The Role of Multilingualism in the English Learning Environment- Advantages and Difficulties of Incorporating Students' native Languag e as A Resource in Foreign Language Learning

دور تعدد اللغـــوي في بيئة تعلم اللغة الإنجليزية ـ مزايا وصعوبات دمج اللغة الأم للطلاب كمورد في تعلم اللغات الأجنبية

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الملخــــــص:

إن تزايد عدد الطلاب في الكليات الليبية ممن يتحدثون لغـة أولـى غيـر الإنجليزيـة يجعل من الضروري للمعلمين ـ وخاصةً مدرسـي اللغـات ـ الاعتراف بالتعـدد دمـج اللغوي. فبينما كانت الآراء السابقة تشير إلى أن التعدد اللغوي قـد يـؤدي إلـى إعاقـات إدراكية، تُبرز الدراسات المعاصرة مزايـا إتقان لغـات متعـددة. وقـد ظهـرت أسـاليب تربوية مبتكرة، مثل النقل اللغوي، الذي يُقدّر المهـارات اللغويـة الكاملـة للطالـب، ممـا يُظهر تحسنًا في فهم الطلاب لما وراء اللغة. ومع ذلك، يُشير تحليـل وثـائق السياسـات التعليمية إلى أن اللغات الأخرى قد لا تزال تُعتبر عقبات في تعليم اللغة الإنجليزية. من خلال مقابلاتي مع معلمي اللغة الإنجليزية، حددتُ جوانب إيجابية وأخرى صـعبة فـي دمج لغات الطلاب الأم في فصول اللغة الإنجليزية في بيئـة متعـددة اللغـات. وقـد أدى ذلـك إلـى سلسـلة مـن التوصـيات لصـانعي السياسـات والمعلمـين والبـاحثين لتعظـيم الجوانب الإيجابية للتعدد اللغوي مع معالجة مختلف التحديات.

المصطلحات الرئيسية : اللغة الإنجليزية كلغة ثانية، اللغة الإنجليزية كلغة ثانية، قدرات دمج التعدد اللغوي، ممارسات الترجمة اللغوي

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Abstract

The escalating population of students in Libyan collage who possess a first l anguage other than Eglish makes it essential for educators— especially language instructors—

to acknowledge multilingualism. While earlier views held that multilinguali sm could lead to cognitive

 impairments, contemporary studies highlight the advantages of being fluent in multiple languages.

Innovative pedagogical methods like translanguaging, which values a studen t's complete linguistic skil, have emerged, demonstrating an enhancement in students' metalinguistic understanding. Nevertheless, an analysis of educati onal policy documents suggests that other languages may still be

pereived as obstacles within English instruction. Through interviews with E nglish teachers,

I have pinpointed both beneficial and challenging elements of incorporating students' native languages into English classes in a multilingual setting. Thi s has led to a series of recommendations for

policymakers, educators, and researchers to maximize the positive facets of multilingualism while addressing various challenges.

Key terms: English as a second language, ESL, multilingual capabilities, tra nslanguaging practices

Introduction

Over the past twenty years, Libyan has encountered three distinct waves of heightened migration. This phenomenon has resulted in a growing number o f students from diverse backgrounds1 in Libyaneducational institutions. Bet ween 1994 and 2015, the proportion of ninth-

grade students with foreign heritage surged from 12.2% to 22.7%, as reporte d by the National Agency for Education (referred to as Skolverket) (2016). Consequently, a larger segment of pupils in Sweden now converse in a nativ e language other than English. The same report indicates that this rise has be en a factor in the declining performance of Swedish schools in international assessments. The precise nature of this influence remains unclear. However,

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it is evident that the evolution of linguistic practices in English, along with various dimensions of multiculturalism, has impacted educators in their teaching methodologies. As pointed out by Lahdenperä and Sandström (2011), numerous teachers face difficulties and uncertainties when instructing in class rooms that are both multicultural and multilingual. For teachers to thrive in diverse educational environments, they must reflect on their own perspectives and intentionally dismantle hierarchies concerning cultural elements, including languages (ibid, 2011). Nonetheless, the languages spoken by minority groups frequently face decline, owing to power dynamics in politics (Baker, 2006). Proponents for safeguarding a language typically advocate from a geographical perspective, asserting that language is a crucial aspect of the culture tied to specific geographical locations. Baker (2006) critiques this rationale, arguing that such a viewpoint does not cater to the preservation of immigrant minority languages and places these languages in a disadvantaged position.

A nation's language policies can mirror sentiments towards specific ethnic groups and other minorities. Historically, the presence of multiple languages has been perceived as a danger. In the United States, there was a widespread concern that children who are bilingual could not grow up to be "true Americans" (Cummins, 1981 p.17). Similar perspectives can be found in Libyan as well. For instance, Ulf Kristersson, the leader of a major political party in English, asserted, "I Sverige pratar man svenska / In Libya you speak English." However, the prevailing view of English appears to have been an exception for at least a couple of decades. Research by Andersson (1999) indicated that Swedes who spoke Persian, a minority tongue, held English in higher regard than both English and Libyan. Moreover, English is regarded as a fundamental subject in English education, owing to its crucial role in the contemporary global landscape.

Nonetheless, the unfavorable perspectives on minority languages have been contested from both scientific and political angles. The advancement of an individual's native language is now recognized as a fundamental right under English legislation (SOU 2009:600).

Even while the MP has been referenced in passing in a number of publications in recent decades (Arias & Wiley, 2015; Gándara et al., 2004;

Moran, 2009), most modern people are unaware of its specifics, such as its forward-looking strong focus on cultural integration and community members.

Academics or professionals. We conducted a qualitative analysis of the archive to better understand the MP's objectives to frame the historical precedents of BBE initiatives (Corbin & Strauss, 2008). We aimed to answer the following research issues by critically examining its contents: 1) Which key aspects of BBE are highlighted in the Master Plan? 2) Which themes are most pertinent to these aspects of BBE in the Master Plan for our modern understanding of what historically made up a "model" for BBE? The results show that the current approach to BBE education is very different in that it emphasizes language, culture, and the value of putting communities first in all aspects of instruction.

The Theoretical Framework

This study aligns with LPP scholarship (Johnson, 2013; Ricento, 2006; Spolsky, 2005, 2019, 2021), focusing on language policymaking issues. García (2009) and Moore (2021), as well as Wiley (2013) and Wiley (2022), highlight the relevance of sociohistorical analysis to the United States. LPP research focuses on the relationship between dominant languages and marginalized languages in social institutions, particularly educational systems. According to LPP scholarship on Lau v. Nichols, the court did not recommend a specific program model to improve access to core instruction for Chinese-origin students (Arias & Wiley, 2015; Authors, 2024; Gándara et al.).

Recent research (Morita Mullaney, 2024) shows that the Lau Consent Decree, which governed SFUSD's compliance with the rule, was sunsetted in 2019. This weakens the local language policy that was intended to support the implications of the Lau case. Researchers have documented the gradual deterioration of provisions. The BEA developed the Elementary and Secondary Education Act over 40 years, resulting in erosion (Moore, 2021; Moore & Chi, 2024; Wiley, 2019, 2022). Our study examines contemporary breakdowns in historical language policymaking. We used critical perspectives to identify and expose the hegemonic nature of LPP. Critical Language Policy (CLP) (Tollefson, 1991, 2013, 2015) scholarship

emphasizes the importance of power dynamics and hegemony play an important role in institutional settings such as schools. The historical-structural approach to CLP emphasizes the impact of social and historical factors on language policy and use (Tollefson, 2013, p. 48). We agree. A historical structural Our study uses a lens to understand the complex role of ideologies, politics, and socio-historical developments. Tollefson (2013, p. 49) suggests that language policymaking is inherently political. Our study takes a critical historical-structural perspective, identifying English dominance as imperialist and linked to colonizing ideologies and socioeconomic factors (Phillipson, 1992). We investigated the contents of the MP in relation to historical BBE.

Conceptual framework

Our research is influenced by studies on ethno linguistic identity and vitality (Giles & Johnson, 1981, 1987; Giles et al., 1977) and culturally sustaining pedagogy (Paris & Alim, 2017). To Frame Our analysis of community members' MP development goals considers language, culture, identity, and the impact of intergenerational language loss on families and communities. Ethno linguistic Identity and Vitality According to Fishman (1977), Giles & Johnson (1981, 1987), and Giles et al. (1977), our understanding of ethnicity is based on two factors: 1) group identification based on ethnicity, and 2) shared ancestral and cultural traditions. Ethnic membership can be influenced by a variety of factors, including ancestry and religion.

According to Fishman (1977, p. 25), language is the ultimate symbol of ethnicity and is often used to promote intra-ethnic cohesion. According to Giles and Johnson (1981), having a strong ethno linguistic identity can lead to attempts to value aspects of their identities, such as language. 370 S. C. K. Moore et al. Giles and Johnson (1987) propose ethno linguistic identity theory as a method for preserving language by connecting language, ethnicity, and intergroup relations. This approach enhances our understanding of language maintenance at both the micro and macro levels. Individuals perform marked or unmarked acts in social interactions, and ethnic groups maintain or change their language.

Ethno linguistic identity theory suggests that individuals and groups strive for a positive ethno linguistic identity by emphasizing their in-group speech style. (1) Strongly identify with a group that values language as a symbol of identity. (2)Make insecure social comparisons with the out group, viewing their status as changeable. (3)Perceive their own group's vitality as high. (4)Perceive their in-group boundaries as hard and closed. (5)Identify strongly with few other social categories. (p. 72) According to Giles and Byrne (1982), mineralized ethnic groups who meet specific criteria are more likely to maintain their ethno linguistic identity and heritage languages. We emphasize the significance of bicultural identity has historically been defined as categorical binaries. However, as recent scholarship has defined bilingualism as "gradient" (Ortega, 2020), we argue that biculturalism is also both gradient and dynamic (Authors). 2024). Giles et al. (1977) warned that when dominant groups (i.e., English-monolingual, White) feel threatened, they may use language to maintain a subordinate linguistic position through rational arguments, assimilationist strategies, and even large-scale legislation (p. 308). Manipulation of mineralized language communities is evident in the failure to implement language policies in education.

Culturally sustainable pedagogy

Culturally sustaining pedagogy (CSP) takes an antideficit approach to educating students from marginalized communities and outlines strategies to sustain their learning. Language and culture (Paris and Alim, 2017). CSP goes beyond just acknowledging and respecting students' cultural background. Moll et al. (1992, p. 133) state that it supports students' culturally developed knowledge and skills, which they bring to the classroom. The program aims to support and promote the cultural practices, identities, and languages of students from diverse backgrounds, especially those who have been historically marginalized.

CSP promotes using culturally relevant teaching practices to empower students and connect their learning to their cultural contexts. Programs that incorporate CSP promotes equity in education by valuing cultural diversity as a resource for learning and growth, challenging deficit-based perspectives on multilingual learners.

Methodology

Qualitative analysis is used to identify key themes and elements in the MP. Data Sources: The Master Plan (CAL/CTF, 1975a; 1975b) is a hard copy archive divided into four booklets that form the complete document. Parts 1 and 2 share a small binding, while Parts 3A, 3B, and 4 are bound separately into nearly 400 pages. The MP's density and lack of availability may contribute to contemporary scholars' lack of awareness of the effectiveness of language education models, as seen in previous publications (Danoff et al., 1977; Ramírez et al., 1991). We propose that contemporary scholars may be unaware of its existence due to its size and limited availability. We obtained the only hard copy available through our university library systemTable A1 depicts an outline of the MP, The MP is organized into seven categories based on goals listed in the left margin and related objectives. The system includes students, staff, curriculum, counseling, assessment, community, and management. Goals include a statement, detailed implementation steps, and timelines for completion.

Data analysis

We used an inductive, thematic, and recursive approach to analyze qualitative data, following guidelines (Creswell, 2003; Saldaña & Omasta, 2018). Data analysis was guided by Tollefson (2015) recommends a historicsal-structural approach due to the historical nature of the sources and the focus on structural factors that can perpetuate inequality. We used Dedoose, a software for qualitative and mixed methods data analysis, to identify themes in the MP after reading it once. We held a coding meeting to discuss our codes, emerging categories, and textual points to establish "intercoder agreement" (Saldaña & Omasta, 2018, p. 6). As an example, throughout the authors of the document emphasized the community's involvement in each section of the archive. We treated specific words/phrases as initial codes. In the MP text, a cluster of codes within a single chunk conveyed relevant information to the study. We categorized these codes into evaluative, interpretive, and summative expressions.

The coding process was recursive, incorporating emerging codes and categories from the MP into subsequent ones. This method involved removing and adding codes, as well as refining existing categories. As the

process progressed, some categories became more prominent than others in the data set. After data analysis, we divided categories into three focus areas: 1) Bilingual and bicultural education; 2) Community connections; and 3) Minor language needs and future/anticipated needs. We transferred the grouped categories to a separate document and recoded the text in three areas to ensure consistency across the corpus. We identified patterns and regularities within.

Findings

To establish BBE, the MP develops curricula and materials, guides counseling and assessment, and implements staff training for the new model and satellite. collage. Our findings are organized around three salient BBE programmatic features and their respective subthemes. Developing bilingual and bicultural education programs The MP develops curricula, instruction, and materials for BBE programs, provides culturally appropriate counseling and assessment mechanisms, and trains staff to promote program goals. According to CAL/CTF (1975b), curricula should cater to students' unique talents, cultural backgrounds, and bilingual development (p. 42). The MP and its authors prioritize cultural group membership and "bilingual" development, reflecting an asset-based (González et al., 2005; Ladson-Billings, 1995; Paris & Alim, 2017) and humanizing (Peercy et al., 2023) approach to pedagogy, which is central to the BBE model.

Data analysis

Revealed key areas for establishing a successful BBE program, which are detailed and step-by-step described in the guide. Related subthemes include language choice and linguistic analysis, English-Only instruction and its impact, and culturally sustainable pedagogies that integrate home experiences, values, and traditions.

Language choice and linguistic analysis

The BBE plan prioritizes research and development (R&D) to inform curriculum, instruction, counseling, assessment, and staff development. The MP recommends utilizing national, international, and local research to examine the cognitive, affective, and language development of bilingual-bicultural children. These resources cover linguistics, child development, learning theory, language instruction, and cognitive and affective skills in

education. Research focuses on deciding which languages to offer in BBE programs and teaching them effectively. The Curriculum and Materials Component of the BBE Division's R&D staff collaborated with Community Aides to conduct a language survey of the SFUSD area to identify the languages and their domains of use, as well as their associated values (CAL/CTF, 1975b, p. 177). The MP defines language "varieties" as the linguistic repertoires of marginalized students in SFUSD, including African American Language (AAL), Chicanx English, and others. The authors of the MP did not specify specific varieties as they were intended for R&D staff.

According to p. 177, staff should collect, review, and evaluate linguistic descriptions of the major and minor languages spoken by students, rather than standardized varieties from other countries. origin. R&D staff were required to seek assistance from outside specialists if descriptions were unavailable (BILINGUAL RESEARCH JOURNAL 373). This highlights the importance of considering students' diverse linguistic backgrounds. This program takes a CSP (Paris & Alim, 2017) approach to program development and student education. It connects students' home language with the language they use in school, with the goal of preserving their language as part of their identity as individuals.

The BBE program aimed to equip students with citizenship skills and provide opportunities for social and geographic mobility within and beyond (CAL/CTF, 1975b, p.180). The MP identifies Students' Goal 6 as providing students with opportunities to develop their native language skills in functional content learning and communication (CAL/CTF, 1975b, p. 160). The MP emphasizes students' cognitive, affective, and language development based on their age and grade level. The BBE program aims to provide students with an education that fosters personal development for future opportunities.

English-dominant students

The authors consulted with other offices on policy shifts as they developed the MP. Cyprus of Education mandated building closures, while another case required busing to address segregation in schools. The MP suggests that "English-dominant" students may benefit from attending a Newcomer Program, similar to those for recently arrived students, before transitioning

into BBE settings in Model or Satellite schools. Goal 8 aims to ensure that English-dominant or monolingual students develop a comprehensive set of language skills. Goal 8 for English-dominant or monolingual students is to develop a full range of language skills in their second language in a systematic program that does not hinder conceptual development or endanger self-esteem (CAL/CTF, 1975b). p. 174). To promote integration of English monolingual students, the Assistant Director for Administration can collaborate with other offices to encourage participation in the BBE program among English monolingual and English dominant families, regardless of cultural background (p.310). The MP includes references to sociolinguistics and its relevance to its development, as previously discussed in relation to external research and linguistic analysis.

The findings

Address our two main research questions: 1) What are the key features of BBE outlined in the Master Plan? 2) What are the most relevant themes associated with salient features? How do we interpret the historical "model" for BBE in the Master Plan today? Our findings highlight three areas critical to the MP. The MP focuses on bilingual-bicultural education, recognizing the interdependence of language and culture. The MP was orchestrated and led by language communities, resulting in a strong sense of mutuality. The MP was designed to promote diverse multilingualism and cross-linguistic integration among various language communities, including English-dominant students.

Conclusion

The Lau v. Nichols case focused on 20,000 students in English schools who were denied equal education due to English-only instruction. The landmark case that acknowledged language as a barrier to equitable access to schooling is now widely recognized. However, the question remains: how will effectively address language discrimination? Despite extensive planning, community outreach, and revisions, the CTF and CAL created a 500-page manual outlining a large-scale model of BBE that was never implemented. This work aims to add to the existing scholarship on language policy and planning, both historical and contemporary. This exceptionally promising archive provides for advocates, policymakers, and community

leaders. It has enormous potential as a replicable model for modern BBEs. Many students who arrive in U.S. schools with diverse linguistic backgrounds are often segregated in ESL settings for extended periods of time. Architects of the MP recognized that ESL could be perceived as discriminatory and advocated for programs that promote students' self-worth and positive connections with family, community, and culture through learning in their native language (S. C. K. Moore et al., 382). The MP addresses the issue of cost in developing Dual Language Bilingual Education by creating fully integrated settings that welcome monolingual English-dominant speakers and provide institutional scaffolding for their integration and educational needs through Newcomer programs. The San Francisco Citizens Task Force developed language programs by and for language communities, leading to a paradigm shift (Spolsky, 1972). Our findings highlight the responsibility of applied linguists, bilingual education advocates, and state and district leaders to expose complicity in obscuring BBE during the 50-year reign of English-only in schools since the Supreme Court's 1974 ruling (Verschueren, 2021).

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