

Multilingual Strategies for Teaching English: Perspectives from Graduate Students in Multicultural Contexts

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ABSTRACT

The increasing linguistic and cultural diversity of English classrooms requires pedagogical strategies that can support learners with different language backgrounds. However, graduate students' perspectives as emerging English language educators remain underexplored in multilingual pedagogy research. This study aimed to examine how graduate students perceive and apply multilingual strategies in English language teaching within multicultural contexts. This study employed a qualitative research design. The data were collected through semi-structured interviews, classroom observations, and document analysis of bilingual teaching materials and students' learning artifacts. The data were analyzed using thematic analysis supported by NVivo to identify recurring patterns related to multilingual teaching practices, students' perspectives, and factors affecting implementation. The findings show that graduate students used several multilingual strategies, including translanguaging, bilingual resources, collaborative learning, code-switching, and linguistic scaffolding. These strategies helped improve students' participation, comprehension, confidence, and sense of inclusion in English learning. However, the implementation of multilingual strategies was influenced by educator readiness, institutional support, availability of multilingual resources, and educational policy. The study implies that multilingual pedagogy should be integrated into teacher education, curriculum development, and professional training to prepare educators for linguistically diverse classrooms. Overall, this study highlights the importance of multilingual strategies as inclusive pedagogical practices in English language teaching.

I. Introduction

Recently, especially in the setting of the world becoming globalized at an unprecedented rate, there is a growing appreciation for the role of multilingual approaches in teaching English. With societies becoming more cosmopolitan, it has become essential for teachers to employ multilingual approaches. The value of multilingualism for learners not only improves the emergence of the learning environment but also corresponds to the everyday life of students who are bilingual or multilingual because of their social surroundings. Empirical studies demonstrate that the use of students' languages in English lessons helps students understand and remember better, which leads to more effective and appropriate educational settings [1], [2], [3]. This view of teaching is in parallel with the theory of language acquisition which states that this is not only a cognitive task but a socioculturally embedded activity, where people's identities and those students' backgrounds free them or immerse them into the language [4], [5], [6], [7].

Even more significant is the application of multilingual teaching strategies in multicultural contexts. As Zainuddin puts it, the interaction of languages in multilingual settings should affect how English is taught [8], [9]. Recognition of students' multilingual abilities allows teachers to design more appropriate and meaningful learning activities, which may enhance the students' language learning performance. Also, students' multilingualism to help us build trust and a sense of community among students with their classmates, the students themselves, and students with their lecturers/teachers/instructors.. This is crucial in the current educational context, where children

who speak different languages come to the same class and wish to share their stories, which can be useful in learning [10], [11], [12].

Language education is a current practice where graduate students function as novice teachers and language professionals, which means that they are actively involved in planning and putting into practice multilingual approaches. Given their experiences, they can give good perspectives about effective teaching to diverse student groups. Research indicates that graduate students who participate in teaching at the onset of their studies are more likely to seek out their teaching identities and effective pedagogical approaches [13], [14], [15], [16]. Particularly, this is relevant in multilingual education, where teachers must address students' learning needs while accommodating diverse linguistic backgrounds within a shared instructional framework. This article is in the context and seeks to understand the strategies of multilingual classroom pedagogies adopted by graduate students and the problems that are encountered by practicing and implementing such strategies A [17], [18], [19]. The situation is aggravated by a lack of attention given to graduate students in the literature on multilingual education, as there is a limited amount of qualitative studies looking at their experiences and approaches to teaching in the context of multicultural education.

A number of studies cumulatively focus either on established policy frameworks or on the perspectives of existing educators [20], [21], [22]. What this has resulted in is a huge void in understanding multilingual teaching practices, as seen by graduate students. Although Goodwin et al. (2018) addressed this issue, further investigation is still needed.. This article ventures out to fill this gap by focusing on the thoughts of graduate-level students and how strategies related to multilingualism and education in the English language are used by them, which greatly aids in their experience. In doing so, the idea is to further the discussion around multilingual practices in teaching and how crucial it is to incorporate student perspectives to be able to build effective practices in teaching.

The scope of this research goes beyond the academic context since it also attempts to achieve language education inclusivity and equity-focused practices, hence the language teachers' practice. It helps give further context to graduate students' multilingual teaching practices by providing insight to educators and policymakers, and thus meeting the ideal of students from a multicultural society. Aided by this research, multiple aims can be achieved: the enhancement of educators' pedagogical skills at a global level and the creation of an equitable learning environment for all students, which develops language education for the interconnected world.

II. Method

This study seeks to understand how graduate students perceive the use of preferred multilingual techniques while teaching English As A Foreign Language in multicultural environments. The study utilizes a case study design, which allows it to take a qualitative method. This method considers how participants make sense of and how they enact policies or practices within their educational spaces. This approach fits well for this research because it captures how languages are intertwined in multilingual classrooms, which makes it possible for the researcher to present diverse perspectives across the sociocultural factors that affect their teaching practices [23].

In this study, Makassar State University has been selected due to its distinguished reputation and for fostering a large number of multilingual students. Similarly, for this review, 10 graduate students who possess prior experience or are qualified to teach English to foreigners in multicultural classrooms were selected. This selection criterion is in place so that the participants have the necessary experiences to shed light on the challenges and strategies associated with multilingual teaching [8].

Regarding data collection, various procedures will be implemented to achieve a detailed understanding of the participants' experiences. Participants will engage in semi-structured interviews, which will allow the researchers to ask questions that complement the participants' narrations while also covering the participants' thoughts about their teaching practices, the challenges they face, and their strategies to teach in multilingual classrooms. This method is useful

during interviews since it allows respondents to explain their ideas and experiences in their own words while enabling the researcher to ask for more details when required [24]. In addition, classroom observations will be conducted to investigate the enactment of multilingual strategies in English language lessons. The interview data will be compared to the observational data to provide validation for all collected information [25]. Additionally, relevant documents such as RPP, which pertain to lesson design, will be evaluated to determine the methodology employed by the respondents as well as their alignment with the practice and viewpoints they profess regarding multilingual education [26].

Thematic analysis was used to systematically organize, interpret, and present recurring patterns in the qualitative data. The data were analyzed with the assistance of NVivo to support the coding process and the identification of themes from semi-structured interviews, observation notes, and relevant documents within the context of multilingual education. This analytical approach was considered appropriate because the study aimed to understand graduate students' experiences in teaching English in multilingual settings and to identify how these experiences inform relevant pedagogical practices.

III. Result

The insights from this study on multilingual approaches while teaching English in multicultural settings suggest multiple themes that have been developed based on the synthesis of interview data, classroom observation, and analysis of documents.

Multilingual Strategies Used

Table 1. shows the outcomes of data analysis in NVivo under the theme “Multilingual Strategies Used” This table summarizes multilingual strategies developed in the research along with their descriptions, pattern references sub-themes, and transcripts from the respondents. Each code reveals an approach that is adopted in multilingual pedagogy and indicates advantages as well as challenges. A case in point is translanguaging: it was appreciated for closing language gaps and increasing students' confidence, while bilingual materials were lauded because they supported language identity and understanding. Moreover, collaborative learning was identified as a strategy as well, supporting learners' interactions with peers and language use in context. The table offers a systematic presentation for learners to ascertain the strategies and their appropriate type in a variety of classroom contexts, and adds to the understanding of the complex nature of multilingualism in education.

Table 1. Multilingual Strategies Used

Code	Description	References	Excerpt Examples
Translanguaging	Using native language alongside English to aid learning	- Enhancing comprehension (5) - Boosting confidence (3) - Bridging linguistic gaps (4)	<i>“During group discussions, I allow my students to brainstorm in their native language first and then translate into English.” “Sharing equivalent terms in local languages eases understanding and creates familiarity.” (GS3)</i>
Bilingual Resources	Materials integrating English and native languages	- Validation of linguistic identity (4) - Enhanced comprehension (5)	<i>“I use bilingual storybooks in English and Bugis, which help students connect to the material.” “Including translations of terms in local languages validates students’</i>

		- Resource accessibility challenges (2)	<i>linguistic backgrounds and aids comprehension” (GS1)</i>
Collaborative Learning	Peer-supported activities using multiple languages	- Peer interaction and support (6) - Language practice in context (4) - Building autonomy (3)	<i>“Pairing students fluent in English with others who need help encourages language practice.” “Group projects allow students to brainstorm in their first language and present in English, fostering teamwork and confidence.” (GS5)</i>

The analysis of the collected data indicates that graduate students utilize several multilingual approaches concerning the teaching of English to learners from different language backgrounds. Amongst these approaches are the use of translanguaging, the use of bilingual resources, and engaging in collaborative activities. Through Translanguaging, students can use languages that they already understand as a tool to learn complex ideas, which then increases their comprehension of and proficiency with English. This approach is particularly useful in closing language barriers where students who are taught using English supplemented with their community languages are involved.

Moreover, employing bilingual resources in storybooks and other teaching aids where some aspects are in English and other parts are in the local languages makes students’ language identity feel acknowledged and assists them in comprehending the content in a better manner. On the downside, unforeseen challenges persist due to the short supply of materials and resources needed for bilingual instruction. Collaborative learning strategies that utilize student-to-student interactions in various languages also build a beneficial environment for learning. Language learning social confidence and independence skills develop as students interact with their peers, explain things in their native languages, then work in groups of English speakers, use English to report their conclusions, and so on. In the end, it can be concluded that the three strategies presented can be effective for promoting learning that is more contextual and inclusive. However, constraints such as limited resources and the careful structuring of these strategies remain obstacles that need to be addressed to guarantee that they can be effectively integrated into instruction design.

Graduate Students' Perspectives

The opinion of master’s degree holders concerning the application of multilingual approaches in English language pedagogy displayed both advantages and disadvantages. Their attitude towards multilingual approaches was appreciative concerning certain aspects such as student involvement, understanding of the concept taught, and encouraging multi-culturalism, particularly in multicultural settings. They also pointed out considerable difficulties such as lack of professional development as well as institutional assistance. The table below illustrates the main themes and sub-themes that were identified in the analysis concerning the advantages, and the disadvantages, as well as the examples given by the participants. These perspectives are beneficial in enhancing understanding of how multilingual strategies are implemented and perceived within some countries with various educational systems.

Table 2. Students’ perspectives

Code	Description	References	Excerpt Examples
Enhanced Engagement	Multilingual strategies improve student	- Increased participation (6) - Comfort in	<i>“When students are allowed to use their native languages, they feel more confident and actively participate in discussions.” “The</i>

	participation	expression (5)	<i>use of local languages makes it easier for students to ask questions and clarify their doubts.</i>
Improved Comprehension	Strategies help students better understand complex material	- Clearer understanding (4) - Reduced anxiety (3)	<i>“Allowing students to process information in their own language first helps them understand English texts more easily.” “Explaining new concepts in both languages reduces confusion and builds students’ confidence.”</i>
Training Needs	Lack of preparation for multilingual teaching	- Need for pedagogical training (4) - Limited teacher resources (3)	<i>“We need more training to effectively balance English and the students’ native languages in the classroom.” “The lack of materials that incorporate bilingual teaching is a major challenge.”</i>
Institutional Support Issues	Limited institutional backing for multilingual approaches	- Policy constraints (3) - Resource limitations (2)	<i>“The university doesn’t provide enough support for implementing multilingual strategies, like bilingual textbooks or professional development programs.” “There are no clear guidelines on how to integrate local languages effectively.”</i>
Cultural Awareness Promotion	Strategies foster understanding and respect for diversity	- Promoting inclusivity (5) - Enhancing cross-cultural understanding (4)	<i>“By incorporating cultural elements into language teaching, we show students the importance of respecting different backgrounds.” “Multilingual teaching helps students learn about each other’s cultures while improving their language skills.”</i>

The analysis demonstrated graduate students’ positive expectations towards the introduction of multilingual strategies, stressing their potential to better engage students and support comprehension. They stated that permitting students to speak in their native tongue enables them to express themselves more freely, resulting in better engagement in class discussions. Also, these strategies aid students in comprehending the most complex ideas, as such strategies lower their stress levels and raise their confidence in English language acquisition.

ish language acquisition.

Still, some problems were also brought to light. Graduate students pointed out the deficit in the skill throughout multilingual pedagogy to attain the effectiveness of these approaches. Institutional backing, including policies and resources, was flagged as a major problem, as several universities do not possess adequate resources, sometimes even lacking basic bilingual teaching materials or proper multilingual resource integration into the language policy of the university.

Despite such challenges, there was a unanimous consensus on the need for using multilingual strategies within multicultural frameworks. These practices enable the students to learn new languages and at the same time, they help the learners to appreciate and respect

individuals whose languages differ. This highlights the importance of multilingual strategies in providing equal and culturally diverse educational opportunities, but on the assumption that relevant institutional and educational support concerning the existing challenges is provided.

Supporting and Hindering Factors

The following table exhibits the outcomes of the analysis of data through NVivo about the theme “Supporting and Hindering Factors.” This theme seeks to explain the internal and external influences that shape the adoption of multilingual strategies during the teaching and learning of English. Internal factors such as the teachers’ readiness to teach and their belief in their ability to speak more than one language were deemed to be especially essential. Externally, though, their education policies and institutional support were said to enable or deter the employment of these strategies in the classrooms.

The table below summarizes key findings, including the explanation of every factor, the counts of references found in the course of the analysis, and the verbatim quotations given by the participants. These observations are useful in comprehending the enablers and barriers associated with the use of multilingual strategies.

Table 3. Results of Data Analysis on Supporting and Hindering Factors

Code	Description	References	Excerpt Examples
Educator Readiness	Teachers’ confidence and skills in implementing multilingual strategies	- Confidence in multilingual teaching (6) - Lack of training or experience (4)	<i>“I feel confident using translanguaging because of my background in multiple languages.”</i> <i>“Without proper training, I’m unsure how to use multilingual approaches effectively.”</i>
Educational Policies	Policies that either support or hinder the use of multilingual strategies	- Supportive policies (5) - Restrictive policies (3)	<i>“The university encourages us to use bilingual methods, which has been very helpful.”</i> <i>“Strict language-only policies make it hard to incorporate local languages in the classroom.”</i>
Institutional Support	Resources and support provided by institutions	- Availability of resources (4) - Professional development opportunities (5)	<i>“Access to bilingual materials has been crucial in implementing multilingual strategies.”</i> <i>“Workshops on multilingual teaching have improved my confidence and skills significantly.”</i>

The analysis reveals that the use of multilingual strategies in teaching is greatly affected both internally and externally. In this regard, educator readiness is of particular importance because teachers already have confidence and have had experience in multilingual contexts so are more likely to use them with ease. However, not being trained and properly oriented can cause them to not want to try practicing with multilingual approaches.

It was also established that educational policies had a pronounced effect on practitioners’ willingness to follow a multilingual paradigm. Such policies as supporting the use of bilingual materials and practices facilitate the emergence of new approaches. On the other hand, the

existence of negative language policies inhibits this potential by limiting the scope of students' languages in practice.

In conclusion, institutional support stands out as critical among many factors that enhance the effective implementation of multilingual strategies. Contacting bilingual teaching resources or practicing through professional development like training workshops of some sort helps equip those in practice with the tools and the confidence they need. Therefore, these results, among others, emphasize the necessity to develop and implement systemic support mechanisms at the policy and institutional levels to improve the effectiveness of multilingual education.

Implications for English Language Teaching

The table below demonstrates the outcomes of NVivo data analysis for the theme implications for English language teaching. Educators on how to better incorporate language strategies into English language teaching practices to benefit student outcomes. The results show that three important aspects were highlighted: teacher education, curricula development, and professional progress.

Skills and confidence in how to implement effective multilingual strategies for students were acquired through teacher training as a key factor. In the same way, it aimed to address the multilingual nature of the student body through developing appropriate curricula that are inclusive. They also mentioned the significance of these elements necessitating the professional progress of the teachers in other to cope with multilingual classes.

Table 4. Results of Data Analysis on implications for English language teaching

Code	Description	References	Excerpt Examples
Teacher Training	Need for training on multilingual pedagogies	- Incorporating multilingual strategies (5) - Building confidence (4)	<i>“Teacher education programs should prepare us to teach in multilingual classrooms.” “Training on using translanguaging has made me more confident in supporting my students.”</i>
Curriculum Development	Designing curricula that include multilingual resources	- Reflecting linguistic diversity (6) - Promoting inclusivity (5)	<i>“The curriculum must include bilingual textbooks and culturally relevant materials to make lessons engaging.” “Providing multilingual content fosters a sense of belonging among students.”</i>
Professional Development	Ongoing support for teachers to implement multilingual practices	- Access to workshops (4) - Sharing best practices (3)	<i>“Workshops on multilingual teaching have been incredibly helpful in refining my approach.” “Collaborating with other teachers on strategies has broadened my perspective.”</i>

The results have emphasized the great benefits of multilingual approaches in English language teaching. The analysis stresses the importance of teachers who are prepared to comprehensively use multilingual pedagogies. They underscored the need for a multilingual approach to teaching methodologies in the teacher training curriculum to foster self-efficacy and practice. The study left out the issue of curriculum development but it was one of the issues that the participants supported, namely the use of multilingual materials and resources that speak to the

context of the learners' classrooms and the languages most used. Such curricula further developed effective students by providing them with accessible and enjoyable material which rendered better results.

Lastly, professional development was also seen to be central to enabling teachers to use multilingual approaches effectively. Teacher-focused activities like workshops, training, and collaborative practices scaling up good practices were identified as effective ways of professional development for teachers. These data indicate that it is important to invest in approaches in teaching, appropriate curriculum, and time on the job to apply multilingual approaches effectively in the classroom. The table below provides a summary of the key multilingual strategies identified in the study, their advantages and disadvantages:

Table 5. Benefits and Challenges of Multilingual Strategies in English Language Teaching

Multilingual Strategy	Benefits	Challenges
Translanguaging	Enhances comprehension and confidence	Potential confusion among students
Bilingual resources	Validates students' linguistic backgrounds	Limited availability of materials
Collaborative learning	Promotes peer interaction and support	Requires careful planning and facilitation
Code-switching	Facilitates understanding of complex concepts	Risk of over-reliance on the first language
Linguistic scaffolding	Builds gradual confidence in English usage	Time-intensive to implement effectively
Cultural-linguistic integration	Strengthens cultural identity and relevance	Requires extensive teacher preparation
Multilingual glossaries	Expands vocabulary knowledge across languages	Challenges in creating and standardizing glossaries
Peer teaching	Encourages knowledge-sharing among students	Potential unevenness in peer expertise
Local language incorporation	Makes learning relatable and contextually relevant	Resistance due to emphasis on English proficiency
Technology-assisted translation	Facilitates access to multilingual resources	Dependence on technology and potential inaccuracies

The results of this research highlight the role of multilingual strategies in English language pedagogy in a multicultural environment. Addressing the issues of advantages and disadvantages of such approaches, bearing in mind supporting and hindering factors, will help the teachers to be in a better position to effectively teach in a multilingual context and improve the learning outcomes for the students.

IV. Discussion

This study on discussions of English language learning strategies for multicultural settings has deep insights into the experiences of graduate students as well as the implications for English language learning. This study examines the perspectives of graduate students on multilingual strategies, multilingual pedagogies, and their implementation in classrooms, as well as the managerial implications, which suggest that a further investigation in this regard will be beneficial.

The analysis suggests that the use of multilingual strategies, including the use of bilingual materials, translanguaging, and collaborative learning, are not merely desirable but quite integral to increasing student engagement and student understanding of the target learning materials. Translanguaging, for instance, allows students to use all the languages they have, which can also

aid in enhancing their comprehension of the content as well as their belief in their language skills [27]. This is in concordance with the work of Tai, who focuses on the use of translanguaging as a multi-dimensional approach necessary for supporting students from different linguistic and cultural backgrounds in English-medium instruction (EMI) [27], [28]. The students' language socialization can be further validated by the use of bilingual materials and resources, thus contributing to the broader normative system that upholds and embraces their identity [26]. These collaborative learning tasks described by the participants are supported by Mouboua's study, which argues that positive learning outcomes can be achieved by amending the students' experiences and integrating their language diversity [26], [29]. Graduate Students' Perspectives on Multilingual Strategies.

Graduate students demonstrated a complex understanding of the advantages and disadvantages of multilingual strategies. Although several acknowledged these strategies' benefits of enhancing student engagement and comprehension, they still emphasized that such strategies demand proper training and further support from institutions to be successful [30], [31]. This is consistent with the results of Moorhouse and Wan, who note that postgraduate students encounter difficulties in English-medium instruction environments, and such support must be extensive for them to excel [32], [33]. The participants' apprehensions regarding the language switchover and the possibility of tangling confuse how, what, and whenever the educators are to use in guidelines and which of the strategies are to be adopted as training sessions for instructors [34]. Also stressed was the importance of multilingual strategies in multicultural environments, since such strategies not only assist students with foreign languages but also with respect and understanding of the culture of the standard the students are coming from [35], [36].

The research has noted numerous internal and external variables that act as driving forces to the adoption of multilingual strategies. On an individual level, it became apparent that the readiness and confidence of teachers stood out; it was just those who felt prepared who were able to apply multilingual strategies effectively [37], [38]. For TLG, this finding concurs with that of Kassim because not only does it point out the characteristics of students' learning approaches but also the need for scaffolding learners' experiences for improvement [39]. At an institutional level, graduate students' experiences were also shaped by educational policies and support provided by the institutions. Participants shared that accommodative policies would enhance the use of multilingual strategies while restrictive policies set the opposite [8], [40]. The work Zelesniack et al. (2022) is also demonstrated here where students at medical schools need to have competent guidance during their education to equip them well for competency-based training after graduation [26], [41].

This research has a big impact on English language teaching at all levels. The lifetime experience of multilingual strategies has evidenced enhancing their learning outcomes which amply indicates that teachers need to integrate such strategies as part of their teaching practice [30], [42]. The training of effective teachers and the construction and updating of curriculum for new designs that include, The incorporation of multilingual pedagogies should be considered in the training of teachers and resources that would enhance multilingualism in teachers implemented, and retraining of staff conducted on an ongoing basis [29], [41]. This is crucial especially when we consider the work of Abbasi et al, that e-learning is viewed differently by students and as such they need to be approached differently based on their needs [28], [43], [44]. It is possible to increase the level of student motivation and performance in learning English through the modern and inclusive perspective which advocates for the appreciation of the diversity of languages within the class.

V. Conclusion

This study has concentrated on the application of multilingual strategies in English language teaching with a specific focus on graduate students in postgraduate contexts. The results emphasize the need to use multilingual strategies, including translanguaging and bilingual materials, to improve students' motivation and understanding. In using and encouraging students to use their full language inventories, teachers can shift towards a more inclusive way of teaching that accommodates and honors the students' various languages. The perspectives of graduate students show some of the positive aspects as well as the negative aspects of the use of these strategies, including the necessity for training and support from the institution for effective use. The context

and scope of this research are not limited to the domain of English language learning only. The usefulness of the multilingual strategies in improving students' performance outcomes implies that other stakeholders, such as educational establishments, should seek the embedding of such practices in the way teaching is done. This means the inclusion of more about multilingual pedagogies in teacher development courses, preparation of learning and teaching materials that are suitable for the language profiles of the students, and regular in-service training for teachers. Such inclusive working conditions that promote respect for multilingualism strengthen the students' interest and success in learning English. Future research must extend its scholarship on learned multilingual strategies and their adoption in different educational settings, especially looking at subjects other than second language acquisition. The use of longitudinal approaches might also give practitioners a better understanding of the sustained effects of these strategies on students' learning as well as language skills. Besides, such studies might delve into teachers' perceptions and experiences with the use of multilingual strategies and the W strategies that they need to use successfully in multilingual classrooms.

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