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Effective strategies for teaching english in multilingual classrooms

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Abstract

Teaching English in multilingual classrooms presents unique challenges and opportunities. With students coming from diverse linguistic backgrounds, educators must adopt effective strategies to enhance language acquisition and ensure inclusive learning environments. This paper explores key strategies that contribute to successful English language instruction in multilingual settings. One essential strategy is the use of differentiated instruction, which allows teachers to tailor lessons according to students' language proficiency levels. Additionally, implementing communicative language teaching (CLT) fosters interactive learning, enabling students to practice English in real-life contexts. Code-switching, when used strategically, can support comprehension while gradually encouraging full immersion in English. Technology also plays a vital role in multilingual classrooms. Digital tools, such as language learning apps and online translation resources, help bridge communication gaps and provide personalized learning experiences. Moreover, culturally responsive teaching promotes student engagement by integrating diverse cultural perspectives into the curriculum, making learning more relevant and meaningful. Collaborative learning techniques, such as peer tutoring and group discussions, facilitate language development by encouraging students to learn from each other. Furthermore, fostering a supportive classroom environment where students feel safe to express themselves in English boosts confidence and motivation. Ultimately, the success of English language instruction in multilingual classrooms depends on a combination of innovative teaching methods, cultural awareness, and student-centered approaches. By embracing these strategies, educators can create an inclusive learning atmosphere that empowers students to develop their English proficiency effectively.

Keywords: Multilingual classrooms, English language teaching, differentiated instruction, communicative language teaching, culturally responsive teaching, collaborative learning

Introduction

The importance of effective English language teaching in multilingual classrooms is ever more urgent in today's world due to growing mobility across the globe. The education system is significantly affected by mobility, as more pupils are enrolled in schools in a country where the L1 language is not the medium of instruction. Knowledge of various languages represents the chance to improve interethnic dialogue and understanding, socio-economic stability and to literacy education. Hence, the necessity for extending a range of innovative strategies for effective intercultural communication has been recognized (Jankova Alagjovska, 2018) ^[62]. The increasing diversity of school populations calls for a variety of communication strategies to meet the learning needs of students. It is important that every measure is employed to build good relationship and clear message exchange in ethnic and linguistic diverse classrooms. Since (Omeri, 2014) ^[100] established that the academic performance of the pupils who do not understand the target language teaching in the schools is at risk, one of the major challenges confronting the participant countries is to enable those pupils to tackle to schoolwork in the instructed language (Roe *et al.*2023; Vadivel *et al.*2023; Kohnke 2023; Le & Le, 2022) ^[69, 115, 137, 139]. This situation shows that the ability to communicate effectively across a range of diverse populations is not seen as a common characteristic of teachers' work in multilingual and multicultural classrooms. The much faster growth of population density in Anthropologically integrated areas of the city is because of attraction pull factors such as availability of residential area and settlements, job opportunities, business and entertainment sectors, and accommodation options etc. Hence, it is considered that there is an appropriate reason for the development of this issue (Omeri, 2014; Ramzan *et al.*2023; Roe *et al.*2023; Vadivel *et al.*2023; Kohnke2023; Le & Le, 2022) ^[69, 100, 108, 115, 137, 139].

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Understanding Multilingual Classrooms

With the growing mobility of people across the world, numerous classrooms are becoming multilingual. Multilingual classrooms are learning spaces where students speak many languages. These settings are challenging for many teachers and students, as educators typically aim to teach in one language and students may have varying degrees of proficiency in that language. In addition, students may come from numerous cultural backgrounds, all of which can impact classroom dynamics. However, there are also many educational benefits when students are multilingual. These include the development of meta-linguistic awareness. This refers to when students are able to examine language critically, which often helps with developing empathy and understanding multiple perspectives. Multilingualism has also proven to be beneficial to cognitive development. For example, multilingual children have been found to have more effective problem-solving skills as the process of switching between languages activates particular parts of the brain (Robles Garrote, 2014) ^[11,3]. Furthermore, the interactions students have in the classroom with each other in different languages can develop higher order thinking skills. For instance, collaborative problem solving within a group fosters creativity and allows for a wider range of solutions to be proposed and considered. This diversity in approaches can challenge the dominant ideology in the classroom and therefore validates multiple ways of knowing or seeing, which is empowering for minority students (Källkvist *et al.*, 2022; Kim, 2022; Gogolin, 2021; Mary *et al.*, 2021; Pitkänen-Huhta and Mäntylä 2021; Carbonara, 2022) ^[24, 57, 63, 66, 84, 104].

Definition and Characteristics of Multilingual Classrooms

There is no doubt that we live in a globalized society where there is contact between more than two languages, leading to multilingualism. One setting where this becomes most palpable is the multilingual classroom, where several languages are present and students use them more or less proficiently. In the case under study, the languages present are Spanish and English, with the former being the 'mother tongue', the one belonging to the student community, and the latter being the 'foreign language' the privileged language for academic purposes (Robles Garrote, 2014) ^[11,3]. Although students are assumed to know Spanish, this does not necessarily mean that they will be able to operate efficiently and comfortably in different academic tasks. In this context, the student gains access to the learning process, the teachers, and, at a later stage, to academic contents, through the foreign language. Once it moves into a second language classroom, the interaction is more constrained since the classroom talk is not only taking place in a foreign language, but it is also codifying academic topics. The teacher is not only speaking a foreign language, but she is also the knowledge authority. At the same time, she/he decides on the organization and turn allocation of the interaction. The other party, the student, sees him/herself forced to acquire in a foreign language, the academic contents. Therefore, the students' interaction with the teacher aims to clarify doubts and promote the construction of understanding. These two requirements (either negotiating content or following directions) are easier for bilinguals but also add additional cognitive load (Ahmad

2021; Washington-Nortey *et al.* 2022; Sahan *et al.*, 2021; Fathi *et al.*, 2024; Tai, 2024) ^[5, 47, 117, 132, 145]. Interaction is an essential element for language learning processes. The classroom is seen as a natural environment for interaction and there are different theoretical backgrounds defending the importance of specific forms of interaction which may contribute to second language development, such as negotiation of meaning, collaborative dialogue or peer tutoring. However, it is also pointed out that there are constraints that limit how much and what form of interaction takes place in the context of language classrooms, such as the nature of the task, the classroom's physical arrangement, the time available. Moreover, the particular configuration of students in language classrooms can keep some students from participating in the interaction, thus leading to unequal learning opportunities. This is the case of students with low proficiency in the target language, English in this situation, who participate less in the interactions and take the less beneficial roles of the dyad or groups in comparison with their more proficient peers (An *et al.*, 2021; Ahmad 2021; Washington-Nortey *et al.* 2022; Sahan *et al.*, 2021; Fathi *et al.*, 2024; Tai, 2024) ^[5, 47, 117, 132, 145].

Benefits of Multilingualism in Education Multilingual or Multicultural:

One of the school's most important goals is to prepare students for the future, the future workforce and the future society in general. The reasons and the benefits of multilingual education are known for a long time and are always mentioned in various discussions about improving and changing the curriculum, but still little is done in that regard. All over the World and in Europe, multilingualism has become an acknowledged fact in everyday life, but educational policy and practice often have difficulties in coming to terms with it. As a result, successive attempts to educate children bilingually or multilingually in order to effect an educational transition have varied from disadvantaged to marginal success. The benefits of having a content-based approach to new language learning are widely recognized. The desire for improved coherent strategies is mentioned in successive rounds of policy on language education (Benzehaf, 2023; Duarte & Günther-van der Meij, 2022; Lovrits, 2024) ^[16, 42, 81]. Although principles of integrated EML and CLIL sound logical there are still remaining obstacles in the development of good practice. Parents, schools, authorities and even students lack the information or are not eager enough to support teaching in a foreign language (Drobot, 2021; Schroedler, 2021; Benzehaf, 2023) ^[16, 41, 121].

This also applies to the education sector. Besides the additional financial burden which the presence of a multilingual, multicultural population entails, school systems are often asked to do precisely what is most difficult: namely to teach children who have not yet acquired basic numeracy and literacy skills in a language they don't speak while also teaching them a second or third language (Drobot, 2021; Schroedler, 2021; Benzehaf, 2023; Duarte & Günther-van der Meij, 2022; Lovrits, 2024) ^[16, 41, 42, 81, 121].

Challenges Faced in Multilingual Classrooms

Language presents a multifaceted aspect that goes beyond the simple codification of a linguistic system, illustrating

itself in complex forms that exceed intrinsic criteria of syntax, semantics, and phonetics. Moreover, through language, individuals transmit and reveal facets of themselves and their culture, thus determining an intimate interconnection between linguistic phenomena and contextual, extralinguistic elements. In multilingual classrooms, the different socialization environments of students in terms of conventions, rhetorical patterns, and other global features of interaction, turn into a diversity of communicative repertoires that involve contrasts, interplays, and even constraints with the objects of learning interaction (Robles Garrote, 2014) ^[113]. The pressure of understanding and expressing contents, meanings, and intentions in a linguistic code that is insufficiently mastered is an acute experience for every language learner, a process that is still aggravated in multilingual scenarios involving more than two languages (Ou and Gu2022; Haim *et al.*2022; Källkvist *et al.*, 2022; Meier & Wood, 2021; Friedman, 2023) ^[48, 59, 63, 86]. The complexity of language interaction and the lack of transparency that often characterizes the form of metalanguage product of the linguistic reflection on language systems and usage determine the dialectical construction of knowledge for the interlocutors and the linguistic mediator promoting that construction. Consequently, the quartet of participants shapes discourse that acts as the springboard accommodating the shifts between different languages and the means of exploiting those languages, in which multimodality becomes a new determinant in multilingual communicative events. Therefore, the conceptual field of language requires a broader view beyond phonic oral and written signs to incorporate a variety of semiotic resources like images, gestures, and objects that contribute to meaning making (De León & García-Sánchez, 2021; Cekaite, 2022; Ou and Gu2022; Haim *et al.*2022; Källkvist *et al.*, 2022; Meier & Wood, 2021; Friedman, 2023) ^[28, 37, 48, 59, 63, 86].

Language Barriers and Communication Issues

Teaching the second language to various languages in one class is always a challenge. Educators concur issues caused because of different proficiencies may result in frequent misunderstandings among the instruction predominantly when a teacher asks an open-ended question. Nonetheless, that can also lead to misinterpretations among students. Shifts in understanding or answers based on it. The latest ones to answer and sometimes the most capable comes first, and the rest of the answer underlies laughing (Daly & Sharma, 2018) ^[35]. Sometimes the latecomer or the one who has not been able to express is quiet and another student will just let the teacher interpret their question. They assume that “this is what teacher want or meant to ask” even if that might not be the case. These misconceptions and misunderstandings impair trust in others’ ability and so cause fear to answer. During state of test/exam questions are avoided by all (Spafford *et al.*, 2023; Sultana and Jamin 2021; Prayitno and Hidayati 2022; Bhaw *et al.*, 2023) ^[18, 105, 128, 130]. Language as an essential means of communication is a significant issue in the class as there are clear asymmetries in competence in the L2. Ideas that children have difficulties with expression in English or vocabulary are fine and as a simple error or struggle to learn will be fine with comprehension but this is not so easy when it becomes discussing. If many of the understandings or instructions are not fully grasped this leads to being confused. Practice and

tasks and other demands can leave one stressed. Such difficulties cause participation, one of the underlining essentials of language learning to be especially risky. Students often refrain from asking and answering questions due to fear and lack of confidence (Robles Garrote, 2014) ^[113]. Similarly, teachers are afraid of the misunderstanding that may happen and make varieties of “take it for granted” assumptions during communication to avoid confusion or the feeling of incompetence and incomprehension. To get a broader understanding of the class and to make teaching more effective and interactive, especially with different languages proficiency there is an essential needs of techniques and solutions of communication issues. The above-mentioned problems hinder the effectiveness of teaching and learning as a whole (Hull *et al.*, 2022; Sedlander *et al.*, 2022; Spafford *et al.*, 2023; Sultana and Jamin 2021; Prayitno and Hidayati2022; Bhaw *et al.*, 2023) ^[18, 60, 105, 128, 130].

Cultural Differences and Misunderstandings

Teachers encounter cultural misunderstandings everyday teaching in multicultural classrooms. More often than not these misunderstandings come from a lack of cultural awareness. Thus, in multicultural classes it is particularly important to have in mind cultural differences that do not allow direct communication. People from different or even from the same cultures can have completely different expectations on interaction or have different behavior towards similar situations. Considering the composition and the nature of the cultural groups, people’s expectations and behavior during each class may vary. Some cultures are more reserved or conservative in terms of responding to the teacher, while others may interfere with the teacher’s role as an authority in the class (Gabriel *et al.*, 2010) ^[51]. Dealing with culturally unintentional misunderstandings requires sensitive treatment and clever strategies. However, it becomes even more difficult to handle these situations when different or even similar cultures are mixed together. Make a conscious effort to be culturally sensitive. It is the unexpected that makes teaching in a multicultural classroom both exciting and challenging. Cultural mix brings in a variety of communication behaviors and interaction norms. Nevertheless, without conscious treatment this variety might turn into arguments or conflicts within the class. In multicultural classrooms student conflict can be misconnection and linked to the varying communication styles. There is a risk that communication breakdown can occur, and, if not treated carefully, can spread to conflict (Omeri, 2014; Ademolu, 2024; Haddad, 2023; Lannin & Du, 2025; Fan *et al.*, 2023; Bush & Lindsey, 2024; Casper *et al.*2021) ^[3, 23, 26, 46, 58, 74, 100]. Without addressing the cultural aspect, a teacher may just handle student behaviors strictly rather than in conflict resolution. Being objectively multi-cultural may be difficult. However, without treating each student culture equally and respectfully misunderstandings may arise. People learn communication with others, within the family or local community. This context as well as the norms they grow and learn in influence their communication style. Instead of judging students based on differing behavior, varied cultural backgrounds in communication should be appreciated and treated sensitively, and this appreciation should be transferred to other students in the class as well. Simple comparisons of the communication style in different

cultures are not always applicable in practice. Moreover, such comparisons enhance generalizations that are not necessarily applicable to individuals within a specific culture. Communication happens with people, not with cultures. Some cultural behaviors may be more dominant in some groups, but this does not mean that behaviors that conflict with cultural norms do not exist. In other words, although it is possible to refer to norms or patterns of interaction in a cultural context, these should not be an absolute generalization toward people from that culture. If stereotypes based on a simplistic process of comparison do not belong in the classroom, then it is safer to be aware of possible cultural differences, but to be open to the variability that underlie communication norms. Activities to appreciate and encourage cultural differences in communication can be designed, which will serve to foster understanding and respect among the students. On the other hand, adapting the teaching practice intentionally may help to address these aspects more wisely in the class context (Kosseket *et al.* 2023; Ademolu, 2024; Haddad, 2023; Lannin & Du, 2025; Fan *et al.*, 2023; Bush & Lindsey, 2024; Casper *et al.* 2021) [3, 23, 26, 46, 58, 70, 74].

Pedagogical Approaches for Teaching English in Multilingual Settings

English as a foreign language is perceived as the most significant foreign language to learn. It gives people the chance to communicate internationally. As a second language all over, English has given a considerable influence in the language education systems. Many educational institutions has made use of English to show their superiority among the other institutions. In nations such as India, English is essential, due to the fact that it is used as the second language all over the nation. Such individuals will have to use English for their workplace, training and finding out motives. English is also the language of communication in a global aspects. This is the reason they adopt English more importantly (Lim & Yunus, 2021; Fakhurriana *et al.* 2024; Rasyid *et al.* 2023; Rasyid *et al.* 2023; Vadivel *et al.*, 2021) [45, 79, 109, 137, 139]. In a multilingual class teaching a foreign language presents many challenges, but also many rewards. The teaching of grammar to native English speaking students follows a mostly standard format in which the teacher provides a lesson on a specific structure, students then perform exercises to practice the structure, and the final step often involves students writing their own text where they apply the target structure. This format is generally applied to students who are native English speakers. However, in my multilingual class, students are not just from different language backgrounds, but also different educational systems. As a result, they perform better when material is presented in a format to which they are used to, i.e. rote memorization of vocabulary and sequences of text. Such constraints have led me to adapt a more flexible approach when teaching grammar where students can understand language structure on their terms, however improper they may be and not through traditional means. As a result, I have recognized and partially implemented (Omeri, 2014) [100]'s theory of scaffolding in order to effectively teach grammar to my multilingual students. Scaffolding strategies combined with a methodology already suitable to students leads to more effective teaching of grammar structures throughout a pedagogical content knowledge perspective

(Liando & Tatipang, 2022; Mohamed, 2024; Sari *et al.* 2021; Lim & Yunus, 2021; Fakhurriana *et al.* 2024; Rasyid *et al.* 2023; Rasyid *et al.* 2023; Vadivel *et al.*, 2021) [45, 78, 79, 89, 109, 119, 137, 139].

Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction, materials, and activities to address the unique abilities, preferences, and interests of individual learners. It is a way of viewing the diverse ability levels of students as a "gift" and using this gift to develop a classroom where each learner can succeed. Differentiated instruction does not mean that there is a prescribed lesson for each student, but that the content, process, and product (instruction) can be varied according to student readiness level, interests, and/or preferred modes of learning. The focus is on maximizing each student's growth and individual success by meeting students where they are, rather than expecting them to conform to a standardized style of instruction (Rogerson, 2018; Gheysens *et al.* 2022; Tomlinson and Jarvis 2023; Smets *et al.*, 2022; Qorib 2024; Gaitas *et al.* 2024) [52, 54, 107, 116, 135]. Teaching a new language-English- in multilingual countries is a particularly challenging task. Teachers must ensure that all students, regardless of their oral language proficiencies, develop sufficient academic language proficiencies to succeed in school. Many types of multilingual instruction are not consciously planned or executed by teachers. This chapter focuses on those approaches to multilingual instruction most likely to be helpful for developing consistencies in school practices. In particular, the chapter explores the need for consistent teacher attendance in school and for efforts to consistently focus teachers' attention on the language requirements of the curriculum. As well, the chapter explores the importance of training and pedagogical materials to develop effective approaches to multilingual instruction that support teachers in their work (M Warner, 2010; Gheysens *et al.* 2022; Tomlinson and Jarvis 2023; Smets *et al.*, 2022; Qorib 2024; Gaitas *et al.* 2024) [52, 54, 83, 107, 127, 135].

Language Support Strategies

Turning a monolingual content lesson into a brief interactional conversation with a peer is the sort of thinking at the heart of didactic transposition of subjects (Robles Garrote, 2014) [113]. Teachers can't just 'scaffold in names of fruits' into their lessons. There is a counterquantity of thinking required here to transform academic content into the kind of language forms at which English language learners will be able to try out. Providing language support isn't just about vocabulary support in general - it means explicit teaching of language functions that might help a student compare two things, or give an opinion, or point out a problem, or a few other somewhat more academic-yet-also-communication-yet-argumentative things. Currently, many multilingual children in English-dominant countries are taught in English through monolingual pedagogy. Such classroom environments potentially offer limited access to the content of the instruction for children have yet to acquire a sufficient competence in the given language. In the context of these concerns for equitable access, recent years have seen recognition and exploration of the rights of students to learn in ways that recognise, value, and build upon their linguistic repertoires and broader ethnic/cultural

backgrounds (Lee *et al.* 2024; Chang-Bacon, 2022; Mohanty, 2022; Shi & Rolstad, 2023) ^[29, 77, 91]. Language support in the context of bilingual curriculum development refers to the provision of additional language support to multilingual students in order to assist them in engaging with all content of a given lesson or series of lessons. The goal is to provide students with the learning they need to access the material under consideration. Language support is not merely the 'watering down' of content expertise for easier consumption by those new to it; it doesn't involve a 'simplification' of curriculum knowledge to be comprehensible for children learning English as a second or additional language. Language supports are shown in Figures 1 and 2. It looks like turning a physics content task into tricky multiple choices is one way of potentially alleviating learning difficulties posed by children not yet proficient in academic English. There seems to be a growing recognition in educational research circles, at any rate, that language support strategies in the multilingual classroom context could end up being a 'good thing' (Zhang-Wu2021; Burner & Carlsen, 2023; Lee *et al.*2024; Chang-Bacon, 2022; Mohanty, 2022; Shi & Rolstad, 2023) ^[22, 29, 77, 91, 152].

Creating Inclusive Learning Environments

The current social complexity involves important challenges for our school systems. Within social and school contexts, the recognition of diversity and the consideration of intercultural and inclusive goals are factors to be taken into account in the development of teaching and learning processes. The multicultural and multilingual situation of contemporary society constitutes an added didactic difficulty in the instruction of languages. Beyond the establishment of the appropriate measures to address individual differences and promote significant learning for all students, it is necessary to make affective improvements towards an inclusive coexistence. The concepts of dialogue, cooperation, and inclusion must go beyond the recognition of sociocultural and plurilingual education. Also, the emotional and identity aspects of the students who access school education must be taken into account in an inclusive space. The task of promoting the personal and academic development of all the students cannot ignore the emotional factor, a key element of the social sphere. The educational relations that are generated in school contexts have a special relevance in the emotional field. The treatment received, the social perception of attributions to success and failure, or the relevant participation in the different strategies designed to achieve certain educational goals can condition the emotional well-being of the students (Robles Garrote, 2014) ^[113]. The social interactions that young people experience in classrooms can have an effect on their emotional climate. With this respect, dialogue and individual and group participation is essential for improving a positive interactive framework. Bi-directional emotional responses in the communication process can enhance both the cognitive and affective development of the students. Such an emotional climate might strengthen self-esteem, both in terms of oneself and in regard to the others, and increase the motivation to learn. Decisions related to everyone's right to quality education, learning and inclusion in school contexts should take into account the affective aspects of the schooling process. In this sense, the didactic interaction that takes place in the classrooms can contribute to the creation of an emotional framework. Similarly, the development of

emotions coded in positive terms can enhance the cognitive development promoting positive attitudes to tasks and language learning. Moreover, low intensity negative emotions such as anxiety or doubt generated by the classroom interactions can enhance attention and effort in carrying out the tasks (del-Olmo-Ibáñez *et al.*2023; Papadopoulou *et al.*, 2022; Villarrubia *et al.*, 2025; Zúñiga *et al.*2024; Tuimebayeva *et al.*2024; Gitschthaler *et al.*2024; Vdovina and Khalyapina2022) ^[38, 55, 102, 136, 141, 142, 156].

Cultural Competence and Sensitivity

Teachers play a vital role in nurturing an environment that fosters the development of language learning. The policy of integration of multi-ethnic groups in primary education opens a debate on the necessity of additional teacher training for a better selection of appropriate teaching methods, texts and activities (Jankova Alagjozovska, 2018) ^[62]. Multicultural attitudes and knowledge can be positively changed during teacher preparation programs. During the survey, a gradual development of multifaceted attitudes through incorporated methods of instruction was observed. However, initial adaptation of appropriate diversified teaching strategies is needed. The awareness on English language diversity and strategies to better comprehend diverse accents and dialects of English languages should be enhanced. In a school, a multilingual environment might be present not only in terms of the mother tongue(s) of the students, but also in terms of the languages spoken at home and in the community. Studies over the past few years have emphasized the need to recognize the value of multilingualism at school and to make good use of it while integrating language minority students. This involves promoting a view of multilingualism as an asset rather than a barrier. In the complex multilingual context, there are several issues to be dealt with, ranging from teaching practices to an understanding of how the competences developed in first and second language acquisition can transfer from one language to another. This issue of interest to practitioners concerns the management of classroom dialogue, and specifically the treatment of responses produced by students (Augustin *et al.*2024; Sharifovna & Yulchiyevna; Reigh *et al.*2024; Mouboua and Atobatele2024; Xu & Krulatz, 2023; Carmen2021; Zimmerman *et al.*, 2023) ^[11, 25, 71, 94, 112, 124, 149, 155].

Building a Sense of Community

A classroom community is a collaborative, inclusive environment that fosters group learning. It is an inner circle of negotiating peers, learning a shared language and working together to produce joint overall meaning. Children living in a country where a language different from their own is spoken require a socio-culturally mediated environment such as a classroom for their overall learning process. There, they can immerse in shared learning experiences through negotiation and active participation. Working as a community involves more than just cooperating and sharing activities; it is the feeling of belonging or being a part of something or sharing a way of thinking. A sense of community also relates to the shared experiences and empathy, which students have towards their peers. There must be a collaborative and sensitive class environment in order for a sense of community to develop within it. To facilitate this, learners need to be inspired to share their ideas, goals and emotions with their classmates,

what in turn requires activities and tasks that require them to interact with each other (Robles Garrote, 2014) ^[113]. Here are some ideas for building a strong sense of community in your multilingual classroom: Foster positive peer interaction patterns. Encouraging students to work together and learn from one another is key to many future communication situations. Peer interaction can be enhanced through group projects, a question-and-answer technique called information gap, shared problem sets, and cooperative learning tasks. Breaking students into small groups and encouraging them to actively participate can more easily facilitate an environment of caring and trust, where students feel more able to express their ideas and opinions. Create activities designed to promote teamwork and foster cultural exchange. This can be done by setting up practical tasks and introducing academic activities such as group presentations, group projects, team sports, shared storytelling, reading books or watching movies about different cultures, preparing character sketches and performing dramatic dialogues or role play among others. Combined with exchanging personal experiences, this could provide an opportunity to foster an inclusive classroom that is supportive, collaborating, and caring towards each individual. This type of activity is effective in helping students feel more connected to the multimodal and auto-directed, reducing their isolation and loneliness. Additionally, creating a sense of community in the classroom is conducive to the educational atmosphere being more positive and academically productive, indicated by greater participation and better learning outcomes. It is a simple and natural way of enrolling educators, students, parents and the community into the educational system to provide the best schooling experience possible. By prioritizing the design and maintenance of a classroom community within multicultural context, it is believed that it will enrich every student's educational experience and encourage them to learn more about each other, the language, and the great diverse world they live in (Sugino, 2021; Kalmar *et al.* 2022; Shin & Hickey, 2021; Eden *et al.* 2024; Dyson *et al.* 2021; Berlian & Huda, 2022) ^[17, 43, 44, 64, 126, 129].

Technology Integration in Language Teaching

The Internet and the proliferation of digital tools and resources have transformed languages and literacy practices, enabling new and multimodal text and interactions that require new literacies (Titiek Murniati & Sanjaya, 2017) ^[134]. However, they also act as important compensatory tools and resources that can contribute to enhance language learning, language engagement and language accessibility, thus improving the academic outcomes of multilingual students. Digital tools can be used to facilitate a personalized learning by enabling the student to progress at their own pace - most noticeably developed in online platforms that provide students with tailored contents and opportunities for interaction that match their language proficiency level and learning speed (World English Journal *et al.*, 2023) ^[148]. Yet, a lot more could still be done to harness the potential of digital tools and resources for teaching and learning languages in school contexts, particularly in multilingual classrooms, where these pedagogical implications are still underexploited. Besides, the integration of digital tools and resources can also have a bridge role in order to make communication happen, as they

can serve to make students engage in peer-to-peer dialogue that would not happen otherwise, visually representing and thus making visible ideas that might remain unattended only by means of speech. It is very clear that educators need to be trained to effectively integrate digital tools and resources into their teaching practices, and that this digitalization of language instruction could make important dividends by enhancing the motivation to learning languages and thus able to better capitalize its social and cognitive benefits. With these curricular and textbooks typically having a larger focus on literacy practices predating the digital era and less attention to working with multimodal and digital text, educators are largely left to their own devices to implement innovative practices that effectively integrate technology while also meeting the specific language, literacy and academic needs of a diverse group of multilingual learners. However, the current digital turn holds great promises for exploring innovative scenarios that promote linguistic creativity as well as critical understanding of multimodal and digital text, paving the way for the development and the adoption of new pedagogical units and digital didactic materials that use technology to enhance language teaching and learning. Deployed in a consistent manner over time, these could progressively modernize language education, making it more proficient in training multilingual students as both knowledgeable producers and critically aware consumers of language, thus also enhancing social equity. However, it is important that the involvement of digital tools and resources in the classroom should be thoughtful and that huge investment in new technologies should not be the only focus. Rather, technology-integrated curricular initiatives should illustrate how digital tools and resources can be used to scaffold and enrich specific teaching practices by capitalizing the opportunities that diverse digital text afford in order to better meet the diverse language, literacy and academic needs of multilingual learners, thus increasing the potential for successful replication in contexts affected by similar challenges. On the other side, research should inform stakeholders how to effectively embed digital pedagogy into training programmes aimed at initial certification and, consistently, how to support ongoing professional development in order to build up teacher confidence in the use of digital tools and resources. Overall this would enable the establishment of diversified language-rich digital environments where multilingual students can systematically practice and become proficient in processes such as editing, tailoring their language choices to audience and task, and paying attention to both language accuracy and fluency - all crucial components of advanced communicative and literate skills. Just as importantly, the proposed projects would also train learners in critically reading multimodal and digital text, fostering a better awareness of the ideological dimensions of language use and how these are constructed through particular techniques and affordances (Meletiadou, 2022; Alzhanova and Chaklikova., 2022; Selfa-Sastre *et al.* 2022; Gitschthaler *et al.* 2022; Le *et al.* 2024; Widiantari *et al.*, 2023; Muñoz-Basols *et al.*, 2023) ^[7, 55, 87, 97, 122, 147].

Digital Tools for Language Learning

Given the increasing number of multilingual classrooms, it is necessary to make students learn other languages in schools, especially, English. The task of building typical L2 language courses for all multilingual students in the same

classroom is quite demanding when considering various individual differences and different social backgrounds. Digital tools make language teaching more possible and diverse (Zhussupova & Shadiey, 2023; Biletska *et al.*2021) [19, 154].

The development of digital technology has dramatically enriched and shifted the possibilities for language learning and its implementation in the school setting. Particularly, the widespread availability and feasibility of digital tools currently available make possible a wide array of teaching strategies and interactive environments that offer easier ways to learn in a simply more positive manner, which can result in an increase in achievement and a better language learning process. When considering its applicability in many contexts—urban, peripheral, and rural school communities, primary and secondary schools, adopting the view of low tech-low cost and using teens' most common digital consumption—it represents a useful and fruitful tool that can be easily inserted within educational programs and multi-disciplinary projects (Zhou & Wei, 2018) [153]. Many teachers do not have a clear understanding of both what uses of digital tools most benefit and what should be avoided, evidently hindering the use of these exceptional and imperative resources. Of relevance here is the view on the teachability of these new media and their 1st use posed by school settings (Selfa-Sastre *et al.*2022; Zhussupova & Shadiey, 2023; Biletska *et al.*2021) [19, 122, 154].

Online Resources and Platforms

There is no shortage of online platforms to support the teaching and learning of English. A variety of resources for different levels and goals are available here, ranging from beginners to advanced-learners, English for Academic Purposes (EAP) to English for Business and Economic News, and a focus on British English to American English. Educators suggest that students and teachers access online resources that are easy to navigate to help learners direct themselves to do specific tasks or assignments. In the context of a recent study at the EMI-teacher training department, many teachers in training relied heavily on YouTube English teaching videos. There were teachers in training who used YouTube videos sporadically, for instance to find engaging content like funny videos. Many teachers rarely used YouTube, stating that they did not “watch any online videos for language learning”. A teacher in training shared that she tried to avoid using online resources because it was hard “to measure the level of the content (Mohamed & Shoufan, 2022; Kim & Kim, 2021; Yang *et al.*2024; KUSDARYONO *et al.*2024) [66, 72, 89, 151].

It is significant to guide students to utilize online resources, such as authentic materials and interactive exercises, effectively. In order to scaffold understanding, a number of online resources with structured access providing linear routes are introduced to learners, which can also contribute to improving reading, listening and analytic capacities. In doing so, an example of a lesson plan on earthquakes is provided with a step-by-step linear access to various types of texts and videos about earthquakes (Bakla & Mehdiyev, 2022; Salam *et al.*2023; Mohamed & Shoufan, 2022; Kim & Kim, 2021; Yang *et al.*2024; KUSDARYONO *et al.*2024) [13, 66, 72, 89, 118, 151].

Assessment and Evaluation in Multilingual Classrooms

There has been a critical move to truly create and implement

fair and equitable assessment policies in multilingual settings, and by extension to evaluate and grade students fairly and equitably on the basis of such assessment. Research from numerous multilingual contexts indicates that existing policies and practices are far from this goal. Practitioners in these contexts describe challenges such as: evaluating students in a language they do not speak; not using valid language-sensitive assessment practices for students known to speak another language at home; students having gone through multiple teacher assessments during a school year while having took one summative exam at the end of the year; summative exams not aligning with classroom instructional practices; not adjusting scores for students with learning difficulties or Erasmus status; comparing scores of geographically separated schools in the same municipality holding different extracurricular tutoring contracts (Cummins, 2021; Schissel *et al.*2021; Molle & Wilfrid, 2021; Melo-Pfeifer & Ollivier, 2023) [33, 88, 92, 120]. Formative assessment, and its ongoing feedback, is seen as having substantial potential to improve instructional practices that can result in better learning outcomes for students in mainstream and multilingual public settings. Furthermore, it is posited that if practitioners suite this approach with alternative assessments it allows for a range of possible ways for students to demonstrate accomplishments and competencies (Chimpololo, 2010) [30]. Such a holistic portfolio within a formative context should offer a better snapshot of student competencies. Culturally responsive and strengths-based assessment are also coherent with broader anti-bias educational practices espoused by equity- and social justice-based scholars, thus encouraging practitioners to better recognize the assets and strengths of students who speak a language different from English (Van Loo, 2017; De Angelis, 2021; Cummins, 2021; Schissel *et al.*2021; Molle & Wilfrid, 2021; Melo-Pfeifer & Ollivier, 2023) [33, 36, 88, 92, 120, 140].

Formative and Summative Assessment

Assessment is a vital part of teaching; it provides valuable information about what students know and are able to do. This information can be used to inform teaching, and tailor learning experiences to best meet each student's needs. Used in this way, multiple methods of assessment (both formative and summative), generate a more complete understanding of student progress (Van Loo, 2017) [140]. Formative assessment is an ongoing process used to gather feedback throughout student learning. These assessments are informal and frequent, providing both teachers and students the information needed to make real-time adjustments (Afitska, 2014) [4]. For example, an instructor might give a 5-minute quiz at the start of class to check for prior knowledge. Conversely, summative assessment evaluates overall understanding and proficiency at the end of an instructional unit or course. These assessments are generally formal, standardized, and consist of high-stakes assignments like final exams that can impact grades or placement. Both types of assessment are crucial; using only formative assessments would lack accountability and overlook student achievement. However, if only summative assessments were used, students would rarely get to practice or display what they have learned, and interventions could not be made until it is too late (Bagheri and Mohammad 2022; Brownlie *et al.*, 2024; Nilsberth & Sandlund, 2021) [12, 21, 98]. There are many practical strategies for

implementing formative assessments. Low-stakes activities like quizzes, clicker questions, or elaborative explanations can be employed; projects involving group work or peer review can help build oral and written communication skills; and activities that draw on various learning styles such as mini-whiteboards, oral presentations, or utilizing technology are other beneficial ways to gauge understanding. The implementation of summative assessments in the context of a multilingual classroom involves a set of considerations. For example, providing clear criteria for summative assessment allows students to focus on specific aspects of their assignments, helps them structure their ideas in a coherent manner, and ensures a fair assessment that considers students' diverse linguistic abilities. As a result, the integration of both approaches to assessment can help all students to succeed by enabling teachers to make more informed decisions and offer the necessary support, while it provides a more comprehensive, accurate, and reflective representation of student achievements (Abduazizovna, 2025; Ismail *et al.*, 2022; Fröjndendahl *et al.* 2025; Bagheri and Mohammad 2022; Brownlie *et al.*, 2024; Nilsberth & Sandlund, 2021) [2, 12, 21, 49, 61, 98].

Alternative Assessment Methods

As educators begin to assess a multilingual classroom of students, there are a few basic strategies that should be part of the classroom regiment. Make sure that the students understand the instructions for test taking, utilize individual as well as group testing practices, test students for mastery of a skill based on a firm foundation, and formatively monitor student progress using formal and informal methods as well as pace long-range plans according to assessed student need. As education begins its second full decade in the 21st century, education should draw upon what refers to as "flow backward." By this she means, look at what has been done in the recent past (Cummins, 2021; Nyimbili & Mwanza, 2021) [33, 99]. Multilingual students present unique challenges in the classroom for educators. These students may or may not formally understand English, the concepts behind the English, and the multiple uses of the English language, among other obstacles. In the classroom, it is understood they may have a difficult time forming and articulating questions or summarizing their understanding (Van Loo, 2017) [140]. They will not be used to the use of phrasing common testing verbiage in written format. As with monolingual learners, it is essential to understand how creating a variety of questions to test a students mastery enhances the assessment's effectiveness (Gitschthaler *et al.* 2024; Kirss *et al.*, 2021; Wernicke *et al.*, 2021; Cummins, 2021; Nyimbili & Mwanza, 2021) [33, 55, 68, 99, 146]. Because of the need to move beyond simple written answers or multiple choices, alternative methods and strategies are needed. Utilize methods such as portfolios. In a portfolio education collects examples of the students work and performance of certain skills that are constantly reviewed and evaluated. Create a performance and whatever the skill is put it to the performance assessment. Another way is through project based assessment - a means for students to demonstrate mastery of a skill, concept, or knowledge through research, creative exploration, and multiple student products to solve a problem. These three things are much more accurate in testing a students knowledge and understanding than would be a traditional written test. Effects should understand the

need to utilize a variety of methods in order to obtain a holistic view of a students knowledge and skills. In order to assess students meaningfully, there needs to be a flexibility in assessment methodology so that a student's true understanding and skills are tested. By using a variety of methods, a teacher honors the diverse and volatile activities of all student learners, regardless of language proficient, testing them in a manner that acknowledges their strengths. This nation also uses self-assessment and peer assessment as a tool for reflection and growth. When students take ownership of how they're doing and how well they are doing, they are personally invested in the activity and meaningful learning can occur. It fosters a sense of ownership and agency that isn't present in only teacher assessment. It should be the goal of the nation to learn to measure these things objectively and accurately in classrooms. Implementing meaningful alternative assessment methods is a crucial aspect of learning to do so. They are a way of promoting inclusion and honoring or recognizing the diverse talents inherent in any give group of multilingual classrooms. On all levels of education and educational leadership, these things are important to consider when presenting alternative methods of assessing achieved mastery. With the removal of "No Child Left Behind," and that it's "Each Student Succeeds" Act, schools across the country are no longer so officially tied to multiple-choice style testing. Now more than ever may be it is time for collaboration with what "flowed backward" to the ultimate height and understanding and attention brought to alternative forms of assessments (Csillik., 2022; Zhang-Wu., 2021; Christison *et al.* 2021; Gitschthaler *et al.* 2024; Kirss *et al.*, 2021; Wernicke *et al.*, 2021; Cummins, 2021; Nyimbili & Mwanza, 2021) [31, 32, 33, 55, 68, 99, 146, 152].

Professional Development for Teachers

An important aspect of a successful multilingual educational setting is the continuous professional development of teachers. In multilingual education settings, it becomes important that educators are aware of, and can access effective teaching strategies for teaching children from diverse linguistic backgrounds. Programs, training opportunities, and resources focused on introducing, developing, and evolving teaching strategies in multilingual educational settings ensure teachers are adequately equipped to implement these strategies in support of learners in diverse contexts (L. Hager Moore, 2009) [73]. There are various successful programs and models to showcase ways in which collaborative learning and communities of practice are effective for teachers as a means for professional growth, and as a way to share experiences and practices between educators. In this way, common objectives, decisions, and practices of teaching can be developed, widely known and accepted by the teachers, enhancing effectiveness. It has also been seen that professional development facilitates increased teacher confidence in implementing teaching strategy. The application of new strategies initially requires additional efforts from teachers and, therefore, levels of anxiety, self-esteem, and efficacy in implementing said strategies can affect the ultimate effectiveness of strategies. For this reason, it is seen as vital that, from the top, resources are dedicated to the professional development of educators, ensuring teachers are thoroughly equipped to provide a successful educational setting for the multilingual cohort of students. These

strategies alone, or in coordination with policy changes to reduce high levels of stress and resource insufficiency, would be an effective policy tool in the government's bid to raise the rates of educational success (Krulatz *et al.* 2024; Lorenz *et al.*, 2021; Abacioglu *et al.*, 2022; Kirss *et al.*, 2021; Raud & Orekhova, 2022) ^[1, 68, 71, 80, 111].

Training in Multilingual Education Strategies

One of the increasing and challenging phenomena facing teachers is the instruction of students who speak more than one language. In the United States, federal law defines English language learners (ELLs) as individuals "who are not native speakers of English; come from environments where a language other than English is dominant; and have substantial difficulty speaking, reading, writing, or understanding the English language." The number of ELLs is increasing within the United States due to immigration, and the status of the native language in the country. Themes to consider include, but are not limited to: training of pre-service and in-service content and English as a second language teachers of ELLs, ethnographies of ELLs in multilingual settings, methodologies for teaching English and content to ELLs, and the connections between home and school literacy. In this article, drawing from New Zealand's experiences with Maori medium schooling and Pacific Island education, qualified English as a medium of instruction teachers and projects for teacher education are examined in order to derive insights into potential language-as-resource approaches for instruction for elder school students in developing country contexts. Among national and international agencies responding to the increased demand of governments and society for a rights-based, qualitative reform of basic education is a concern with indigenous and minority language groups, and the nature and sustainability of curriculum and pedagogy. In some respects, interest is manifest in the effectiveness of instruction for non-dominant (home) language speakers, particularly where educational access is dependent on instruction in a language which is not spoken at home. Broad themes include submersion versus mother tongue intervention models, the relative merits of bilingual versus bridging education, models of inter-cultural education, and the balance of subject knowledge and language teaching in bilingual and multilingual models. These themes find reflection in a number of recent fieldwork, evaluation, and theoretical studies carried out, mainly with younger students, in a range of South and East Asian as well as Pacific country settings (Daly & Sharma, 2018; Dietrich & Hernandez, 2022; Winaldo & Oktaviani, 2022; Gayed *et al.* 2022; Catalano *et al.* 2021; Kidd & Garcia, 2022) ^[27, 35, 39, 53, 65].

Collaborative Learning and Communities of Practice

Collaboration among educators is often noted as an effective strategy for facilitating the education of language minority students (Ann Esposito, 2005). Yet, little research has examined the extent to which teachers in individual schools actually share these practices. Peer mentoring and peer coaching are two models for creating school-based contexts for teachers to learn collaboratively. Partners in these models can play a range of roles; the novice learns what works from the more experienced teacher; the two teachers develop a project together; two teachers work to a common goal, with no imbalance of power; all partners are equal and

serve as spectators and critics of one another's teaching. Clearly, there are a number of school-based collaborative mechanisms which can be enacted. Yet, what is consistent about most is that each is likely to be most productive if the school-based context in which it is embedded is, itself, a professional community of learning. Such communities, by fostering a shared vision or school culture among their participants, make it more likely that notions of 'best practice' in teaching are shared and commonly acknowledged, and can, ultimately, be acted on. Communities of practice are one important mode of interaction in which teachers can engage in professional dialogue. It is the mutual engagement in a common practice, a shared domain, that drives discourse among group members; actions and words 'hold' common and evolving meanings. The development of a community of practice among teachers suggests them talking about, and questioning, student practices, and, more importantly, 'noticing' what students say and what they do. Using these as catalysts for deeper and more pertinent discussions, teachers can then trade educational practices and/or resources which have been proven particularly successful. Such a cycle of discourse, 'noticing,' rendering, trialing and critiquing, worked out over a period of time, suggests that a continuous dialogue among teachers, perhaps even among teachers and researchers, is the most effective way to bring schools into a professional community of learning. Indeed, communities of practice among educators have been found to, in various ways, be an effective site for collective problem-solving, new strategies of teaching and learning, and the general development of innovative practices in instruction. Furthermore, the development of collective 'histories' and 'projects' provides a bond, suggesting that a sense of community, value of sharing in what is gained, is integral to, and may in fact drive, the development of a community of learning. Subsequent research might be geared toward this end. Special attention could be paid, therefore, to the ways in which educators understand and act upon collaborative settings, and to the ways in which such understandings enrich local practice, significantly enhancing the experiences of multilingual educators and driving improvements in the education of language minority students (Villavicencio *et al.* 2021; Tao & Gao, 2022; Amin 2023; Al-khreshah, 2024; Mazzara, 2025; Mugadza *et al.* 2024; Imbaquingo & Cárdenas, 2023) ^[6, 8, 85, 96, 133, 143].

Parent and Community Involvement

In mystery stories, the denouement is the discovery and recognition of the full situation and the usually unexpected clarification and resolution of the problem. In education, the denouement nears as the child grows older, accumulates more experiences, and is more capable of introspection, as the pattern consolidates in the school. Parent and community involvement is essential to the success of multilingual education. Engaging families makes each child's language learning experience more profound and meaningful and can affect their academic success. Schools can take creative steps to foster strong connections between homes and schools. Such efforts by schools can actually transform the social setting in which students learn (W. Nourse *et al.*, 2005) ^[144]. Workshop on Bilingual Resources for Families. Provision of easily read and understood materials for families in the native language of the family is a regional requirement. There will be a workshop designed

to show how best to utilize the resources. The development of such materials could also be offered on a consultancy basis. A activities report or facility of materials will be reviewed to learn from good practice (Blair & Haneda, 2021; Monje *et al.* 2021; Morita-Mullaney, 2021; Piller *et al.*, 2023; Dorner *et al.* 2022) [20, 40, 93, 94, 103]. Parental Involvement: School-Determined Program of Parent and Community Involvement. Schools need to conduct an analysis of their parent and community involvement program, discuss their findings with parents, students and staff, and undertake an appropriate school-determined program of parent and community involvement to create opportunities and provide the professional support necessary for the active involvement of parents to support their child's education. The school-determined program should incorporate the needs and strengths already apparent in the community. The program developed should be an evolving process, reviewed and revised annually, involving parents, students and other community members. The school should make every reasonable effort to carry out its program of the involvement of parents and community. children who are learning to speak English, are proficient in other languages may be influenced more by bilingual versions of texts and tests, in order not to inhibit premature language consolidation (Kirss *et al.*, 2021; Blair & Haneda, 2021; Monje *et al.* 2021; Morita-Mullaney, 2021; Piller *et al.*, 2023; Dorner *et al.* 2022) [20, 40, 68, 93, 94, 103].

Engaging Families in Language Learning

Among strategies that are consistently found to promote positive school readiness and educational outcomes for young children, including those in Early Head Start, parent engagement stands as one of the strongest and most effective (Barrueco *et al.*, 2015) [14]. Given its importance, research has aimed to more fully understand the nature of parent engagement. Research suggests that being engaged with children with their home language is key to their future academic success. With the rise in dual language learners in schools, many of whose families speak languages other than English, more attention to engaging families in their children's language learning is warranted. In addition, shifts in federal funding and high-stakes testing may make it increasingly difficult for programs to adopt and maintain policies that foster positive parent engagement. This article draws on research to support high-quality outreach and engagement with families of dual language learners, a key subset of young children engaging with non-English home languages. The article provides a framework for engagement strategies and offers evidence-based recommendations for early care and education policy (Premo *et al.*, 2023; Szelei *et al.*, 2024; Lynch, 2021; Baxter & Kilderry, 2024) [15, 82, 106, 131].

Conclusion and Future Directions

During this essay, it has been made a clarification of the problems being faced and some suggestions for adapting to such conditions in the multilingual classroom have been made. In conclusion, the strategies that can be used as a resource for teaching English in the multilingual classroom have been acquired in this knowledge. The multilingual language classroom has been identified as a challenge for teachers, and it has been observed that this field related studies and academic resources are relatively limited. (Omeri, 2014) [100] figured that teachers are having many

difficulties in teaching children whose linguistic backgrounds are different from one another and that teacher's workload is increasing due to the new conditions every day. The results of the studies suggest that the classrooms where the effectiveness of the courses, activities, materials, and strategies used increase, where the teacher is well-equipped, can recognize the students well and focus on the students in a good way. While dealing with the multicultural multilingual classroom it is noted in the review that teachers feel the necessity of being familiar with and taking into consideration the strategies to be followed in the classroom environment. Since all these strategies are difficult to address in their entirety, a variety of strategies based on the research carried out up to now have been gathered as a guide for teachers during their education life. However, a teacher's work is not confined to only use some strategies for a certain diversity. Language teaching strategies for an effective teacher are building rapport with all students by engaging them in more teacher/student interaction, adopting affective intercultural communication strategies, being aware of language/s communication barriers when there is no shared common native language, using more spoken language, providing interesting classroom activities, giving enough time to practice, and writing key points on the board and providing translated sentences in the mother tongue to facilitate better understanding, especially in a beginner class. The teacher training program needs to be reformed to address these respondents' needs. Also, teacher programs to address the needs of training teacher education students to be able to address the needs of high school multilingual students cited by in 2014. The influence of native languages in learning a foreign language and suggestions for future research have also been discussed. This chapter is divided into two sections. The first section discusses the challenges and adjustments of learning environments from a sociocultural perspective. Then, suggestions and strategies for building an effective and balanced intercultural learning environment are proposed.

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