lebih banyak daripada mereka yang merupakan penutur asli bahasa Inggris, membutuhkan pendekatan baru untuk pedagogi bahasa. Penelitian ini menyelidiki efek dari beberapa teknik multibahasa, termasuk alih kode, kegiatan penerjemahan, pemanfaatan sumber daya multibahasa, dan kolaborasi dengan teman sebaya, terhadap kompetensi bahasa dan hasil pembelajaran. Penelitian terhadap elemen sosiokultural yang berkaitan dengan keragaman bahasa menunjukkan bahwa adopsi multibahasa menawarkan berbagai keuntungan, seperti pengayaan budaya, peningkatan kemampuan komunikasi, dan empati yang lebih tinggi. Namun, para pendidik menghadapi menghadapi berbagai kendala termasuk ketersediaan waktu yang terbatas, penolakan terhadap mengadopsi pendekatan baru, dan kendala dalam hal sumber daya yang tersedia. Hambatan-hambatan tersebut di atas dapat diatasi dengan cara pengembangan profesional yang komprehensif, komunikasi yang transparan, strategi strategis, alokasi sumber daya, dan pengembangan lingkungan kelas yang inklusif. Sebagai rangkuman, tinjauan literatur ini menyoroti Singkatnya, tinjauan literatur ini menyoroti kapasitas multibahasa untuk mendorong kelas bahasa Inggris yang inklusif, sadar global, dan selaras dengan budaya inklusif, sadar global, dan selaras dengan budaya di ruang kelas. Melalui integrasi yang disengaja dari metodologi multibahasa dan penyelesaian hambatan secara proaktif, para pendidik memiliki kapasitas untuk meningkatkan kemampuan linguistik, kesadaran budaya, dan dan kepekaan, sehingga membekali mereka dengan alat yang diperlukan untuk berkembang dalam konteks global yang beraneka ragam dan saling terkait.

Kata Kunci: Multilingualisme; Kelas Bahasa Inggris; Strategi; Keuntungan

Abstract

The topic of multilingualism in the English classroom has become a significant concern in modern education due to the increasing linguistic diversity among student populations globally. The present literature review explores the various tactics, advantages, difficulties, and factors to be taken into account in relation to the implementation of multilingual approaches in the field of English language teaching. It also examines the impact of these approaches on students' language competency and sociocultural awareness. The shifting demographics of English

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language acquisition, in which those who are not natural English speakers now outnumber those who are, necessitate a novel approach to language pedagogy. This study investigates the effects of several multilingual techniques, including code-switching, translation activities, utilization of multilingual resources, and peer collaboration, on language competency and learning outcomes. The examination of sociocultural elements pertaining to linguistic diversity reveals that the adoption of multilingualism offers a wide range of advantages, such as cultural enrichment, improved communication abilities, and heightened empathy. However, educators encounter various obstacles including limited time availability, opposition towards adopting new approaches, and constraints in terms of available resources. The aforementioned obstacles can be successfully mitigated by means of comprehensive professional development, transparent communication, strategic allocation of resources, and the cultivation of an inclusive classroom milieu. In summary, this literature review highlights the capacity of multilingualism to foster inclusive, globally conscious, and culturally attuned English classrooms. Through the deliberate integration of multilingual methodologies and the proactive resolution of obstacles, educators possess the capacity to augment students' linguistic aptitude, cultural consciousness, and perceptiveness, thereby equipping them with the necessary tools to flourish within a multifaceted and linked global context.

Key words: Multilingualism; English Classroom; Strategies; Benefits

INTRODUCTION

In a rapidly globalizing world, English has emerged as the preeminent lingua franca, facilitating communication and understanding among people of different linguistic backgrounds (Rusmiyanto et al, (2023); Sari (2022); Sari & Ningsih (2022)). As a result, English classrooms have become increasingly diverse, housing students with a wide range of native languages. This shifting demographic landscape in educational institutions has given rise to the importance of acknowledging and harnessing the benefits of multilingualism in English language learning environments.

1. The Changing Demographics of English Language Learning:

Over the past few decades, the English language has transcended its traditional boundaries and become a ubiquitous means of communication (Fauziningrum et al, 2023). Beyond the English-speaking countries, non-native English speakers now outnumber native speakers, making English an international medium for business, science, diplomacy, and cultural exchange.

In countries with diverse immigrant populations, as well as those where English is taught as a second or foreign language, classrooms are a microcosm of this linguistic diversity. Students come with varied linguistic backgrounds, and many bring multilingual skills that can be assets in the English learning process.

2. The Need to Embrace Multilingualism in English Classrooms:

The evolving landscape of English language learning necessitates a shift in the way educators approach language instruction. English classrooms are no longer homogeneous; they are enriched with the voices of multilingual students. Recognizing and harnessing this multilingualism can lead to better educational outcomes and foster greater cultural understanding.

To maximize the benefits of multilingualism in the English classroom, educators and policymakers must adopt strategies that acknowledge the students' linguistic diversity and cultural backgrounds (Nursanti (2021); Annury (2017)). This literature review delves into these strategies, emphasizing their potential to enhance the learning experience and prepare students for a world where multilingualism is an asset.

The journey to understanding the strategies and benefits of multilingualism in the English classroom requires a comprehensive exploration of existing research and practices. In the subsequent sections of this article, we will delve into the strategies that can be employed, the benefits that students can accrue, the challenges that educators may face, and real-world case studies that exemplify successful implementation. Ultimately, this exploration aims to equip

educators and educational stakeholders with the knowledge and tools needed to navigate and harness the multilingual terrain of modern English language education.

In today's interconnected world, the English language serves as a bridge that transcends borders, enabling communication and understanding among people from diverse linguistic backgrounds. As English continues to assert its dominance as a global lingua franca, classrooms around the world have become microcosms of linguistic diversity. Students entering English classrooms often bring with them not only their unique cultural perspectives but also a rich tapestry of native languages and multilingual competencies.

The evolving landscape of English language learning presents both opportunities and challenges for educators and policymakers. As English classrooms increasingly reflect the multicultural and multilingual societies in which they exist, it becomes paramount to understand and harness the advantages of this linguistic diversity. This literature review explores the strategies and benefits of incorporating multilingualism into the English language learning environment, shedding light on how educators can leverage these diverse linguistic backgrounds to enhance the overall learning experience.

1. The Changing Landscape of English Language Learning:

In the past, English was primarily the domain of native speakers and their communities. However, in the present day, English has undergone a remarkable transformation, evolving into a truly global language of communication (Milambiling (2011); Pitkänen-Huhta & Mäntylä (2021)). It is no longer confined to its place of origin but has established itself as a means of connection for people worldwide. This transformation has given rise to a shift in the demographics of English language learners, both in English-speaking countries and in regions where English is taught as a second or foreign language.

As non-native English speakers now outnumber native speakers, English classrooms are more diverse than ever before. Students hail from various linguistic backgrounds and bring with them unique perspectives and multilingual skills (Cummins, 2009). It is essential to recognize and embrace this shift in order to provide an inclusive and effective educational experience.

2. Strategies for Promoting Multilingualism in English Classrooms:

To make the most of this linguistic diversity, educators must employ a range of strategies that acknowledge and leverage the students' multilingual competencies. These strategies are designed to empower students to transition smoothly between languages, maintain language proficiency, and ultimately enhance their English language acquisition. They include (Hopp et al, 2020):

1. Code-Switching and Code-Mixing: Code-switching and code-mixing are essential tools for teachers to leverage the students' multilingual competencies, allowing them to transition between languages while maintaining language proficiency.

2. Translation Activities: Incorporating translation exercises not only reinforces language skills but also validates students' multilingual abilities.

3. Multilingual Resources: Introducing multilingual resources, such as books, music, and multimedia, can engage students more effectively and create a culturally inclusive classroom.

4. Peer Learning and Collaboration: Encouraging peer learning and collaboration among students from different language backgrounds can enhance language acquisition and cultural awareness.

In this article, we will delve into these strategies in greater detail, highlighting their potential to create a dynamic and inclusive English language learning environment. We will also explore the benefits that can be reaped from incorporating multilingualism into the classroom and the considerations and challenges educators may encounter along the way. Through a comprehensive examination of these aspects, we aim to provide educators, policymakers, and researchers with valuable insights into the multifaceted world of multilingualism in English classrooms.

METHOD

This research method would involve a systematic examination of existing scholarly literature, research articles, books, reports, and other relevant sources related to multilingualism in the English classroom. Here's an explanation of the research method for a literature review:

Research Method for a Literature Review:

1. Identification and Selection of Relevant Literature:
   a. We begin by defining clear inclusion and exclusion criteria. We determine the specific keywords and search terms that will help identify relevant sources.
   b. We search academic databases, online libraries, and other reputable sources to gather a comprehensive collection of peer-reviewed articles, books, reports, and studies related to multilingualism in the English classroom.

2. Literature Review Matrix:
   c. We create a literature review matrix or database to organize and categorize the collected sources. This matrix may include information about the title, author, publication date, methodology, key findings, and relevance to the research questions.

3. Critical Evaluation:
   d. We critically evaluate each source for its quality, relevance, and credibility. Also, we consider the research design, sample size, data collection methods, and the rigor of the research.
   e. We assess the theoretical frameworks, concepts, and findings presented in the literature.

4. Thematic Analysis:
   f. We group the selected literature into thematic categories based on the research questions and key topics. This will help organize the findings and identify patterns or trends in the literature.

5. Synthesis and Summary:
   g. We summarize the main findings and arguments of the selected literature, highlighting the strategies, benefits, challenges, and considerations related to multilingualism in the English classroom.
   h. We compare and contrast different studies to identify areas of consensus and divergence in the literature.

6. Gaps and Limitations:
   i. We identify gaps in the existing literature.

7. Theoretical Framework:
   j. We consider the theoretical frameworks that underlie the literature and their implications for understanding multilingualism in the English classroom.

8. Conclusion and Implications:
   k. We conclude the literature review by summarizing the key findings, insights, and implications for educators, policymakers, and researchers.

A literature review in this context is a rigorous examination of existing research and scholarly work related to multilingualism in the English classroom. It provides a comprehensive overview of the current state of knowledge, helping to inform educators and policymakers about the strategies, benefits, challenges, and considerations associated with embracing linguistic diversity in English language education.

RESULTS AND DISCUSSIONS

To begin this discussion, here are the matrix of related research conducted by the previous researchers on Multilingualism in the English classroom:

Table 1. Matrix of related research on Multilingualism in the English Classroom

No	Research Tittle	Author(s)	Journal
1	Multilingualism in the English-language Classroom: Pedagogical Considerations	Jim Cummins	Journal of TESOL Quarterly Volume 43, Issue 2, June 2009 https://doi.org/10.1002/j.1545-7249.2009.tb00171.x

2	Multilingualism as a resource in the foreign language classroom	Veera Illman & Päivi Pietilä	*ELT Journal*, Volume 72 Issue 3, July 2018, Pages 237–248, https://doi.org/10.1093/elt/ccx073
3	Promoting Multilingualism in the Classroom: A Case Study of ELT Program	Muhammad Nafi Annury	Vision: Journal of Language and Foreign Language Learning, Vol 6, No 1, 2007, https://doi.org/10.21580/vjv6i11587
4	Bringing One Language to Another: Multilingualism as a Resource in the Language Classroom	Joice Milambiling	Journal of *English Teaching Forum*, Volume 49, issue 1 page 18-25, 2011 https://eric.ed.gov/?id=EJ936091
5	Teachers' beliefs about multilingualism and a multilingual pedagogical approach	Åsta Haukås	International Journal of Multilingualism Volume 13, 2016 - Issue 1 https://doi.org/10.1080/14790718.2015.1041960
6	Teachers negotiating multilingualism in the EFL classroom	Anne Pitkänen-Huhta & Katja Mäntylä	European Journal of Applied Linguistics Volume 9 Issue 2 https://doi.org/10.1515/eujal-2018-0020
7	Classroom Strategies through Translanguaging for Multilingualism Students	Rachmi Retno Nursanti	Englie: English Learning Innovation Vol 2, Issue 1, 2021, https://doi.org/10.22219/englie.v2i1.14653

Here is a summary of key findings from the selected research articles:

1. "Multilingualism in the English-language Classroom: Pedagogical Considerations" (Jim Cummins): The article highlights the perpetuation of the monolingual principle and its impact on English language education. It emphasizes that multilingual instructional strategies can address policy and pedagogical concerns, promoting empirically supported and equity-oriented approaches.

2. "Multilingualism as a Resource in the Foreign Language Classroom" (Veera Illman & Päivi Pietilä): The study investigates how students with immigrant backgrounds and English teachers experience multilingualism in the language classroom. It reveals that students often find it relatively easy to learn English and can use their native languages to benefit vocabulary learning. Teachers, despite limited training, develop strategies that utilize students' multilingualism.

3. "Promoting Multilingualism in the Classroom: A Case Study of ELT Program" (Muhammad Nafi Annury): This study explores multilingualism practices in education and their consequences. It identifies challenges faced by students in speaking and writing English fluently despite prior English language learning experiences.

4. "Bringing One Language to Another: Multilingualism as a Resource in the Language Classroom" (Joice Milambiling): The article emphasizes the value of multilingual students' prior language knowledge and explores activities that draw on multilingual experience to enhance learning in the English as a Foreign Language (EFL) classroom.

5. "Teachers' beliefs about multilingualism and a multilingual pedagogical approach" (Åsta Haukås): This study delves into Norwegian language teachers' beliefs about multilingualism and the use of a multilingual pedagogical approach in the third-language (L3) classroom. Teachers recognize the potential benefits of multilingualism and

occasionally utilize students' linguistic knowledge for teaching, but they rarely focus on transfer of learning strategies.

6. "Teachers negotiating multilingualism in the EFL classroom" (Anne Pitkänen-Huhta & Katja Mäntylä): The study explores EFL teachers' views on teaching migrant pupils with multilingual backgrounds. Teachers had not fully considered the role of multilingualism in the EFL classroom but recognized the linguistic awareness of multilingual learners. They had used various ways to support these learners.

7. "Classroom Strategies through Translanguaging for Multilingualism Students" (Rachmi Retno Nursanti): This research examines translanguaging strategies in teaching English material to multilingual students in a multicultural context. Translanguaging, the use of L1 alongside L2, facilitated students' comprehension and reduced anxiety in the class.

These research articles collectively emphasize the potential of multilingualism in English language education, discussing its benefits, challenges, and implications for pedagogy. They shed light on the value of multilingual resources and the need to consider students' diverse linguistic backgrounds when teaching English. The articles also underscore the importance of training and awareness among educators to effectively harness the benefits of multilingualism in the classroom.

Various strategies for promoting multilingualism in English classrooms impact students' language proficiency and overall learning outcomes

Various strategies for promoting multilingualism in English classrooms can indeed impact students' language proficiency and overall learning outcomes. Here's an explanation of how these strategies can influence students (Milambiling (2011); Pitkänen-Huhta & Mäntylä (2021)):

1. Code-Switching and Code-Mixing:
   a. Impact on Language Proficiency: Code-switching and code-mixing allow students to leverage their multilingual skills. When used strategically, these practices can enhance language proficiency. Students learn to navigate between languages effectively, improving their command of both their native language and English.
   b. Impact on Learning Outcomes: Students who engage in code-switching and code-mixing often exhibit better comprehension and communication skills. This can positively affect their learning outcomes, as they can access information in their preferred language and demonstrate greater understanding of English content.

2. Translation Activities:
   c. Impact on Language Proficiency: Translation exercises help students understand the nuances of both languages. They develop a deeper understanding of the structure and vocabulary of their native language and its relationship to English. This can contribute to improved language proficiency.
   d. Impact on Learning Outcomes: Engaging in translation activities may lead to better comprehension of English texts and improved writing skills. It allows students to bridge the gap between languages, making the learning process more accessible.

3. Multilingual Resources:
   e. Impact on Language Proficiency: Multilingual resources introduce students to a variety of authentic materials in different languages. Exposure to diverse resources can enrich their vocabulary, comprehension, and language skills in general.
   f. Impact on Learning Outcomes: Access to multilingual resources can make learning more engaging and relatable. Students may find it easier to grasp complex English concepts when they can access explanations, texts, or media in their native language (Ningsih & Sari, 2021). This can positively influence learning outcomes.

4. Peer Learning and Collaboration (Sari, Ningsih, & Novita, 2023)
   g. Impact on Language Proficiency: Peer learning and collaboration encourage students to interact with peers from various linguistic backgrounds. Interactions in multiple languages promote language acquisition and communication skills.
   h. Impact on Learning Outcomes: Collaboration with peers from different linguistic backgrounds can lead to improved learning outcomes. Students often learn from each other,

share ideas, and gain a deeper understanding of the subject matter. These interactions promote critical thinking and problem-solving skills.

It's important to note that the impact of these strategies may vary depending on factors such as the proficiency of students in their native languages, the teaching methods employed, and the classroom environment (Wulantari et al, 2023). Additionally, educators must strike a balance between promoting multilingualism and ensuring that English language acquisition remains a central focus.

In summary, the various strategies for promoting multilingualism in English classrooms can positively impact students' language proficiency by leveraging their multilingual competencies. This, in turn, can lead to enhanced learning outcomes, as students may benefit from increased comprehension, better communication skills, and a deeper understanding of the subject matter. The effectiveness of these strategies depends on their thoughtful implementation and alignment with the specific needs and characteristics of the student population (Sari, 2021).

The sociocultural benefits and challenges associated with embracing linguistic diversity in the English language classroom

Embracing linguistic diversity in the English language classroom can yield various sociocultural benefits and challenges, which, in turn, influence students' cultural awareness and sensitivity (Haukås, 2016). Here is an overview of these benefits and challenges and how they impact students' cultural awareness and sensitivity (Nursanti (2021); Annury (2017); Cummins, (2009); Milambiling (2011); Pitkänen-Huhta & Mäntylä (2021)):

Sociocultural Benefits

1. Cultural Enrichment: Linguistic diversity exposes students to different cultures, traditions, and worldviews. Interacting with peers from various linguistic backgrounds can broaden their horizons and lead to a deeper appreciation of cultural diversity.
2. Enhanced Communication Skills: Students become proficient in navigating diverse linguistic landscapes, improving their communication and interpersonal skills. They learn to adapt their communication style to effectively engage with people from various backgrounds.
3. Cultural Exchange: Embracing linguistic diversity promotes cultural exchange and the sharing of experiences. Students have opportunities to learn about each other's customs, holidays, and cultural practices, fostering intercultural dialogue and understanding.
4. Global Perspective: Exposure to linguistic diversity encourages students to adopt a global perspective. They gain insight into the interconnectedness of the world and develop a more informed view of international issues and events.
5. Increased Empathy and Tolerance: Interacting with peers from different linguistic backgrounds can foster empathy and tolerance. Students learn to appreciate and respect the differences in culture and language, reducing stereotypes and biases.

Sociocultural Challenges:

1. Communication Barriers: Language barriers can hinder effective communication among students from diverse linguistic backgrounds. Misunderstandings and misinterpretations may arise, leading to frustration and potential conflicts.
2. Cultural Stereotypes: Students may hold cultural stereotypes or biases that can negatively impact their interactions with peers from different backgrounds. These stereotypes can lead to discrimination or exclusion.
3. Language Dominance: In diverse classrooms, some students may be more dominant in their native language, potentially creating an imbalance in participation and engagement. This may affect students' confidence and willingness to speak English.
4. Identity and Belonging: Students may grapple with questions of identity and belonging, particularly if they are part of a linguistic or cultural minority in the classroom. They may experience feelings of isolation or marginalization.

Influence on Cultural Awareness and Sensitivity:

The sociocultural benefits and challenges of linguistic diversity have a direct influence on students' cultural awareness and sensitivity.

1. Increased Awareness: Experiencing linguistic diversity fosters cultural awareness by exposing students to different perspectives and customs. They become more conscious of their own cultural identity and that of others.
2. Heightened Sensitivity: The challenges of linguistic diversity, such as communication barriers and stereotypes, can lead students to develop heightened cultural sensitivity. They learn to navigate cultural differences with greater care and respect.
3. Empathy and Inclusion: Encountering these sociocultural dynamics encourages empathy and inclusion. Students who experience challenges related to linguistic diversity may become more empathetic and inclusive, working to create a more welcoming classroom environment.
4. Cultural Competence: Over time, students can develop cultural competence, which involves the ability to effectively engage with people from diverse backgrounds. This competence is valuable in an increasingly interconnected and multicultural world.

In conclusion, embracing linguistic diversity in the English language classroom offers numerous sociocultural benefits, such as cultural enrichment and enhanced communication skills, while also presenting challenges related to communication barriers and cultural stereotypes. These factors collectively influence students' cultural awareness and sensitivity, helping them become more culturally aware, empathetic, and culturally competent individuals. Educators play a crucial role in facilitating a positive and inclusive environment where these benefits can be maximized, and challenges can be effectively addressed.

The key considerations and obstacles that educators face when implementing multilingual approaches in English language education

Educators often encounter key considerations and obstacles when implementing multilingual approaches in English language education (Coelho, 2004). Addressing these challenges effectively is essential to maximize the benefits of multilingualism in the classroom. Here are some of the key considerations and strategies for addressing them (Gilmour (2020); Illman & Pietilä (2018); Cummins (2017); Nursanti (2021); Hopp et al (2020)):

Key Considerations:

Linguistic Proficiency: Educators need to assess the linguistic proficiency of their students in both English and their native languages. This knowledge helps in tailoring multilingual strategies to suit the students' specific needs.

1. Cultural Sensitivity: Creating a culturally sensitive and inclusive classroom environment is crucial. Educators must be aware of and sensitive to cultural differences and ensure that no group feels marginalized.
2. Curriculum Adaptation: Integrating multilingualism into the curriculum may require adjustments to lesson plans, resources, and assessments. Consider how to incorporate multilingual approaches effectively.
3. Teacher Training: Educators may need training and support in implementing multilingual strategies. Professional development programs can help teachers gain the necessary skills and confidence.
4. Assessment and Evaluation: Develop fair and standardized assessments that consider the multilingual diversity of the student population. This may require adapting or creating new assessment methods.

Obstacles:

1. Time Constraints: Balancing multilingual strategies with curriculum requirements can be challenging due to time constraints. Educators may feel pressured to cover a specific amount of content in a limited time.
2. Resistance to Change: Some educators, students, and parents may resist the introduction of multilingual approaches, perceiving them as a deviation from traditional methods. Overcoming this resistance may require effective communication and demonstration of the benefits.
3. Resource Limitations: Lack of access to multilingual resources and materials can hinder the effective implementation of these strategies. Educators may need support in acquiring appropriate resources.

4. Language Dominance: In multilingual classrooms, certain students may dominate discussions in their native language, leaving others feeling excluded. This dominance can be challenging to address and balance.

Strategies to Address Challenges:

1. Professional Development: Provide ongoing professional development and training opportunities for educators to build their competence in implementing multilingual approaches.
2. Clear Communication: Clearly communicate the benefits of multilingualism to students, parents, and school administrators. Address any concerns and misconceptions to gain support for these approaches.
3. Resource Allocation: Allocate resources to ensure educators have access to multilingual materials and technology that support their teaching methods.
4. Collaborative Planning: Encourage collaborative lesson planning among educators to share best practices and integrate multilingual strategies effectively into the curriculum.
5. Diverse Assessment Methods: Develop a range of assessment methods that accommodate multilingualism, such as allowing students to use their preferred language for certain assessments, or using bilingual assessments.
6. Inclusive Classroom Environment: Foster an inclusive and culturally sensitive classroom environment by celebrating cultural diversity, acknowledging students' linguistic abilities, and actively promoting respect and empathy among peers.

Effectively addressing these considerations and obstacles requires a collaborative effort among educators, administrators, students, and the wider community. By doing so, the educational system can harness the full potential of multilingualism in English language education, leading to improved language proficiency and a richer learning experience for students (Sari & Ningsih, 2022).

CONCLUSIONS

In conclusion, the exploration of multilingualism in the English language classroom reveals a dynamic landscape of opportunities and challenges. By strategically incorporating various multilingual approaches, educators can significantly impact students' language proficiency and overall learning outcomes. These strategies empower students to draw from their multilingual competencies, fostering a deeper understanding of English and enriching their educational experience.

Moreover, embracing linguistic diversity within the classroom leads to a multitude of sociocultural benefits, such as cultural enrichment, enhanced communication skills, and increased empathy. These benefits positively influence students' cultural awareness and sensitivity, equipping them with the tools to navigate an increasingly interconnected and diverse world.

However, this endeavor is not without its considerations and obstacles. Educators must take into account factors like linguistic proficiency, cultural sensitivity, curriculum adaptation, teacher training, and assessment methods. Addressing these challenges effectively requires a combination of professional development, clear communication, resource allocation, and an inclusive classroom environment.

By overcoming these challenges and maximizing the benefits of multilingualism, educators can create classrooms that empower students to thrive in a multicultural and multilingual world. The inclusive and culturally sensitive learning environments that emerge from these efforts not only enhance language proficiency and learning outcomes but also foster a more globally aware and empathetic generation of learners.

In essence, multilingualism in the English classroom is a dynamic and transformative force, one that holds the promise of a more interconnected, inclusive, and culturally rich educational experience for students, laying the foundation for their success in a globalized society.

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