Multilingualism as a Resource in Classroom: Promoting Linguistic Inclusion

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ABSTRACT

Multilingualism is not a new phenomenon. Around the world, multilingualism is a relatively widespread phenomenon. It is essential for the field of language education to consider and make adjustments to this reality because multilingualism brings opportunities and problems for all educational systems. In fields like linguistics, psycholinguistics, sociolinguistics, and education, multilingualism can be researched from a variety of angles because it is a multifaceted phenomenon. The teaching environment is improving with time as a result of the growth of teaching resources, favouring multilingual education. Globalization is associated with the need to increase our understanding of individual and societal multilingualism. Adopting a worldwide multilingual strategy could be a smart move to promote linguistic and cultural equity, which would afterwards lead to sustainable development.

Keywords: Language, Multilingualism, Translanguaging, Professional Development

In the twenty first century, there has been more discussion of the idea of polyglotism than there was in the twentieth century (Saini, 2018). The study of many languages is one of the most fascinating topics, both now and in the future. The reason could be that language use, which every human on the world engages in, is tied to multilingualism (Saini, 2018). Around the world, multilingualism is a relatively widespread phenomenon. Given the over 7,000 languages and 200 autonomous countries in the world, this is to be anticipated (Шарма Сушил Кумар, 2017). The present popularity of multilingualism has been influenced by a number of reasons. Among these, globalisation, population mobility across borders, and the adoption of new technology all have a significant impact on many political, social, and educational contexts (Cenoz, 2013). The value of multilingualism has increased due to globalisation. The importance of knowing multiple languages is increased (Cenoz, 2013). Instead of simply being the result of people speaking more languages, multilingualism is now thought of as a new social phenomena (de Zarobe & de Zarobe, 2015a).

Multilingualism has increased as a result of social, linguistic, and cultural changes brought about by globalisation, social and geographic mobility, economic and political changes, and the pervasiveness of technology in many aspects of life (de Zarobe & de Zarobe, 2015b). The increasing complexity of the new world's realities and the continuous and quick changes that our communities are undergoing can be seen in the multilingualism that is currently present (de Zarobe & de Zarobe, 2015b). Today's multilingualism can be seen as a reality and a reflection of contemporary cultures, with complexity being one of its primary characteristics. Modern multilingualism, in all of its forms, is characterised by complexity (de Zarobe

& de Zarobe, 2015b). The majority of languages that are still spoken today are perpetually in danger of extinction, making linguistic variety a problem of growing social significance. Therefore, multilingualism is an increasingly prevalent phenomenon that may be looked at from various angles (Pun, 2020a). Considering social justice as a stated disciplinary objective and making multilingualism the core topic of investigation, it is vital to give long-term support for the type of transdisciplinary (Ortega, 2019).

Multilingualism and transnationalism are closely linked to globalisation, which has an impact on laws governing citizenship, education, language testing, and many other facets of 21st-century applied linguistics and society (Duff, 2015). Multilingualism has major relevance for a variety of educational settings at a time when there is a large-scale innovation programme based on revived ideas of teaching and learning of second and additional languages (Lundberg, 2019b). In addition to having an impact on society, multilingualism also reflects society (de Zarobe & de Zarobe, 2015b). There are several ways for multilingual societies to develop, including linguistic coexistence within a community, immigration or emigration, and other factors (de Zarobe & de Zarobe, 2015b). Each language has equal value and is precious. Multilingualism as a theme can be investigated as a means of preserving and promoting regional human languages. Multilingualism is a field that is now undergoing development and research. This field might discover a variety of strategies to advance society (Saini, 2018).

Multilingualism is crucially important for a variety of educational settings at a time when there is a large-scale innovation programme based on regenerated ideas of teaching and learning of second and additional languages, as well as against the backdrop of growing worldwide migration (Lundberg, 2019c). All educators should have access to professional development opportunities on multilingualism, not just instructors of foreign languages (Lundberg, 2019c). The number of multilingual students in schools is rising as a result of increased global migration in the twenty-first century. The country's dominant tongue, not the pupils' native tongues, is typically the only one used as the medium of instruction (Alisaari, Heikkola,

Commins and Acquah, 2019). Language and culture must be integrated in order to learn languages and become multilingual for a better society. Governments, institutions, and businesses may communicate with people, clients, and stakeholders more effectively by becoming multilingual. The ability to speak multiple languages enables a person to communicate with others, participate as a global change agent, and acquire an international perspective and principles of global citizenship. This is perhaps the most essential benefit of multilingualism.

Defining Multilingualism

Multilingualism is a complicated phenomenon that may be researched from a variety of angles in fields including linguistics, psycholinguistics, sociolinguistics, and education (Cenoz, 2013).

Individuals do not possess or lack multilingualism; rather, the environment, through structured determination and interactional emergence, enables or prevents individuals from using it (Blommaert, Collins and Slembrouck, 2005).

Early childhood or later in life can both contribute to the development of multilingualism, which might involve an infinite number of different languages (Cenoz, 2013).

Practice of multilingualism typically fosters the development of cross-linguistic communication techniques like code switching and code mixing. Code switching happens when people transition from one language they use at home to another outside of the home (Okal, 2014).

Multilingualism was uncontested prior to the emergence of global multi-level governance, but it can now be considered as a threat to national social cohesiveness. Languages of long-established territorial minorities have gained formal recognition in numerous areas, which has in some cases resulted in new structures of municipal, regional, and national government (Csata & Marácz, 2021).

Multilingualism as a Resource: Advantages of Multilingualism

Teachers have a variety of opinions about multilingualism, multilingualism philosophies, and the use of native languages as a learning resource. Speaking many languages may somewhat

improve a person's scores on the traits of flexibility, social initiative, and open-mindedness (Dewaele & Botes, 2020). Folk linguistics demonstrates that people have attitudes about a variety of linguistic issues they see, including differences in their own languages, the acquisition of new languages, and the pragmatic intentions of others (Albury & Diaz, 2021). A multilingual person becomes multicultural in nature since learning another language gives them insight into comprehending other cultures and experiences (Okal, 2014).

Language policy offers a legal framework that tends to promote interest in and a public conversation about languages and language learning, as well as by strengthening language programmes through funding and other types of incentivization. Multilingualism exists in a wide variety of governments as well as within organisations working for a better world (Stein-Smith, 2021). The growth of studies from all fields and disciplines indicates that multilingualism is one of the most important social phenomena of the modern era and, as a result, is a topic of great interest for both study and research (de Zarobe & de Zarobe, 2015b).

In today's employment landscape, multilingualism gives one an advantage. Employers also value language proficiency as a bonus to academic achievement and professional experience. The acquisition of many linguistic skills aids in economic changes. (Boumeester, Michel and Fyndanis, 2019)nonimmigrant young Dutch native speakers who learned at least one foreign language (FL demonstrated that inhibition was positively impacted by mean foreign language proficiency in both the hearing and writing domains.

By examining the effects of sequential multilingualism in several linguistic modalities on cognitive performance and addressing multilingualism as a continuous variable, it provided a distinctive contribution to the continuing discussion surrounding potential cognitive benefits of bi-/ multilingualism (Boumeester *et al.* 2019). Protecting, preserving, and documenting all of India's mother languages is the goal of the programme "Protection and Preservation of Endangered Languages of India." The promotion and preservation of an endangered language may also be aided by multilingualism (Saini, 2018). The availability of authentic language through text, media, and conversation varies depending on the method of language learning used, and it is interesting to note that the increased use of technology in language learning may have divergent effects – reducing the personal element of face-to-face instruction and informal conversation while increasing the availability of authentic language through text, media, and conversation (Stein-Smith, 2021). The importance of languages and multilingualism must be emphasised outside of the classroom, in the media, in public discourse, and in neighbourhoods where a diversity of heritage languages are widely spoken (Stein-Smith, 2021). By extension, multiculturalism and multilingualism are advantages for the communities where these multilinguals reside (Dewaele & Botes, 2020).

He makes the case that the advantages of using the effective technique of structural equation modelling to examine the impacts of multilingualism on the three personality traits of Flexibility, Social Initiative, and Open-mindedness should exceed any potential criticism of the use of parcelling (Dewaele & Botes, 2020).

Issues and Challenges with Multilingualism

The vulnerabilities are particularly severe for multilingual people who belong to marginalised groups. While some multilinguals are unable to view their multilingualism as a gift that enhances their privilege, others are continuously at risk of doing so. According to (Boumeester *et al.* 2019) research, L2 listening ability has a negative impact on attentional disengagement. Multilingualism in a multi-cultural setting could be a problem especially where there is a politics of winner takes all. It creates room for marginalisation especially where there is no functional system to check the excesses of the policy implementers (Ndiribe & Aboh, 2022).

Language diversity ought to be a benefit rather than a curse (Ndiribe & Aboh, 2022). Nigeria should implement the modified form of localised trilingualism where all indigenous languages are acknowledged and given the respect they merit (Ndiribe & Aboh, 2022). In India, the national and cultural ethos of recognising plurality is being subverted by the preference for mono-lingualism over multi-lingualism, and the language is being exploited as an instrument of oppression by those in positions of authority (Sharma, 2017).

Despite the carefully thought out policies, the educational system nevertheless faces a number of problems, including a shortage of teachers and resources for multilingualism in classroom (Aubakirova, Mandel and Benkei-Kovacs, 2019). Conflict is a component of bilingualism and multilingualism. This conflict might be between ideologies, policies, and practises; in historical and contemporary situations; between generations within a community; or between communities (Wei, 2011).

Conflict is a significant source of creativity and criticality. Conflicts between ideologies, policies, and practises; tensions in historical and contemporary contexts; tensions between generations within a community; and tensions between various communities are all examples of conflict (Wei, 2011). Multilingualism has a wide range of negative effects, including linguistic and sociopolitical ones. As a result of the requirement for intergroup communication, one of the linguistic effects of multilingualism is the development and spread of lingua franca (Okal, 2014).

He contends that learning a second language may not have the same profound effects on a person's sense of self, feeling of identity, or sense of personality as learning a third language (Dewaele & Botes, 2020).

Finding Solutions for the problems of Multilingualism

In today's society, speaking multiple languages is the standard rather than the exception in all spheres of life, including educational settings. It is still crucial to use translanguaging in educational settings since it is causing a discussion and a shift in educators' perspectives (Lewis, Jones and Baker, 2012). The correlation between multilingualism and open-mindedness was shown to be positive and reliable. These imply that multiculturalism and language proficiency do, in fact, influence personality to some extent (Dewaele & Botes, 2020). Translanguaging is conceptualised in an ideological way. The term reflects a shift from seeing languages as distinct to seeing them as integrated, from a diaglossic to a heteroglossic perspective of the world of minority languages, and from an ideology that emphasised the negative and subtractive aspects of bilingualism to one that expresses the benefits of additive bilingualism, where languages act simultaneously and not sequentially in the brain, classroom, and street, with effective integration and not separation (Lewis et al. 2012).

In terms of the western concept of a Nation-State, choosing one language to reflect national identity may not be the ideal choice in the Indian setting. Hindi is promoted as a potential replacement for English (Sharma, 2017). The structure of the curriculum should encourage students to use their knowledge in one language to communicate in another (Alisaari et al. 2019).

Local language communities should be encouraged to insist on speaking their native tongues and supported by the government in obtaining official recognition for their own native tongues (Pun, 2020b). To address all the problems relating to conserving and fostering linguistic diversity in a country, indigenous language communities must work with the government (Pun, 2020b). With new information and communication technologies acting as a primary mediating factor, transnational multilingual practises and identities can be developed and (Duff, 2015). The working environment they are in and their involvement in language responsiveness training have an impact on the beliefs and ideologies of Finnish teachers (Alisaari et al. 2019). Professional development in multilingualism would be helpful for both pre-service and in-service teachers (Alisaari et al. 2019). Due to frequent linguistic encounter, multilingualism practise leads to the development of mixed languages. Speakers typically use a combination of languages to communicate verbally as a result (Okal, 2014). The teaching environment is improving with time as a result of the growth of teaching resources, favouring multilingual education (Aubakirova et al. 2019).

This common perception of recognition as a form of social justice is connected to the discipline of multilingualism studies and its political motivations. Academics have established new hierarchies and withheld information by valuing and encouraging multilingualism and by assuming that doing so can eliminate inequality (Duchêne, 2020).

In applied linguistics and sociolinguistics, new theories about multilingualism and translanguaging have been hotly disputed in recent years. Multilingual and international communication tactics are more

important as a result of increased contact with language diversity brought on by globalisation. Lingua franca communication is one of several methods of transnational communication (Csata & Marácz, 2021).

The literature on the impact of multilingualism on language processing and cognition more generally is supplemented by the extent to which it affects novel language learning. This evidence relates to the dynamic nature of the linguistic and cognitive system and its developmental trajectory (Hirosh & Degani, 2018).

Teachers and Multilingualism: Finding the link for Better Educational Outcomes

Teachers can use multilingualism as a resource in the classroom in an effective manner for improving the outcomes of the education. Around the world, there are more and more multilingual or linguistically diverse societies. The causes of this spread are socio-political phenomena like globalisation and Europeanization. Through the intermediary of international organisations and charters, universal norms and standards for language use and identity are becoming more widespread (Csata & Marácz, 2021).

To understand how instructors make decisions in the classroom, it is essential to understand their views. The majority of Finnish teachers have favourable attitudes regarding educating multilingual students who are learning the Finnish language (Alisaari *et al.* 2019).

(Hirosh & Degani, 2018) provides a thorough analysis of how multilingualism affects language acquisition, focusing on the acquisition of new vocabulary, phonology, grammar, and literacy. Multilingualism may have an indirect impact on language learning through broad cognitive and linguistic talents.

The teachers agreed that their personal multilingualism had helped them learn languages, although they had different opinions about their students (Haukås, 2016). (Rutgers *et al.* 2021) reaffirmed how difficult it is to comprehend the contribution that multilingualism makes to academic achievement and school learning. (Lundberg, 2019a) reaffirmed that teachers do not regard multilingual pupils as having a deficiency and instead see

multilingualism as a plus. In terms of pedagogy, a stronger emphasis on domain connections can necessitate a re-evaluation and possibly a retooling of teacher competencies through seminars and training courses (Calafato, 2021).

The use of multiple languages is commonplace in European mainstream education and is increasingly present in texts outlining educational policy. To run their classrooms, teachers read these materials and decide on pedagogical strategies based on their experiences and convictions (Lundberg, 2019c).

Making sure that all members of society, regardless of gender, are equally motivated to become multilingual is essential to the success of any measures that nations choose to implement in order to promote multilingualism and healthy multicultural views (Calafato, 2021). The majority of the teachers stressed the importance of looking at school regulations and their role in assisting multilingual students (Alisaari *et al.* 2019).

Despite allowing the use of native languages in the classroom, many teachers claimed that students' mother tongues weren't always seen as tools for learning, especially when it came to subject-area education (Alisaari *et al.* 2019).

Pre-service Teachers require opportunities to gain experience instructing in linguistically varied settings. The knowledge of linguistically responsive education among teachers was another significant factor (Alisaari *et al.* 2019). The crucial role that teachers can play in altering educational procedures is shown in their attitudes on multilingualism and translanguaging (Gorter & Arocena, 2020). A broader context of multilingual teaching strategies is used to contextualise the complicated interaction between professional development and changes in teachers' beliefs and practises (Gorter & Arocena, 2020).

Language education, language use, language teaching and learning, linguistic acquisition, language practises, language policy, and other social aspects are all impacted by the phenomena of multilingualism. There are numerous variables that affect each of these dimensions, including the quantity or variety of languages spoken, the levels of expertise, and the various uses (de Zarobe & de Zarobe, 2015b). (Rutgers *et al.* 2021) advises policymakers to support a more inclusive societal

and educational perspective of multilingualism and multilingual identity in order to better access the inner resources of students in the classroom.

The Way Forward for promoting multilingualism

Language as a method of shared communication merits consideration since interpersonal interactions and negotiation are crucial for promoting sustainable development on a global scale. With the help of modern information and communication technologies, transnational multilingual practises and identities can be developed and enacted (Duff, 2015). The endangered language may also be preserved and promoted with the aid of multilingualism (Saini, 2018). Teachers must learn to be willing to relinquish some of their control over the classroom and to accept that they do not speak the same language as their students (Alisaari *et al.* 2019).

In order to create proactive school environments that welcome the increasingly heteroglossic classroom reality brought on by international migration and challenge monolingual ideologies in teaching and learning, teachers of subjects other than foreign languages should be involved in raising awareness of and developing knowledge about multilingualism (Lundberg, 2019c). Schools and teacher training departments should collaborate with national agencies of education to establish strategies for recognising, promoting, and utilising multilingualism as a resource (Alisaari *et al.* 2019).

All educators should be able to take multilingualism-related professional development courses; they shouldn't just be available to those who teach foreign languages (Lundberg, 2019c). In order to describe and comprehend multilingual actions like codeswitching, the concept of multicompetence is especially helpful. Being bilingual or multilingual demands knowledge of and proficiency in each language that is involved, as well as the use of higher level executive systems to manage across the languages (Wei, 2011).

The cultivation of a good multilingual consciousness is one particular topic to focus on. This entails promoting instructors' appreciation of all languages and increasing the visibility of students' native tongues; in other words, it means adopting a pro-

multilingualism stance in the classroom (Alisaari *et al.* 2019). To ensure that all learners, whether monolingual and multilingual, benefit from a culture that appreciates languages, future teacher development must promote ideas that value and exploit linguistic variety in schools (Alisaari *et al.* 2019). The linguistic skills as functions of time are more difficult in multilingualism than in monolingualism.

To strengthen linguistic diversity-valuing attitudes and behaviours, professional development is required. Multilingualism should be valued explicitly in teacher preparation programmes (Alisaari *et al.* 2019). To address issues with language and inequality, multilingualism is a crucial component (Duchêne, 2020). Advocacy is required to support and defend language learning, and outside of the classroom, a public discussion including parents and communities is crucial to integrating language learning and language use into our daily lives (Stein-Smith, 2021).

The acceptance of multilingualism by contemporary society demonstrates how our position can be in line with capitalistic objectives. Additionally, bilingualism can support nationalist, even postcolonial and patriarchal goals (Duchêne, 2020). The excellent source of ideas for educators looking to promote intercultural and multilingual awareness in their foreign language classrooms (Kalaja & Pitkänen-Huhta, 2020).

The application of these views in the classroom as well as changes in the instructors' beliefs about how to separate, blend, and support different languages (Gorter & Arocena, 2020). The adoption of new multilingual realities, the translanguaging pedagogies, and the multilingual turn are all components of a larger reform of education that entails teachers gradually adapting to a dynamic environment (Gorter & Arocena, 2020). It is necessary to conduct research on the potentials of multilingualism in order to develop curricula that nurture proficiency in several languages, which will improve the manner in which schools provide for language instruction in diverse situations (Duarte *et al.* 2020).

By treating many levels, from the person to teacher preparation, policies, and curricula, it is necessary to completely address both challenges relating to

diversity in language education and education systems as a whole. The field of education is one of those most impacted by the multilingualism of contemporary cultures. The current educational landscape of our societies includes bilingual or multilingual programmes in various parts of the world, under a diversity of models depending on the countries, in which instruction is realised in two or more languages, in addition to having second or foreign languages in the school curriculum (de Zarobe & de Zarobe, 2015b). In order to achieve linguistic and cultural justice and, as a result, sustainable development, adopting a global multilingual strategy may be a wise move (Toppo & Rahman, 2020).

CONCLUSION

In today's globalised and interconnected world as well as in our local neighbourhoods and communities, multilingualism is on the rise. Over 50% of people on Earth speak multiple languages. In comparison to the twentieth century, the idea of polyglotism or multilingualism is being debated more now (Saini, 2018). Every language is valuable and equally valued. In order to preserve and advance regional human languages, the issue of multilingualism can be investigated. The multilingualism development and study sector will discover a variety of strategies to advance society in numerous directions (Saini, 2018). Multilingualism has become a reality and an ambition of education systems around the world as a result of globalisation and migration, changing how language education is developed. Multilingual societies are more prevalent than monolingual ones, as is generally known. Almost every society and nation is being impacted by the global growth of multilingualism, although in very diverse ways.

The study of many languages and multilingual education have grown quickly. One of the biggest areas of focus in education nowadays is multilingualism (Aubakirova *et al.* 2019). Communication has never been more crucial in finding solutions to the world's complex problems. Multilingualism is a crucial worldwide ability for the twenty-first century since it allows people to communicate effectively in today's globalised and interconnected society (Stein-Smith, 2021). Organizations, institutions, and governments may

communicate with stakeholders, customers, and citizens more effectively through multilingualism. The ability to speak many languages equips a person to communicate with others, participate as a global change agent, and acquire an international perspective and values of global citizenship. All educational systems have obstacles and opportunities as a result of multilingualism, thus the field of language education must consider and adapt to this reality. The teaching environment is improving with time as a result of the growth of teaching resources, favouring multilingual education. To address all problems relating to conserving and fostering linguistic diversity, indigenous language communities and the government must work together.

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