

Indonesian EFL Teachers' Perspectives on Students' Multilingualism Ability in ELT Classrooms: A Problem or a Resource for Learning?

Kukuh Tri Laksono

Departement of English Education, Sebelas Maret University, rikodanizo@gmail.com

Abstract: Discourse of multilingualism in today's transcultural era, consist of relying on multilingualism. It is significant in order truly understanding how the multilingual used in the study. The study aims to investigate whether Indonesian English as a Foreign Language (EFL) teachers believe and use multilingual abilities In EFL settings. Data were collected through questionnaires with 64 participants and 3 selected teachers for interview and observation. It was analysed using qualitative thematic analysis. The findings of this study indicate that most of the teachers perceive multilingual languages in EFL classrooms as positively. This approach helps students grasp the material better, enhances their skills, and improves literacy. In the learning practice, the teacher employs a multilingual strategy, utilizing indigenous languages, Indonesian, and English to facilitate explanations and assignments during the instructional process. The multilingual abilities from the student can be utilized to help the learning as the teacher highlighted multilingualism as resources of the learning not as problem. Based on the findings, the study implied that teachers should provide strategies in order to fully understood the way in used multilingual abilities from students.

Keywords: EFL teachers, ELT Classroom, Multilingualism, Perspectives

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A. INTRODUCTION

Many EFL teachers frequently problematize the practices of multilingualism among their students in the ELT classroom (Xu & Krulatz, 2023). In the context of language learning, multilingualism often serves as a resource for teachers, but it can also present problems in ELT settings. As Rasheed (2017) explored how teachers in multilingual classrooms may encounter difficulties in managing the varied linguistic backgrounds of their students, which can have an impact on the efficacy of ELT. Meanwhile, in another study, the incorporation of multilingual practices has been advocated to enhance ELT effectiveness (Rose et al., 2020). This can lead EFL teachers to confuse between promoting a strong connection with national or indigenous languages and fulfilling the requirements of a curriculum that prioritizes English fluency. Therefore, a crucial exploration needs to emerge concerning how teachers perceive their students' multilingual abilities in ELT settings, which can influence whether multilingualism is regarded as a resource or a problem.

Multilingualism ability in ELT settings have been discussed by several researchers for different purposes such as the use of L1 in ELT class, the impact of multilingualism, and status multilingualism in language learning. For example, Ismaili (2015) explored how Macedonian teachers and students use a balanced and cautious approach towards using L1 (other than English) in English classrooms, which appears to have no impact on the students' exposure to the target language. In contrast, other research shows how multilingualism should reduce and focus on target language and teacher-oriented self-regulation strategies if they want to boost their learning outcomes (Calafato & Simmonds, 2023). Another research, Xu & Krulatz (2023) revealed that many Norwegian language teachers perceive multilingualism can be a resource in the classroom, but the dominant role of Norwegian still remains much used in the class. Research indicates that there are differing perspectives on the utilization of students' multilingual ability in classrooms. Some studies reveal that it has no impact on learning and can be resources, others propose that it should be reduced and focus on the target learning. Based on the previous study, it is not clear how teachers' belief on the multilingualism ability from students in ELT settings; as resources or problems? And how they manage the ELT multilingualism students' classroom.

In EFL settings, teachers and students are generally multilingual users with indigenous language and official languages. This may lead every teacher with different perspectives regarding the use of other languages in EFL settings. This problem becomes the focus of this study since there are still several gaps that need to be explored more regarding this topic. There are a few studies as Calafato & Simmonds (2023) and Al'Aidid (2023) focusing on this topic which shows there is still a lack of exploration regarding how the teachers may use languages in the classroom. Based on previous studies. The lack of clear perspective of EFL teachers in perceived multilingualism ability from students so this study adapts a methodological and conceptual framework that can give more understanding of how EFL teachers perspectives about the multilingualism ability from their students. This study reveals the practices of EFL learning and teaching regarding the multilingualism ability in order to improve understanding of Indonesian EFL teachers to address the use of indigenous and national language in ELT settings. As Rokita-Jaśków et al., (2022) explored that the teaching practices of multilingual students are greatly influenced by teachers' perspectives on multilingualism and multiculturalism.

Multilingualism in Indonesia, multilingualism started in Sumerian Period (2600 BC) where the civil servants were deliberately trained to be able to speak Sumerian and Akkadian (Chapelle, 2013). Multilingualism is defined as "ability to use more than one language in the course of a single communicative situation" (Heller, 1988). It is referring to the practice of incorporating or using several languages within a single conversation or communicative event. The phenomenon of multilingualism is shaped by various aspects such as globalization, the development of identity, language proficiency, and ideologies (Sung, 2022). This means multilingualism encompasses more than just having knowledge of vocabulary, but it also involves our ability to establish connections with the world, convey our identity, manage social exchanges, and be affected by the prevailing views towards languages in our surroundings.

In many countries, such as Indonesia, the society is characterized by the usage of multiple languages, including national and indigenous languages. In Indonesia, the majority of people speak multiple languages, exhibiting a wide variety of linguistic and cultural customs. As Zein et al. (2020) reported that multilingualism in Indonesia is characterized by a rich linguistic landscape, with over 700 living languages coexisting in the country. This circumstance establishes languages in Indonesia as a manifestation of their national or regional identity. Identity is not only crucial for socializing with others, but it also plays a significant role in every aspect of their lives. Therefore, in Indonesia, language serves not only as a means of communication, but also as a fundamental aspect of individuals' identity, embodying both national pride and local culture in daily existence.

This multilingualism has become an interesting topic since the rise of globalization has made people have to use a lot of languages to communicate, not just nationally but internationally. In educational settings, there is a growing recognition of the importance of embracing multilingualism to accommodate the diverse linguistic backgrounds of students (García & Sylvan, 2011; Saragüeta et al., 2022). The increasing number of needs in multilingual ability make every stakeholder in education aware how to manage this ability in order to prepare language planning in school. Unfortunately, in ELT settings, it is problematic for the teachers to involve the students' abilities to use several languages. Even in several countries, as in the previous studies, many researchers debated how to use the right language to promote English learning in school, especially in multilingual countries such as Indonesia.

Teachers Perspectives, teachers hold diverse viewpoints and beliefs, which influence their teaching methods and how they engage with students. Research shows that teachers' perspectives are shaped by a variety of factors, including their personal beliefs, experiences, and the educational setting in which they operate (Lucero et al., 2013). Teacher beliefs are a key component of teacher cognition, which refers to the invisible cognitive aspect of teaching that encompasses what teachers know, believe, and think (Borg, 2003). These beliefs are influenced by teachers' personal learning experiences (Lortie, 1975), school educational policies (Pulinx et al., 2017), and other factors. Levin & He (2008) reported that these beliefs, whether implicit or explicit, can greatly influence instructional methods, student learning situations, and practices. As a result, teachers' beliefs towards multilingualism can vary. Some teachers embrace language diversity in the classroom positively, while others hold negative beliefs that can hinder the promotion of multiple languages among students (Erling et al., 2020).

Other aspects influencing teachers' perspectives on multilingualism include their experiences. Teacher experience refers to the professional background and pedagogical knowledge gained through learning activities (Haddad et al., 2020). Nyatsikor et al. (2020) explored how teachers' experiences can help them adapt their teaching techniques to suit students with different abilities and backgrounds, resulting in greater educational attainment. In the context of multilingualism, EFL teachers' experiences significantly affect how they perceive and use students' multilingual abilities. Teachers who have worked in diverse linguistic environments have unique experiences regarding students' multilingual capabilities. As Duarte et al. (2020) mentioned, exposure and experience with multilingualism can shape

teachers' beliefs, practices, and knowledge in EFL settings. Teachers working in multilingual environments are better equipped to influence language policy and enhance their effectiveness in teaching English. These perspectives show how teachers perceive and use students' multilingual abilities in ELT settings, focusing on whether “language as a resource, language as a right, or language as problems,” developed by Ruiz (1987), is the best approach in language planning.

3. Previous Studies

Research on multilingualism in education has become a key focus in language planning, especially as globalization increases the need for proficiency in multiple languages, as reported by Ismaili (2015), Calafato & Simmonds (2023), and Xu & Krulatz (2023). The trend of multilingualism research in ELT (English Language Teaching) settings is not only driven by academic curiosity but also by the need to improve English learning outcomes and meet educational targets. Several researchers have emphasized the importance of validating and leveraging multilingualism as a resource in teaching practices (Calafato, 2022). Additionally, Bauyrzhan et al. (2022) highlighted the shift toward valuing multilingualism in educational environments, focusing on the benefits of developing multilingual abilities in students. Consequently, research on multilingualism plays a crucial role in language planning and ELT settings, especially with the increasing demand for multilingual proficiency due to globalization.

While many researchers agree on the potential of multilingualism as a resource, others highlight challenges related to its use in classrooms. Ismaili (2015) found that multilingual abilities did not seem to positively affect students' exposure to the target language, although he argued that multilingualism could be a resource for teachers rather than a hindrance. This perspective is supported by Vikøy & Haukås (2021), who also found multilingualism to be a valuable resource in the classroom. However, Nyamayedenga (2022) observed that multilingualism could help learning, though his study, which focused on just four teachers, did not elaborate on how teachers utilize multilingualism in classrooms with students who have different first languages. This study, therefore, suggests a need for more research focusing on EFL teachers and a larger sample size to explore how teachers perceive and use multilingualism in ELT settings.

Other research has suggested that multilingualism may need to be reduced in favor of focusing more on the target language, particularly in language learning contexts (Calafato & Simmonds, 2023). Their research found that multilingual practices in classrooms could be detrimental to learning outcomes, advocating for a greater focus on English. Omidire (2020) similarly suggested that multilingualism might act as an obstacle to efficient teaching and learning. However, Calafato and Simmonds' study did not address the role of EFL teachers in guiding the use of multilingualism in the classroom, raising the question of whether the use of multilingualism is determined by the teacher or the students. In contrast, Xu & Krulatz (2023) found that many Norwegian language teachers viewed multilingualism as a resource and were open to embracing language and cultural diversity. Despite this, their study relied solely on surveys and did not provide insight into how teachers manage the multilingual abilities of their students. To address these gaps, the current study focuses on how EFL teachers manage

and perceive multilingualism in the classroom, offering a deeper exploration of this issue. In order to elaborate the aims of the research, this study formulate several research questions: 1) What do Indonesian EFL teachers believe on the role of students' multilingual abilities in their ELT classrooms?; dan 2) How do Indonesian EFL teachers use English and other languages in their ELT classrooms? This study is expected to give practical experiences regarding multilingualism in ELT for the teachers in order to utilize multilingual ability in the class especially in Indonesia so they can set language planning effectively for EFL learning.

B. METHOD

The study was conducted in Indonesia with focus on schools in East and Middle Javanese areas. The purpose of this study is to analyse EFL teachers' perspective about multilingualism and how they use the multilingualism ability from their students in ELT settings. The participants of this study are mainly around 64 Indonesian EFL teachers that share their beliefs and experiences regarding multilingualism in ELT settings through questionnaires. The background from the participant is an EFL teacher that worked in Indonesian junior or senior high schools whether state or private schools. Furthermore, the study also used interviews in order to develop the data by interviewing four selected Indonesian EFL teachers.

Qualitative case study is used in order to explain in detail about how the teacher perceived the multilingualism from their students. All the data collected from qualitative questionnaires, observation, and interviews from the participants. The researcher gave an online questionnaire to the EFL teachers then followed by the interview with selected participants in order to gain a deep explanation about the case. In selecting the participants, purposive sampling was used and 3 teachers were selected to observe the interview. The reason they were selected is because they fulfil the criteria such as having experiences in teaching English, holding a bachelor degree in English, dealing with multilingual classes, and being willing to give information. The teachers were observed for as long as four meetings for each of them then followed by the interview.

In analysing the data, thematic analysis (Saldana, 2012) is used to elaborate the qualitative data from the participants. The recorded questionnaire and interview are interpreted using the thematic analysis framework in order to gain the belief and experiences from the EFL teachers about how they manage and use the multilingualism abilities of their students. The process of analysing the data consists of doing initial coding, cross checking the codes, and creating final themes. After that process, the results are then interpreted and drawn into the conclusion regarding the purposes and research questions. Beside questionnaire and interview the study also doing observation in order to gain more data and improve the finding of the study.

C. RESULTS AND DISCUSSION

1. Indonesian EFL teachers' beliefs on the role of students' multilingual abilities in ELT classrooms

The teacher shares their belief regarding the multilingual ability of their students. The belief of the ability is varied but all EFL teachers generally hold positive beliefs about the role

of students' multilingual abilities, viewing them as assets that can enhance learning and engagement in ELT classrooms. Furthermore, in line, Lee (2019) explored that multilingualism is seen as a valuable resource in various contexts especially in teaching and learning. In this study, these positive beliefs about students' multilingual abilities focus on using these abilities as learning assets, supporting translanguaging practices, overcoming linguistic barriers, and showing student interest. The results from the questionnaires can be seen in the below.

a. *Students' multilingual abilities support teachers in the process of EFL learning*

Most of the teachers in Senior and Junior High School mentioned that the ability of the students can help the process of learning English. Many teachers explained how it is not only valuable in certain situations but also in most situations, depending on the needs of the learning. Understanding and using other languages can also assist in creating a better classroom where every student feels appreciated and supported since not all of them have the same ability in English. Furthermore, Neokleous (2017) mentioned that the first language (L1) of students enables multilingual students to make connections with English, thereby improving understanding and memory. The findings were explained by the teacher presented below:

"Because being able to speak more than one language will help students understand the foreign language they are studying." (Respondent 5/questioner)

"It's very helpful (the use of other languages in the process of learning) to see the condition of the students I teach. That's important." (Interviewee1/Interview)

The teacher highlighted that the abilities of the students in using national or indigenous languages are very important in the process of learning English, emphasizing the crucial role of Indonesian and local languages in supporting English learning, even as students are encouraged to use English. This support reflects how these multilingual abilities assist learning, especially in situations where the use of other languages is necessary. Nyamayedenga (2022) also explained that multilingualism can serve as a valuable classroom resource to facilitate learning, meaning that the use of multiple languages in the EFL classroom helps students learn more effectively. In line with this, Ruiz (1984) viewed language as a resource, highlighting the benefits of linguistic diversity and how different languages can promote the idea that languages are valuable assets in education. Therefore, multilingual abilities are seen as essential resources to enhance the quality of learning. Observations further show that students' multilingual abilities can help make the class more relaxed, as students feel less pressured and more comfortable. As a result, students are able to engage and participate in the classroom without fear, which supports a more positive learning environment.

b. *Students' multilingual abilities can help students in understanding the materials*

EFL materials are instructional tools such as textbooks, workbooks, audio and video recordings, and internet resources that guide English language learning for students. To effectively grasp these materials, students need certain capabilities to understand

the content presented by the teacher. One key aspect that aids in learning is students' ability in multilingualism. Students with multilingual skills can comprehend EFL resources more effectively, as they use their knowledge of multiple languages to simplify challenging concepts. They often draw upon information from various languages to help understand complex material or texts. This study explores how teachers have experienced the role of multilingualism in helping students in the learning process, as demonstrated by the following findings:

"Having the ability to speak more than one language will make students understand the English material that I teach better." (Respondent 1/questioners)

"So, I try to explain it in English first and after that I confirm it with the students. If they still don't understand, I will explain using Indonesian and sometimes students ask in Bahasa because they don't understand". (Interviewee 2/Interview)

Teachers emphasized the importance of using multiple languages in teaching. By first explaining the material in English and then checking students' understanding in their local language or Indonesian, teachers can make sure all students understand. This method helps students connect new ideas to what they already know, improving comprehension (Karlsson et al., 2018). Ruiz (1984) also mentioned that language is a valuable resource that can benefit both individuals and communities. The use of multilingualism by teachers helps improve students' learning and development. Observations showed that students' ability to speak multiple languages made learning more engaging. When students struggled to express themselves in English, they could use other languages to communicate, which helped them understand better. This also happened during class discussions when students used different languages to explain the material, making their learning experience richer.

c. Students' multilingual abilities effective help students understand the learning activity

Students' multilingual abilities help them understand English learning activities better. English learning activities are exercises or tasks designed to improve English language skills like reading, writing, listening, speaking, grammar, and vocabulary. Mbirimi-Hungwe (2022) showed how multilingual students improve their reading comprehension and understanding of academic texts. This study highlights how students' multilingual abilities support their learning in areas like reading, grammar, speaking, and vocabulary. The findings mostly came from teachers who shared how multilingual students benefit in many situations during learning.

"In reading, for example, difficult vocabulary will definitely appear, and children will be able to remember if it is translated not only into Indonesian but Javanese. (Respondent 12/questioners)

"When learning new words or phrases that we learned that day. Like the words hit the road, it has its own definition. I ask students to explain their own understanding using Indonesian." (Interviewee 2/ interview).

Teachers highlighted how both indigenous and official languages help with classroom activities. They believe that both languages play a key role in encouraging student learning. Cummins (2000) found that students' multilingual skills improve their understanding of activities by providing them with more linguistic and cognitive tools. This means students' abilities are important in supporting various classroom activities. In short, students' multilingual skills, along with the use of both indigenous and official languages, help improve their knowledge and participation in class.

d. Students' multilingual abilities increase the skills and literacy of students

Students' multilingual abilities can improve their language skills and literacy. By using different languages, students strengthen their understanding of grammar and vocabulary, boosting their overall language proficiency. These abilities help improve academic performance and develop a wider range of skills, preparing students for a globalized world (Schalley et al., 2016). Teachers also believe that students with multilingual skills have better language abilities and literacy.

"Because if they understand more than one language it will enrich their literacy, so it can help students learn anything." Respondent/questionnaire

"Indonesian and Javanese are language skills they have mastered so using them in English is also a way for them to explore their ability to use other languages." Interviewee 3/Interview

As mentioned above, teachers believe that their students' multilingual abilities can improve their skills in any language, including foreign languages. Their indigenous and official languages support the language acquisition process. Multilingualism also boosts literacy, as bilingual schools can help preserve and develop the languages students bring with them, thus enhancing overall literacy (Hopewell & Butvilofsky, 2016). Observations show that using multilingualism in English classrooms helps students improve their English skills. This happens because students use their native language as a reference to understand and learn English better.

In conclusion, the study highlights the positive impact of students' multilingual abilities on English language learning in EFL classrooms. Teachers believe that multilingualism is a valuable resource, enhancing students' comprehension, participation, and overall learning experience. The use of indigenous and official languages, such as Bahasa Indonesia, supports the learning process by helping students better understand complex materials, vocabulary, and grammar. Multilingual skills also improve students' literacy and language proficiency, preparing them for a globalized world. Teachers recognize that multilingualism not only aids in overcoming linguistic barriers but also fosters a more engaging and inclusive classroom environment, making it an essential tool in enhancing students' educational outcomes.

2. Indonesian EFL teachers' use of English and other languages in ELT classrooms

This section focuses on how teachers use students' multilingual abilities in the classroom. The use of both English and other languages, especially Bahasa Indonesia, is important in Indonesian EFL classrooms. In the study, teachers use Bahasa Indonesia to simplify difficult concepts, manage classroom activities, and help students understand English materials, improving the overall learning experience. The study found that both the indigenous language and Bahasa Indonesia are very helpful for both teachers and students in learning EFL in Indonesia.

a. *The use of indigenous languages In EFL classroom*

The use of indigenous languages in EFL classes has gained attention for its potential to improve learning outcomes. Teachers often rely on indigenous languages to explain complex ideas and help students understand the content better. Using English in class does not mean teachers lack proficiency; it's a teaching strategy to aid comprehension (Rukh, 2015). Teachers in this study see the indigenous language spoken at home as a helpful resource for students' learning, as shown in the interviews and questionnaire results.

"Yes, I use indigenous language. I usually use the language when my students don't understand the meaning of the English vocabulary in the learning material so I need to use it."
Respondent1/Questioners

"When students are unable to understand English, the only way is to use Indonesian and Javanese (indigenous language) because their first language is mostly Javanese."
Interviewee3/Interview.

The teacher emphasized that indigenous languages play a key role in helping students learn English when they struggle to understand English or the official language. Indigenous languages assist in learning vocabulary, explaining materials, and addressing situations like giving advice or checking for understanding. This is supported by Sharma (2021), who found that teachers believe indigenous languages can improve comprehension and learning.

The teacher also used indigenous languages to ensure students understood the assessments given. This practice highlights the importance of linguistic inclusion in education, creating an environment where students can actively engage with the curriculum and reach their full potential. Additionally, using culturally appropriate assessment tools can improve the effectiveness and relevance of evaluations for indigenous students (Preston & Claypool, 2021). Incorporating indigenous languages in assessments promotes inclusivity, encourages student participation, and enhances the effectiveness of evaluations for indigenous students.

b. *The use of Indonesian language In EFL classroom*

The use of Indonesian in EFL classes in Indonesia benefits both teachers and students. In this study, teachers mostly used Indonesian to explain materials and support the learning process. Madani et al. (2023) found that using Bahasa Indonesia in EFL classes can improve learning by helping students understand complex instructions and

concepts. Therefore, using Indonesian in EFL classes helps teachers explain materials more clearly and ensures students better understand the instructions and content, as shown in the interviews and questionnaire results.

"Yes, when we discuss and explain material that requires assistance in Indonesian. For example, when students do not understand and understand the meaning of difficult words." Respondent 16/Questioners

"I usually try to explain it in English first and then confirm it with the students. If they still don't understand, I will explain using Indonesian." Interviewee2/Interview

The teacher emphasized the importance of using Indonesian to help students better understand the instructions and materials. Teachers noticed that knowing Indonesian helps students grasp difficult vocabulary. Emilia & Hamied (2022) found that using Indonesian in this way improves students' understanding of challenging material and creates a more dynamic learning environment. Teachers also explained that if students don't understand English, they switch to Indonesian. This practice helps students learn more efficiently. Additionally, Indonesian is used to teach vocabulary, grammar, and reading, as shown in the interviews and questionnaire results.

Teachers use Bahasa Indonesia to teach difficult grammar, check student comprehension, and manage classroom activities. Indonesian is often used more than English to explain specific rules, such as grammar structures and sentence patterns. Arung (2015) found that using Bahasa Indonesia helps explain grammar, vocabulary, and complex instructions, improving the learning process. Similarly, this study found that teachers also observed that using Indonesian enhances students' understanding of the subject matter, grammar, and vocabulary, making it a valuable tool in learning.

c. The use of English in EFL classroom

English is important in EFL lessons as it helps students improve their skills in listening, speaking, reading, and writing by exposing them to the language in different situations. However, teachers don't always use English fully due to its position in Indonesia and the need for other languages. Previous studies, like Rose et al. (2020), have shown that using multilingual practices can improve English language teaching (ELT). In this study, teachers use English as long as students understand it, and if not, they follow up with other languages, as shown in the interviews and questionnaire results.

"Not fully in English. I use English when I am sure that my delivery can be understood by students. Respondent 27/Questioners

"As long as they understand, if I speak English, then I will continue to explain in English. Interviewee2/Interview

Many teachers said they use English only when they're sure students will understand. If students understand, they continue explaining in English. This shows that teachers prioritize clear communication and use English only when confident it will be understood. It also highlights the importance of multilingualism in EFL learning, as

Nyamayedenga (2022) noted that multilingualism can be a valuable resource in the classroom. Additionally, English is used for activities like greetings, speaking, giving instructions, explaining simple materials, and guiding students, as shown in the interviews and questionnaire results.

In conclusion, using both English and other languages, especially Bahasa Indonesia and indigenous languages, is essential in Indonesian EFL classrooms. Teachers find that multilingual abilities help students understand English materials, participate in classroom activities, and improve their learning. Indigenous languages are helpful in explaining difficult concepts, learning vocabulary, and making sure students understand assessments. Bahasa Indonesia is used to explain complex material and help students with grammar and vocabulary. While English is important, teachers use it only when students understand it, ensuring effective communication. This approach shows the value of multilingualism in creating an inclusive and successful learning environment.

Based on the result, the teaching and learning processes in Indonesian EFL classrooms depend on the usage of both indigenous languages and Bahasa Indonesia in addition to English. Particularly when students struggle with English or Bahasa Indonesia, teachers use indigenous languages to clarify difficult concepts, ease understanding, and create an interesting classroom. This multilingual strategy advances a dynamic classroom environment, a closer teacher-student interaction, and comprehension. Likewise, Bahasa Indonesia is used often to clarify challenging ideas, grammar, and vocabulary so that students may more successfully absorb the content. English is still absolutely essential for immersion and skill development in hearing, speaking, reading, and writing; nevertheless, its use is typically limited depending on students' comprehension.

D. CONCLUSIONS AND SUGGESTIONS

Teaching English as a foreign language in countries where English is not the primary language poses unique challenges. The study of English teachers from East Java, Indonesia, revealed that most teachers view the use of multiple languages, including native and local languages, as beneficial in EFL classrooms. They believe this approach aids comprehension, improves literacy and skills, and increases student engagement. Teachers use local languages like Javanese to explain complex concepts, making the material more accessible and energizing the classroom atmosphere. Indonesian is commonly used for detailed explanations of grammar and vocabulary, helping students grasp lessons more easily. Despite some initial difficulties, using English is essential to familiarize students with the language and encourage its application in daily life. Overall, the study concludes that incorporating multiple languages in EFL instruction enhances understanding, skills, and engagement, making it a positive practice according to teachers.

Based on this study, the multilingual abilities from the student can be utilized to help the learning but only make it as the last option so the students can get enough exposure to the English language while they are in the classroom. The limitation of the study only provides

the point of view from the teachers. The students also held important perspectives regarding multilingualism ability in the EFL classroom. It is better for future study to explore more about the student experiences regarding the practices of EFL learning especially in the society that still uses indigenous or official language in daily conversation.

The limitation of this study lies in its focus solely on the perspectives of teachers regarding the use of multilingualism in EFL classrooms. While the teachers' viewpoints provide valuable insights, the study does not include the perspectives of students, who also play a crucial role in the learning process. Students' experiences and opinions on how multilingualism affects their learning, especially in a context where indigenous or official languages are used in daily communication, are equally important. Future research could benefit from incorporating students' perspectives to gain a more comprehensive understanding of the impact of multilingualism on EFL learning.

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