Chapter 3
English Language Learning in Multilingual Societies

Atyaf Hasan Ibrahim
https://orcid.org/0000-0001-6261-0697
College of Arts, Al-Iraqia University, Iraq

Prodhan Mahbub Ibna Seraj
https://orcid.org/0000-0002-4483-6059
American International University-Bangladesh, Bangladesh

ABSTRACT

World English has maintained an undeniable presence for over 150 years. At the dawn of the 21st century, the advent of a new millennium and fears of a uniform world led to an unprecedented surge in interest in this phenomenon. This linguistic diversity encompasses bi/multilingualism, which results in population movement, language shift, and cross-cultural interactions, leading to difficulties in learning English. This chapter focuses on discussing the challenges posed by multilingualism in learning English as a global language. It outlines various teaching strategies, assessment, and evaluation processes for multilingual classrooms with a focus on learning English. Here, the discussion is held on how cultural considerations are integrated into language teaching. Finally, evidence is shown from case studies of successful programs to inform future directions in English language learning in multilingual contexts.

DOI: 10.4018/979-8-3373-3755-5.ch003

1. INTRODUCTION TO MULTILINGUALISM

As the world has become a 'global village,' the movement of peoples, cultures, and ideas has resulted in varying degrees of social, cultural, and linguistic diversity in many nations. This linguistic diversity consists of bi/multilingualism among minority groups, justified with an 'ethnic rights' argument, as well as the multi/language-ness of urban centers and contact zones as a result of population movement, language shift, and cross-cultural interactions between indigenous and settler communities. Such new multicultural societies raise evident challenges for the social cohesion of existing nations. This pressure has also been felt in the Asia-pacific region, where English-dominant and English-encroaching nations have responded with a unique blend of officially-stated 'celebrations' accompanied by a plethora of 'trials' through educational, largely monolingual/ monolithic policies, conflicting language priorities resulting in language endangerment, national curriculum mandates, calls for a standardization of educational resources, and 'correct' interpretation and distribution of curriculum documents, all in an apparent rush to drive a 'rational master' agenda of a re-colonization of minds through language. Such hybrid, ambiguous coherence creates an epistemological paradox of 'always already' knowing through 'never knowing' bilingualism, with numerous intersections of resulting marginalization and language obsolescence (Scarino, 2013).

2. CHALLENGES IN ENGLISH LANGUAGE LEARNING

Language learning has always faced numerous complicated factors related to broader sociocultural, historical, and political contexts. Based primarily on the widely accepted belief in the crucial role of language in shaping personal, social, and national identities, English language learning (ELL) is no exception. When considering language learning more locally, particularly in relation to English in a multilingual society, current challenges primarily involve three interrelated areas: policy, culture, and pedagogy (Ahmed & Qasem, 2019). On the one hand, the interface between a globally dominant language and a language of knowledge poses a continued challenge for achieving more prosperous and more equitable access to English. On the other hand, applying locally appropriate resources for English instruction in conjunction with complex existing languages and pedagogical frameworks becomes increasingly difficult (Albiladi, 2019).

In addressing three interrelated challenges regarding the interface between multilingualism and non-standardness, the researchers aim to contribute through theory-building within a reasonably broad scope of the multilingual society and English education. It is argued that ELL in multilingual societies is reflected in a

complex interface among a globally powerful language and lesser or less widely spoken local language varieties or nonstandard dialects, which is necessarily theorized by adapting the concept of language interfaces and diversities. Furthermore, the political, normative, and instructional potential of the interface highlights three interrelated challenges regarding English access.

2.1. Interference of Native Languages

As learning English is a necessity for foreign language proficiency in some countries, such as Indonesia, this has led to the growth of English language courses in various communities. (Arifin, 2011) indicates that in the communication process of teaching and learning English at the course of Ikatan Alumni Yayasan Shinta, interference of the mother tongue (first language) with the target language (English) occurs. Before further discussing this issue, it is essential to consider the importance of English in this country. The socio-cultural-based proposal that English is viewed as a threat to local languages due to its everyday use in elite-class interactions remains debatable. However, frequent critiques, comments, and even a scientific forum on the tinges of English existence reveal that it is indeed viewed as a prestigious language. Those having English fluency, apart from the local language competency, are more respected and credited as worthy individuals who are likely to be perceived as having higher education. Furthermore, English is so sought after that any opportunities enabling its acquisition are exploited, including in the current global development of information and communication technology. Some preceding studies have primarily focused on examining aspects of English at the macro level, such as its influence on speakers and its relationship to local languages, which involve analyzing language variations.

2.2. Socioeconomic Factors

Numerous socioeconomic factors significantly influence the process of learning English in multidimensional and multilingual communities, impacting it either positively or negatively. The learning environment can either create a healthy, comfortable, safe, and secure space for students, which is conducive to effective language acquisition, or conversely, it can present barriers that hinder their performance. Social factors within the realm of EFL (English as a Foreign Language) learning encompass various variables characteristic of social communities that manifest apparent effects on the language acquisition process. These include the linguistic attributes of the community, the prevailing political climate regarding bilingualism and language rights, and the socioeconomic status of individual students participating

in the learning process. Each of these dimensions plays a critical role in shaping the overall experience and efficacy of English language education.

The linguistic nature of the community is one of the factors believed to influence the learning of a foreign language. For instance, Morocco has always been known for its linguistic diversity. The successful usage of Arabic, Tamazight, Spanish, French, and English characterizes the Moroccan cultural and linguistic community. Concerning Arabic, the status of the language is one of the most complicated in the world due to its diglossic linguistic situation and the discrepancy between the standard form and the colloquial one. This difference hinders the language acquisition of local dialects, such as those spoken by Tamazight speakers. The struggle for universality and global respect by Modern Standard Arabic hampers its internal development as a lingua franca (Amiri & Karfa, 2021).

On the other hand, the contemporary promotion of the French language particularly accentuates the phenomenon of diglossia within the framework of multilingualism that exists in Morocco. In addition to this, it induces a colonial legacy that is vividly recognized as 'linguistic apartheid,' whereby the French-educated elite class has significantly profited from the thorough Francization of various civilian affairs. It is an overwhelming fact that the inherent difficulty in learning a foreign language (FL) is greatly enhanced by the complexities arising from L1 transfer. The former Minister of Higher Education in Morocco stated that the learning of English is currently on the rise, which is a positive trend, and that the language policy has been adjusted with the expectation that English will become the primary language of science. In this context, high school graduates are now required to study English rigorously to access opportunities in higher education. The Moroccan policymakers have strongly endorsed the promotion of foreign languages, with particular focus on the English language. The former Minister of Higher Education in Morocco proclaimed that English serves as the practical language for advancing scientific research, and it is widely believed to be the most effective solution to the country's educational challenges. Moreover, students who seek to continue their academic pursuits in critical fields such as Engineering and Medicine must acquire a high level of proficiency in the English language to ensure their success and competitiveness in these professional domains. (Hammou & Kesbi, 2024)

2.3. Access to Resources

Without the presence of affordable, user-friendly, and instructive professional preschool and childcare services that could assist them in developing or improving their English skills alongside their child, women faced difficulties finding promising careers (Wall, 2017). Although there are professional childcare services that assist immigrant parents, they are difficult to access due to the lack of resources. In

Mississauga and Toronto, for example, there is a lack of low-cost services for preschoolers and children up to sixteen years old, particularly for newcomers, including those from low-income backgrounds. Existing summer camps and daycare facilities are often expensive, and accessing them can be challenging due to distance and language barriers. This makes it more difficult for mothers to participate in school events. After-school programs in Ontario's school system, which are aimed at engaging immigrant children, are not offered in accommodations like refugee shelters where many immigrant families reside, despite the majority of women's complaints about their children's behaviors of being more physically assertive than unfocused, difficulties with task-switching, and being in trouble with teachers. Parents' lack of knowledge about advocating for their children at school or in the neighborhoods, particularly regarding extracurricular sports in school, was another concern raised by the women.

3. TEACHING STRATEGIES FOR MULTILINGUAL CLASSROOMS

A classroom with multilingual students offers excellent potential for unique and rich learning opportunities, but also presents complex challenges that require increased teacher knowledge and expertise. Recent research has revealed the processes through which gifted teachers plan, instruct, and assess learning in multilingual classrooms. Worldviews of action and culture, representational systems, and conditional systems mediate complex relationships among goals, context, and practice. Educators and researchers must take greater responsibility to broaden the professional discourse about bilingual and multilingual teaching and learning. The world is undergoing significant changes. Shrinking borders have rendered facets of language ubiquitous; immigration, colonization, and globalization have significantly increased the movement of people and languages. The coexistence of different languages, cultures, nation-states, and communities has become commonplace; hence, transcultural communication has become a key facet of the modern world (Lartec et al., 2014). Language, being central to the formation of meaning, communication, and understanding, is implicated in all of these processes. Some would argue from a utilitarian perspective that multilingualism is necessary for its economic benefits; others would consider it a greater social good, promoting communication and understanding among diverse groups of people and thereby avoiding contingencies based solely on a single language, which can foster various prejudices and conflicts. (Viesca et al.2022)

However, multilingualism is deeply problematic, and not only from social and political viewpoints. Language is seldom a neutral vehicle for conveying informa-

tion. Language is also multidimensional; it can regulate and constitute perception of reality and experiences; it possesses indexicalities that map into entrenched social categories; it has social history and inhabits ideology. Given that our experience of the social world is fundamentally mediated by language, we are also privy to the social workings of language. The construction and sustenance of social meaning through language is a sophisticated and, at times, subtle process that any adequate social science must take seriously. Tragically, a priori analytical assumptions regarding the essential nature of the social universe lead to a neglect of detail in understanding it, thus misunderstanding it and oversimplifying the relationship between language and sociality. Multilingual education or education in multilingual settings has become increasingly prominent. By juxtaposing multiple languages and promoting the mindful integration of them through dialogue, multilingual education is considered a means of engaging with differences and cultivating conditions for the survival of diverse communities. (Kirss et al., 2021)

3.1. Differentiated Instruction

Differentiated instruction is widely discussed but not clearly defined. There are numerous approaches and teaching methods to ensure that all students learn in a way that suits them (Rogerson, 2018). Upon conducting a literature review of various differentiated instruction techniques, guided reading was identified as the primary strategy employed to differentiate reading instruction in the researched studies.

Two main approaches are often resorted to by L2 teachers: (1) select a homogeneous group of students or (2) accept the ad hoc levels of heterogeneity but incorporate differentiated instruction (DI). The former approach is likely to fail, as students are diverse, and their differences tend to grow over time. By definition, DI is a strategy that involves approaching every student as an individual. It is an alternative to a one-size-fits-all approach to education. DI is particularly prominent but remains elusive globally. Over the years, it has been misconstrued and misinterpreted by L2 teachers despite being promoted as a cornerstone of effective instruction and the gold standard that teachers should strive for. A hallmark of DI practice is when L2 teachers arrange two or more fluid instructional levels or tiers, differentiating students based on their proficiency levels. In this way, higher-ability learners are given more complex tasks, while middle- and lower-ability learners are assigned more manageable tasks tailored to their cognitive capacities. All alternate word usages depend on the context and need, being synonymous or interchangeable.

As traits perceived as disabilities become increasingly complex over time and across various social environments, L2 heterogeneity becomes increasingly daunting, particularly in multilingual contexts. Alluding to the capricious nature of external factors that regulate individual variations in L2 learning, these teachers emphasized

the persistent, admirable qualities of L2 individuals themselves. They felt astonished by and envious of students' behaviors as autonomous meaning-makers, suggesting that well-crafted tests do not guarantee coverage of L2 knowledge, unlike the swift and robust adaptability of students. Obstructing DI intervention is a challenge that should be recognized and addressed in practice, specifically in determining what a learner knows beyond their current achievement level. These teachers felt burdened because of the demands stemming from their students' diversity. This entails more than cumulating ID knowledge and theory; the desire to adapt instruction to individual needs should be met with practical strategies on how to gauge students' prior knowledge before imparting knowledge to them and then determine the appropriate instructional level to use (Rafi & Pourdana, 2023).

According to Warner (2010), guided reading is a small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher employs a tightly structured framework that enables the incorporation of several research-based approaches into a corresponding agenda. The teacher prepares for guided reading by planning, assessing, arranging the classroom, gathering appropriate materials, and partnering.

In a guided reading lesson, students are grouped into small groups based on their reading levels. This grouping takes place during the independent reading workshop. The teacher also plans book introductions and teaching points. When selecting an appropriate text for a guided reading lesson, the teacher constantly considers the lesson's purpose and the learning goals for the group of students. Good readers transpose their understandings of spoken language to print and have an understanding of the interrelationships among reading, writing, and language. Differentiated instruction is a broad process for classroom practitioners. Professional development that links theory with specific models and methods that teachers can directly incorporate into practice is essential.

3.1.1. Flexible Grouping

Flexible grouping allows you to mix and match students, fostering cooperation and collaboration, essential skills in a multilingual classroom. The grouping must be flexible, random, and change often. For instance, flexible grouping prevents children from having the same partner or group in each activity, as they are randomly assigned to different groups. Students must not handpick their partners or groups, as the same children will always end up together. Finally, grouping must change often so that students are not continually paired with friends or children they do

not want to work with. ESL students can be paired with fluent English speakers or work with peers at the same level of learning.

The most effective grouping strategies are small groups of three to six and pairs or partners. Small groups allow quieter students to express their opinions and thoughts while also enabling the teacher to interact with every student during lessons. Usually, children are seated at tables with four or six chairs, making group formation easy. Many larger groups can be divided into smaller, homogeneous groups, allowing for more fluid movement within the classroom, as well as within the "home" and "expert" groups in jigsaw-style learning activities (Roberson, 2019). A good grouping strategy requires motivation, effort, and time, but can prove beneficial to the students and the teacher. Economic feasibility and class size will also contribute if larger drop-in centers exist.

3.1.2. Varied Assessment Methods

It has also been found that teachers often target low-level cognitive tasks in their assessments by requiring pupils to recall only what they have learned. In addition to tools that assess factual and procedural knowledge, teachers need to present learners with problems that involve transferring what has been discovered to new situations and applying related underlying concepts and principles (Chimpololo, 2010). Academic assessment must be an ongoing process that objectively informs both teachers and pupils about the pupils' academic language achievement. This paper proposes that, in a bilingual education classroom, teachers should utilize multiple assessment tools to measure various aspects of linguistic competence, thereby obtaining a comprehensive understanding of their pupils' performance. The study's findings and recommendations will enhance teachers' assessment practices in bilingual education, aligning them with the expectations outlined in the Bilingual Education Policy.

The qualitative data elicited through semi-structured interviews revealed that teachers perceived assessment as a formal process of measuring language proficiency through tests. In addition, teachers overwhelmingly preferred written exercises, oral tests, and end-of-semester examinations over continuous assessment methods. Results from the classroom observations are contrary to their expectations; teachers only use pre- and post-assessment methods, and participating pupils are only given informal tests at the beginning of the term. Classroom observations revealed that formal continuous assessment techniques were largely absent in the two primary schools. When opportunities for formative assessment were presented, teachers highlighted some factors that hindered their practical implementation in the classroom. These include the rigid syllabus structure, the large number of pupils enrolled in a class, the lack of training on how to implement formative assessment, and the inadequate

time to compile results from different continuous assessment methods. Some students suggested that peer assessment could be employed in the classroom context. In the same vein, a suggestion was made for the use of continuous assessment techniques to help teachers evaluate the target behaviors of pupils. (Paloposki et al.2025).

3.2 Scaffolding Strategies

A scaffold is a temporary and supportive structure designed to help a student or group of students accomplish a task they could not achieve — or perform as well — without the scaffold. Scaffolding is not a strategy per se but rather an enabling structure or support that allows a student or group of students to transition from one level of performance to another. ELLs (English Language Learners) in mainstream classrooms require specific scaffolding, which can be thought of as a bridge between teaching and learning or as a systematic, gradual approach to managing tasks of increasing difficulty. Many mainstream classroom teachers with ELLs have used scaffolding instruction to help promote understanding of content subject areas. Teachers have implemented scaffolding strategies, utilizing cooperative learning groups to support student learning and achievement. Teachers can also find ways to use students' native language as a tool to enable access to the majority language. Scaffolding has been reported as one of the most effective strategies for enhancing reading achievement in ELLs (McKenzie, 2011).

Every teacher in the United States must work toward the special understandings, skills, and dispositions needed to facilitate the language and academic development of students for whom English is a new language. Researchers found that the majority of teachers' experiences were not consistent with their current beliefs regarding the educational characteristics of ELLs. Before their certification, teachers had little to no exposure to effective practices connected to ELLs. To achieve the progress of teachers, they need to become educated on practical strategies and methods to achieve the goal of increasing reading performance levels with ELLs.

Teachers who are accustomed to traditional teaching styles are more likely to accept teaching contemporary styles once they are exposed to them. Exposure includes strategies that are conducive to ELLs' learning styles, the theory of language learning, and their cultural background. Teacher learning can be characterized as problem-solving or inquiry that starts with teachers' special goals for their students. Teachers are required to extend their learning beyond the classroom. They must put forth extra effort to ensure that students are learning the material covered in the curriculum. In doing so, teachers need to constantly examine questions such as, 'Are they making any progress?' or 'How do they know?' Student achievement is further enhanced when teachers prioritize their professional development within

the school during school hours and maintain regular contact with their students. (Liu & Ma, 2024)

3.3. Visual Supports

The brain utilizes distinct channels to process verbal and visual information: the left hemisphere handles verbal information, and the right hemisphere deals with visual information. Presenting new vocabulary through visual means can make the teaching and learning of English an active process, allowing students to grasp new information through images rather than just text. Since vocabulary learning is primarily a mental process mediated through images, visual aids can also help students retain the vocabulary longer and remember it more easily. Visual aids provide students with a visual representation of what they are learning, helping them understand the meaning of vocabulary (Skupeňová, 2017). Visual aids can be applied to assist in the teaching and learning of vocabulary, especially in ESOL contexts. Flashcards are teaching and learning resources made of cards on which valuable information for studying is written or drawn. Cards serve as visual aids, helping learners to organize information into memory folders. Flashcards are a specific type of card that is used as a teaching and learning aid. Flash cards can be used to teach words to beginner or elementary students who are studying vocabulary for the first time. Flash cards can be applied in various ways. Pictures can be used to teach target vocabulary items. A teacher holds flashcards in front of students, points to certain pictures, and says the corresponding words. Flash cards can be turned upside down and used as a vocabulary game. In vocabulary learning, introducing new words and utilizing realia in the classroom can be beneficial. Realia, which means a language or cultural object used as a teaching aid, refers to real objects that teachers utilize in the classroom. Realia can help students realize the meanings of new words. When a teacher teaches "bananas," "apples," "oranges," or "grapes," the teacher may take out fruits from a basket and hold one in front of the students. Sticking such images can create the atmosphere of a fruit shop. Realia can also be used to make students feel closer to their environments, thus motivating students to learn a second language.

3.4. Modeling and Demonstration

Beyond using audiovisual materials to facilitate second language learning, teachers can engage in small group work in front of the class and use modeling demonstrations to promote language learning. Educators can build their courses around hands-on activities that elicit an inquiry-based process, or they can prepare and select videos of experiments, simulations, or models that demonstrate phenomena or principles present in the model. Whiteboarding is one such interactive pedagogic technique,

which involves using a whiteboard or large sheet of paper to carry out a demonstration, summary, or explanation with a marker (Schwaller, 2011). In recent studies, both modeling and whiteboard numeracy are given focus as student-centered approaches, consisting of small-group work or whole-class whiteboard modeling of demonstrations that leverage second language affordances and engage a diverse elementary school classroom in second language development. In addition, teachers use multisensory modalities, including visualizations, inquiries, modeling, gestures, and codes that feature temporality, emotions, and auditory motivation to mediate the students' sense-making and negotiating what they co-construct within the context of inquiry-through-modeling. It is argued that promoting learning-by-doing involves actively seeking participation to co-create knowledge and socially construct insights. Such a reform-based practice supports an epistemic community of questioning (together "what"), modeling (together "how"), and explanation (+ "why") grounded in spontaneously constructed artifacts, ameliorating deep engagement through scaffolding and the opportunity to revisit issues for instruction and assessment. In summary, teachers utilize Whiteboarding as a formative assessment tool, in conjunction with modeling, which leverages agency through individual ownership, collaborative work, and a sequence of multilateral input, thereby providing support for co-construction and becoming a pedagogical tool that expands the teaching repertoire.

3.5. Collaborative Learning

Collaborative learning is any instructional method that involves positive social interaction between learners in groups. There are two kinds of collaborative learning situations. In formal collaborative learning, small groups are established with a specific task for two or more lessons. Students have particular roles and responsibilities and are expected to complete assigned tasks. Peer evaluation ensures accountability. In informal collaborative learning, the instructor asks students to form pairs or small groups for a short period to practice a new concept or skill, followed by whole-class feedback. Since collaborative learning was introduced and adopted by educators, its principles have captured the attention of scholars, researchers, and practitioners in EFL. Collaborative learning is based on the social constructivist theory of learning and attempts to promote learning through interaction among students engaged in shared tasks (Babiker, 2018). While collaborative learning has been practiced in various contexts and across different branches of education, it has led to the success of many EFL learners and groups. This technique helps develop fluency and allows effective mediation of learned structures. Collaborative learning is beneficial to those who struggle with uttering even simple sentences. This will help them start using the language and gain confidence for future conversations. It allows group work to be organized in various ways within a single class, such as by grouping stronger

learners with weaker ones or mixing different levels. This will help keep the progress of all levels. Effective collaborative learning directly leads to a knowledge-building community. The critical role of the teacher as a designer of the learning environment ensures that the learning opportunities provided are appropriately engaging, which requires a thorough understanding of the varied products of collaborative learning and the characteristics of practical group work. Collaborative learning is a technique in which small groups of learners work together to promote their learning and that of others. Collaborative learning relies on social interaction between learners to encourage them to take active roles in the learning process. Successful collaborative learning experiences promote mutual support, equal participation, cohesion, cooperation, and interdependence. In contrast, cooperative learning is more structured owing to its emphasis on formal group organization and positive interdependence supported by a reward system based on group accomplishments. Several learning approaches can be classified as collaborative or cooperative. One of the well-studied groups of collaborative learning approaches is based on interaction design principles adopted from the fields of social psychology and sociolinguistics by designers.

4. ASSESSMENT AND EVALUATION IN MULTILINGUAL CONTEXTS

Assessment and evaluation of learners' language performance have always been an interrelated process to gather information on students' progress, needs, and the efficacy of teaching. To some extent, it is done to aid learning; however, assessment has traditionally been conceived as a testing or evaluation process rather than a learning one. In the context of first and foreign language assessment, evaluation, or testing, it has been found desirable to design appropriate tests (Afitska, 2014). Measures have also been proposed for assessing the success or otherwise of language teaching, which typically involves measuring language proficiency attainment at some stage.

The issue of assessment has recently gained significance in the context of migration. This global phenomenon has sparked the interest of researchers in assessing the language of instruction in increasingly multicultural environments. Interest in this area intensifies because a great deal of economic and sociopolitical activity relies on native fluency in a language. However, unlike the extensive literature on general testing issues, language testing in the context of migration still requires research to develop principled EAL assessments that take into account the sociolinguistic circumstances of the individual. These involve the impact exerted by cognate language proximity, the relative status of languages in society, and the language of instruction on EAL education achievement.

Communication is increasingly conducted in L2. Enumeration of the new ELT challenges in various settings, including the EFL one, has revealed a shift in focus from the message transmitter to the interlocutor, the gradual introduction of new genres, such as aural, multimodal, and computer-mediated texts, and the need for L2 listening assessment. However, situations where language specialists are non-native speakers and the media, whether predominantly oral or digital, remain unexplored.

4.1. Formative Assessment

Assessment refers to a wide range of methods used in gauging students' progress in learning. A distinction is often drawn between formative and summative evaluation, although it would be more correct to do so in a broader sense: formative assessment includes a variety of assessment practices that support learning; summative assessment consists of those that follow and assess learning. Formative assessment is explicitly acknowledged in the standards of the Professional Teaching and Competency Framework in England, in the key indicators of successful primary schools in Singapore, as well as in the underlying principles of the revised curriculum in Hong Kong SAR (Afitska, 2014). This form of assessment counters the teaching-to-the-test debate and mitigates risks of IQ inflation.

Formative assessment is a broader term than formative use of assessment. It includes many assessment practices, only some of which can inform subsequent teaching and learning. Formative uses of assessment may consist of assessment tasks, individual feedback (e.g., from peers and parents), or various forms of feedback. Assessment for learning precisely describes the formative use of assessment. Criterion-based growth analysis was employed to investigate pedagogy and professional development in four British school clusters, focusing on their impact on pupil learning and identifying areas for improvement, as well as the problems and challenges encountered.

There had been significant growth in the formative use of assessment in information detail, and the schools exhibited widely different approaches, interpretations, and beliefs. It was concluded that more professional development time is required to improve the quality of assessment practice. Formative assessment can only be used if the use is principled. Formative assessment necessitates adjustments to both pedagogical and evaluation processes. Implementation advice regarding formative assessment should concentrate on a small number of elements to maximize beneficial instructional effects.

4.2. Summative Assessment

Wong (Afitska, 2014) formulates criteria to assess students' speaking skills in a second language. The assessment consists of two main criteria: fluency and accuracy, which can be further subdivided into 14 subcategories: quantity, pace, length, self-repair, grammar, word form, spelling, word choice, locution, pronunciation, stress, intonation, and volume. Because the criteria are too comprehensive, Wong has to select several criteria when evaluating assessments among students to avoid assigning too many subcategories. Ultimately, the 2-by-2 matching characteristics (fluency vs. accuracy and group work vs. individual work) result in a complex set of 1-by-7 assessable criteria in the final trade-assessing activity. Using the speaking assessment as an example, Wong illustrates how assessments can become impromptu events.

Furthermore, it would be difficult for students to learn the criteria and assess their own oral proficiency and progress through such an assessment. Wong proposes that tasks be purposely designed with a focus on determining only one criterion when collecting plans, making evaluation more straightforward for students. Wong adds that clear teaching and learning objectives should be set first, and then criteria questions should be developed to assess the extent to which these objectives have been achieved.

Based on the findings from shared cases, which aim to design and conduct formative assessments of students' foreign language skills in a primary language classroom, it is recommended that formative assessments should be designed based on students' life-world experiences and their experiences with various tasks. The foreign language skills that teachers want to assess should be selected and integrated into the overall picture to plan for assessments; the potential knowledge and skills that students can mobilize to conduct the assessment should be considered; and the format and procedure of the assessment should take into consideration of students' previous experiences with the same or similar assessments. In addition, teachers should provide purposeful guidance and scaffolding to each group during the first round of assessments, allowing them to explore and experiment with the formative assessment tasks without an explicit focus on the assessment itself. Furthermore, planning for the trade of formative assessments should be structured and clarified to students by introducing the progressive refinement of decision-making when working on a similar assessment task collectively in the whole class.

4.3. Standardized Testing Issues

Standardized testing has been and is the most dominantly used measurement in all high-stakes ELT contexts globally. It is behind almost all language policies relating to educational and immigration systems in postcolonial southern societies, where

lower classes can be marginalized through gatekeeping power, and middle classes can gain access to better academic and job opportunities through "well-studied" or "well-remembered" test-taking strategies. IELTS has gradually developed this authority for assessment and begun to impose its standards for testing and evaluating ideologies in terms of what constitutes English, taking into account societal values that are not static but continually changing (Badwan, 2017).

With the rise of globalization since the mid-20th century, the fabric of societies has been and continues to change. The advent of the internet and the World Wide Web had been heralded as opening borders and democratizing power, allowing all to gain access to knowledge and a global voice. However, as new modes of communication were brought by technologies originally developed in the Global North, they were unevenly incorporated in southern countries. What once were clear borders of groups A (monolingual speakers, mainly residing in the Global North), B (speakers using an L2 ultimately in a larger L2 community, normally but not necessarily under the aegis of group A countries), and C (speakers of the L2, but using it mainly for international, intragroup communication, primarily domiciled in the Global South) are now fuzzy. Time lags and unequal development in economic, political, and power resources have hindered the dream of a borderless world.

5. CULTURAL CONSIDERATIONS IN LANGUAGE TEACHING

While many researchers acknowledge the relationship between language and culture, the nature of the relationship is unclear. Nambiar (2017) posits that culture is socially acquired as the "know-how" needed for daily living. Thus, the acquisition of one presupposes the acquisition of another. In language teaching and learning, the importance of integrating culture is explicitly acknowledged. There are several reasons for this. First, learning a language without knowing the culture of a language will produce a 'fluent fool' (Chenoweth, 2014). Second, it will not be sufficient for insight into the political, social, religious, and economic systems in which the language functions if students master only linguistic structure. Finally, it is well known that the language being taught carries a knowledge system different from that of the learners and their perspective toward nature. Therefore, language learning and teaching should never be held in isolation from culture. A critical issue in integrating culture into the teaching and learning of a foreign language is which culture to use: local, target, or international. In situations where learners intend to migrate to a country where the target language is spoken or seek employment in that country, it is common for the teaching of the language to be accompanied by the teaching of the target culture, to acculturate them as quickly and efficiently as possible into that culture. This view assumes that one cannot teach a foreign language without

teaching its target culture. Some views focus on teaching a foreign language using the local culture because it provides learners with a better understanding of their own culture, especially in a language such as English, which is widely used globally. As a lingua franca learned by many non-native speakers around the world, it seems essential to mention that local culture should be incorporated more into the language learning process, as it forms the base for effective communication within their community. Learners should be able to understand that the new language can be used to describe their local culture, which will help in promoting the values of the language in their societies. The value of the target culture should also be conveyed, as learners need to have an understanding of their own culture to comprehend the national culture of the target language. In language learning, therefore, the material used to learn English with a communicative approach should not focus solely on the linguistic aspect but instead on how this language can be used appropriately in various communicative events.

5.1. Cultural Sensitivity

In global societies where linguistic and cultural differences coexist, teachers, particularly those of English as a Second Language (ESL), face the challenge of educating students whose linguistic skills vary significantly, ranging from limited to fluent English. Language teaching involves not only oral and written skills of a foreign language but also its use in different social contexts. Linguistically diverse students of English may feel embarrassed or ashamed to engage in conversations. Some become nervous, preserving silence in public encounters with native speakers, while others overcome this language barrier to express themselves freely and feel liberated. In this study, relevant literature examined how national and cultural backgrounds affect students' experiences learning English. Additionally, students were interviewed in multiple dialogues to gather their perceptions about their linguistic explorations of the English language.

In such multilingual nations, adolescent English language learners (ELLs) form an extremely heterogeneous and diverse group characterized by the languages spoken, cultures, religions, literacy levels, social classes, and prior schooling (Chenoweth, 2014). Attending secondary school is a new experience for many families, with no model on how to proceed. Compared to the motivation for education among U.S.-born individuals, the motivation for education may differ in some ways in Asian and Middle Eastern countries. Cultural contexts create very different lenses through which perceptions and understanding are viewed among ELLs and U.S. teachers. Exploring an outsider's perspective on the culture of schooling may provide new insights for reflection and enhance culturally responsive teaching.

Language policies aim to stabilize national identity and promote an equal post-colonial space that upholds non-English official languages. In cultural refractions of colonization, hybrid identities are wrought of English in terms of struggle, disadvantage, passivity, and conformity. Under colonialism, English shifted from a mere linguistic tool toward a hybrid gate of opportunity in which a native-like accent induces self-doubt and second-guessing for ELLs. This postcolonial ambivalence concerning English highlights the moral complexity of parenting, as it simultaneously desires ELLs to be proficient in English. Hidden from ELLs, however, is an Anglo-centric belief system that espouses English as the key to success in the global economy.

5.2. Integrating Culture into Language Learning

Many researchers acknowledge the relationship between language and culture. The importance of integrating culture into the English language, specifically in teaching and learning, is further reinforced by Nambiar (2017). They propose that learning a language without knowing the culture is a troublesome yet common phenomenon in learning a foreign language. The authors posit that understanding the target culture explicitly provides insight into the systems within which the language functions. Language jokes, proverbs, idioms, and insults, for example, evoke elements of the culture that are difficult to explain in terms of linguistic structures. As such, non-native speakers of English who look only to learn the linguistic structure of the language may do so at their peril. This underexposure may result in them becoming a 'fluent fool' or a naïve speaker of the language, who may use correct language forms within an inappropriate cultural context. They argue that in this multicultural world, where English serves as the lingua franca, it is almost impossible to teach and learn a language without its associated culture and to encounter two cultures that are the same or even somewhat similar. Consequently, language learning and teaching should not be conducted in isolation from culture.

In language teaching, it is suggested that the target culture must necessarily be taught in a process referred to as cultural assimilation. On the other hand, there is a view that focuses attention on teaching the language by incorporating the local culture to enhance familiarity for learners. The proponents of this view argue that incorporating local culture in the English language teaching process is essential, as it will help the learners communicate and function smoothly and effectively in the society where the language is used. Awareness of how the new language can describe one's own culture will offer validity to one's learning and provide a different and broader perspective on the new language and its culture. Understanding their culture is as important as understanding the target culture.

6. CASE STUDIES OF SUCCESSFUL PROGRAMS

Different contexts where coherent English language instruction has been implemented successfully, and that should be adapted to the various isolated or fragmented situations of need, on which the contributors agree, are described in this chapter. The first case study describes how a teacher successfully supported the literacy of English language learners in a predominantly Spanish-speaking school. For nearly two decades, the teacher has pursued a dual language certificate and worked to build relationships with students and their families, ensuring that all students participate in high-level instruction. Constructions taken up include "supporting English language learners' literacy development," "delivering multimodal instruction," and "building community," with the last shifting from being articulated in terms of agency to being couched in a more fundamental sense of the conditions for community. Situated in an interview where the teacher is asked how they accomplish this feat, an understanding of the reflexive dimensions of their work is irreversibly established; the teacher's well-founded, agency-centered constructions of conscious decisions, commitment to professional development and perseverance cohere with evocations of relationships, warmth, care, love, faith, and belief. The second case study describes a school whose leadership made changes to its use of English. It draws on systemic functional multilingual theory, multimodality, and genre to show how the English curriculum was transformed from one imported, in which students passively received input through broadcasts and materials, to one locally designed by teachers, in which they engaged in communicative practices of their choosing through popular culture. In this interracial case study, partnerships constructed between the school's human resources and afforded by the labor market are considered and situated within a changing sociopolitical landscape.

6.1. Bilingual Education Models

A variety of experiences and languages create multilingual societies that require equitable and robust English language learning opportunities for all. Bilingual education models vary in their levels of academic content area instruction in the native language and desired outcome goals for English language learners. A program can be more bilingual than another in that it allows students to retain and develop their first language in addition to English. Adding a second language to one's first language enhances cognitive processes, social interaction with a wider variety of peers, and access to a larger amount of information (Garcia-Bautista, 2010). Language and cognition are interrelated; therefore, this model is based on the premise that the better the child acquires the first language, the better the cognitive performance

in the second language. These are the various bilingual education models, along with their outcomes and the research supporting their conclusions (Ozimek, 2014).

6.2. Community Language Programs

In many parts of the world, there is a growing understanding of the importance of maintaining multilingualism in childhood and of the adverse effects of prioritizing the acquisition of an international language over minority languages. More people are also becoming aware of the fact that there are many 'Englishes' and that there are varieties of English language in multilingual nations that have features different from those of the varieties used in native-speaking nations. The recognition of the respective skills of local English teachers in Asia, along with the understanding that such teachers may not require native fluency, may help stem the tide of the exportation of TESL teachers to Asia. This will eventually lead to a more balanced and less dependent relationship between native-speaking and non-native-speaking communities. As there is a greater awareness of the importance of a 'bottom-up' approach to educational reform, community language programs are evolving and, in many cases, being developed (Baldauf et al., 2013).

In many parts of the world, especially in Europe, Australia, New Zealand, North America, and South Africa, monolingualism is giving way to bi- and multilingualism. In many regions of Africa, Asia, and South America, multilingualism is the norm. There is, in fact, a growing recognition that remaining multilingual is essential in childhood and a corresponding understanding that the acquisition of a world language during childhood can lead to a decline in attention to home and community languages. As a consequence, there is growing awareness of the adverse effects of early learning of a world language at the expense of minority languages. There is also increasing awareness, across many societies, of the fact that there are many 'Englishes .'There is growing recognition that non-native varieties of English exist in many multilingual nations, which often feature distinct characteristics that can evoke negative attitudes among members of these nations when they encounter native-speaking varieties of English.

7. FUTURE DIRECTIONS IN ENGLISH LANGUAGE LEARNING

For several decades, a large number of English teachers in Thailand and many other non-Anglophone countries have adopted native-speaker pronunciation as the standard in teaching English language and pronunciation classes. Promoting native-speaker pronunciation is thought to be a way of enhancing the quality of one's English, particularly in the context of global English and global English studies,

which have brought about new notions of English as a lingua franca and native/non-native English speakers as a sociocultural construct (Assalihee et al., 2019). The enormous growth in the teaching and learning of English for communication purposes as a global language within and outside today's globalized marketplace, along with increasing awareness that English learners in Thailand, as well as in ASEAN and non-English speaking countries, are learners and users of English as a lingua franca in multilingual, or World Englishes contexts has intensified criticism of the native-speakerism debate.

While a good command of the English language has been known to be key to a bright future, including better job opportunities and career prospects, growing concerns over the native-speakerism debate have replaced the one-size-fits-all principle of using the so-called standard accents and native-speakerism as the gold standard in the English language learning and teaching community, including that of native-spoken varieties of English. A similar need for a non-deconstructive paradigm is being called for in the context of teaching pronunciation in all three EFL contexts. As the controversy over native-speakerism continues, new frontiers in the teaching of pronunciation in established ESL and EIL contexts require empirical studies of the dynamics of deconstructing two interrelated constructs: native-speakerism and accentedness, about accent discrimination, language ideologies, and a sense of language ownership. In addition, along with the growing acceptance of multilingualism, a paradigm of plurilingual/translingual perspective in the study of the teaching of English pronunciation in Thailand and other similar EFL contexts is emphasized, where various pedagogical implications of English as a lingua franca and the multimedia principle as a (self-) product of such awareness will be investigated.

7.1. Innovative Pedagogies

Innovative pedagogies are crucial for ensuring students' acquisition of high levels of English proficiency and their ability to utilize English in various real-life contexts and situations. The proposed innovative pedagogies are: (1) Active, profound, relevant, and realistic learning, (2) Technologically-assisted learning, (3) Practical and locally relevant learning, (4) All-inclusive learning and environment, and (5) Various measures of performance assessment. The first innovative pedagogy is that learning should be active, profound, relevant, and realistic. Learners should not only see English as an additional or optional subject, but they should also realize that English is a necessity. Teaching topics and materials should also be readily available in English. Such contexts help learners appreciate the learning, heighten their participation in English learning, and enhance their productivity (Assalihee et al., 2019). Furthermore, classroom learning should foster meaningful connec-

tions between in-class activities and out-of-class experiences, enabling learners to appreciate its value.

The second innovative pedagogy is that learning and teaching should be technologically assisted, with technological solutions seamlessly integrated into the learning and teaching processes. It is indisputable that technology has taken hold of language education, especially in the ways languages are taught and learned. Entry to numerous online platforms specializing in general and English learning is free and learner-centric. The ubiquitous access to portable information and communication technologies, on the other hand, creates numerous opportunities for learners to learn English at any time and from anywhere. Enabling and empowering learners to fully harness these opportunities ensures their fluency in English usage in the 21st century. Nurturing the current generation of technologically intelligent learners to become individual knowledge creators and information communicators is essential, given the moderate amount of screen time in class in today's highly competitive world. The third innovative pedagogy is that learning and materials should be practical and locally relevant. Instead of teaching learners what they are less likely to have the opportunity to utilize, it is suggested that they be taught what would be practically needed in their locales (Ntelioglou et al., 2014). Such pedagogies and materials, on the one hand, enhance the effectiveness of English learning while, on the other hand, increasing the likelihood that learners will apply what they learn to navigate through the complexities of their societies as responsible citizens.

7.2. Policy Recommendations

The policy recommendations provided herein should serve as an encouragement for further dialogue on how language policies can be effectively implemented within South Africa's multilingual society and, of course, elsewhere. All decisions regarding these recommendations need to be debated widely. Concrete actions or pathways forward in terms of policies, frameworks, guidelines, and protocols will be developed using the scenarios as a loose framework. However, further dialogue is needed regarding fundamental issues, such as the decision to pursue strong bilingual education or a more gradual transition to a commercial multilingual model, the nature and scope of proficiency monitoring, socio-environmental influences on learning, the types of learning routes required, and many other points. The recommendations are offered with the hope that they will stimulate ideas and debate about how universities can effectively implement their language policies (Nkabinde, 2002). Implementing a language policy in practice entails several communicative actions to create conditions that facilitate language usage guided by and co-constructing the language policy, which is interpreted and translated into local procedures and practices, as well as how it aligns with users' actual language practices. These communicative practices

highlight the dynamic interaction through which the language policy is constructed and reconstructed by the language policy-implementing agencies and the contexts or communities in which they operate. A local framework of policy actions will then be provided to offer implementers a best-practice overview of communicative acts to make a language policy effective. The viability and long-term sustainability of languages are closely tied to the formulation and implementation of public language policy. It is, therefore, crucial that language in education policies be inclusive and fair, lest the cycle of indifference, neglect, and marginalization of languages be perpetuated in the arena of higher education. (Hughes, 1994).

8. CONCLUSIONS

It is concluded that navigating the complications of English language learning within multilingual societies is very challenging. As the underlying forces of globalization and migration continue to shape the linguistic landscapes, it becomes increasingly vital to recognize and address the unique needs of learners situated in these diverse environments. The interplay of policy, culture, and pedagogy highlights the importance of developing inclusive educational frameworks that value linguistic diversity while fostering effective English language acquisition. By embracing a holistic understanding of multilingualism and integrating cultural considerations into teaching methodologies, educators can foster richer learning experiences that respect learners' backgrounds and identities. Additionally, ongoing research and fruitful case studies highlight the potential for advanced approaches that not only improve language learning results but also contribute to social cohesion in multicultural societies. Ultimately, confirming that English language education is open to the actualities of multilingual settings will lead to more unbiased and effective language learning, enabling individuals to engage in an interconnected world.

REFERENCES

Afitska, O. (2014). Formative Use of Language Assessment: Supporting Learning through the Medium of a Second Language. *US-China Education Review A*, *4*(8), 517–535.

Ahmed, S. T. S., & Qasem, B. T. A. (2019). Problems of Teaching and Learning English as a Foreign Language in South Yemen: A Case Study of Lahj Governorate. *ELS Journal on Interdisciplinary Studies in Humanities*, *2*(4), 485–492. DOI: 10.34050/els-jish.v2i4.7458

Albiladi, W. S. (2019). Teaching English Pronunciation Revisited: The Challenges of Teaching EFL in Non-English-Speaking Countries. European Journal of Foreign Language Teaching.

Amiri, E., & El Karfa, A. (2021). The Impact of Learning Environment on EFL Students' Academic Achievement: A Study of Sociocultural Factors Affecting Academic Achievement. *Arab World English Journal*, *12*(4), 387–400.

Assalihee, M., Boonsuk, Y., Bakoh, N., & Sano, I. L. (2019). Reconceptualizing the 21st Century English Pedagogies for Islamic School Teachers in Asean. *Journal of Nusantara Studies*, *4*(1), 401–421.

Babiker, A. (2018). Improving Speaking Skills in EFL Classes through Collaborative Learning. [ASRJETS]. *American Scientific Research Journal for Engineering, Technology, and Sciences*, *44*(1), 137–154.

Badwan, K. M. (2017). "Did We Learn English or What?"A Study Abroad Student in the UK Carrying and Crossing Boundaries in Out-of-Class Communication. *Studies in Second Language Learning and Teaching*, *7*(2), 193–210.

Baldauf, R. B., Kaplan, R. B., Kamwangamalu, N., & Bryant, P. (2013). Success or Failure of Primary Second/Foreign Language Programmes in Asia: What Do the Data Tell Us? Language Planning in Primary Schools in Asia, 205-219.

Ben Hammou, S., & Kesbi, A. (2024). Exploring Multilingual Education in Morocco: Official Documents and Teachers' Perceptions. *International Journal of Multilingualism*, *21*(4), 1906–1927.

Chenoweth, N. H. (2014). *Cultural and Linguistic Obstacles for ELLs*. Beyond Words, 2(2), 91–120.

Chimpololo, A. (2010). Assessing Pupils ' Language Proficiency in a Bilingual Education Programme: Insights from Two Primary Schools in Malawi. *The Buckingham Journal of Language and Linguistics*, *3*, 1–10.

Garcia-Bautista, M. G. (2010). A Washington State Elementary Teachers' Guide to Bilingual Education. All Graduate Projects.84. https://digitalcommons.cwu.edu/graduate_projects/84

Hughes, S. (1994). *The Change of Language and the Language of Change: A Consideration of Some of the Assumptions Behind Non-Governmental Language Planning Projects: Implications for Language in Education Policy*. Unpublished dissertation.

Kirss, L., Säälik, Ü., Leijen, Ä., & Pedaste, M. (2021). School Effectiveness in Multilingual Education: A Review of Success Factors. *Education Sciences*, *11*(5), 193.

Lartec, J. K., Belisario, A. M., Bendanillo, J. P., Binas-o, H. K., Bucang, N. O., & Cammagay, J. L. W. (2014). Strategies and Problems Encountered by Teachers in Implementing Mother Tongue-Based Instruction in a Multilingual Classroom. *IAFOR Journal of Language Learning*, 1(1).

Liu, G., & Ma, C. (2024). Measuring EFL Learners' Use of ChatGPT in Informal Digital Learning of English Based on the Technology Acceptance Model. *Innovation in Language Learning and Teaching*, *18*(2), 125–138.

McKenzie, L. D. (2011). Scaffolding English Language Learners' Reading Performance. *Walden University ProQuest Dissertations & Theses*, *2011*, 3482138.

Nambiar, R. M. (2017). Integrating Local Knowledge into Language Learning: A Study on the Your Language My Culture (YLMC) Project. *Arab World English Journal (AWEJ)*, 8(4).

Nkabinde, C. T. (2002). *An Assessment of the Impact of Current Language Policy About Adult Basic Education and Training at Phindangene Adult Education Centre (Lamontville)* (Doctoral dissertation, University of Natal, Durban).

Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2014). A Multilingual and Multimodal Approach to Literacy Teaching and Learning in Urban Education: A Collaborative Inquiry Project in an Inner City Elementary School. *Frontiers in Psychology*, *5*, 533. PMID: 24994986

Ozimek, S. (2014). *Advocating for a Transitional Bilingual Education Program for English Language Learners*. Policy Advocacy.3. https://digitalcommons.nl.edu/pa/3

Paloposki, T., Virtanen, V., & Clavert, M. (2025). From a Final Exam to Continuous Assessment on a Large Bachelor Level Engineering Course. *European Journal of Engineering Education*, *50*(1), 164–177.

Rafi, F., & Pourdana, N. (2023). E-Diagnostic Assessment of Collaborative and Individual Oral Tiered Task Performance in Differentiated Second Language Instruction Framework. *Language Testing in Asia*, *13*(1), 6.

Roberson, A. C. (2019). *A Self-Study of Purposeful Grouping for Collaborative Learning*. University of Mississippi.

Rogerson, J. (2018). *Differentiated Reading Instruction: Strategies to Reach All Students*. In *BSU Honors Program Theses and Projects.* Item 267. Available at: https://vc.bridgew.edu/honors_proj/267

Scarino, A. (2013). *Changing Perspectives on Language Learning: Towards Multilinguality*. *Leksika: Jurnal Bahasa, Sastra dan Pengajarannya*, 7(1).

Schwaller, T. (2011). *Occasional White Boarding: Examining the Effects of Physics Students' Understanding of Motion Graphs*. Michigan Technological University., DOI: 10.37099/mtu.dc.etds/535

Skupeňová, M. Š. (2017). Visualizing Literary Texts in University Language Courses. *CASALC Review*, *6*(3), 82–82.

Viesca, K. M., Teemant, A., Alisaari, J., Ennser-Kananen, J., Flynn, N., Hammer, S., & Routarinne, S. (2022). Quality Content Teaching for Multilingual Students: An International Examination of Excellence in Instructional Practices in Four Countries. *Teaching and Teacher Education*, *113*, 103649.

Wall, T. (2017). L1 Literacy and Its Implications for LESLLA Immigrant Women in Canada.Hamline University. https://digitalcommons.hamline.edu/hse_all/4400

Warner, R. M. (2010). Differentiation in the Content-Area Classroom for English Language Learners. (Master's Thesis). University of Nebraska–Lincoln. https://digitalcommons.unl.edu/cehsdiss/78