

# Enhancing Pedagogical Strategies for Multilingual Classrooms in Foreign Language Education: Training Lecturers for Linguistic Diversity and Language Variation

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**Abstract**—Lecturers play a huge role in the teaching of foreign languages across universities. As such, their training in language diversity and variation remains a significant tool in enhancing pedagogical strategies for multilingual foreign language classroom. This study focused on the analysis of different ways in which the training of foreign language lecturers can enhance pedagogical practices for multilingual foreign language classrooms. A total of 151 lecturers and 112 university non-academics staff members drawn from departments of foreign languages participated in this quantitative survey. Data was gathered using digitally developed questionnaire. There was a wide diversity of viewpoints from participants on instructional methods, such as peer instruction, outlining objectives explicitly, and continuing one's education. There are major and far-reaching implications of this research. One major takeaway from the research is how vital it is that lecturers of foreign languages get diversity training as part of their ongoing training and certification. Recognizing the need of such training allows schools to proactively provide lecturers with the tools they need to accommodate a student population that is becoming more diverse. In conclusion, this research sheds light on the difficulties and potential of teaching a foreign language to a population with a wide range of linguistic background. The research sheds light on the need of training for language diversity and the difficulty of maintaining order in a multilingual classroom. Lecturers and universities may better prepare students for success in a globalized world by addressing these issues and developing more welcoming, responsive, and successful foreign language classes.

**Index Terms**—linguistic diversity, language education, language variation, EFL

## I. INTRODUCTION

In the landscape of foreign language education, the dynamism of multicultural classrooms has become the norm, prompting an essential shift in pedagogical approaches. This paper encapsulates the crucial pursuit of empowering educators to navigate and capitalize on linguistic diversity within educational settings. As the linguistic tapestry of classrooms continues to evolve, the demand for innovative methodologies and adeptly trained instructors rises, emphasizing the necessity for robust pedagogical frameworks to effectively engage and support learners from diverse linguistic backgrounds. This exploration delves into the imperative strategies essential for instructors to effectively navigate the rich mosaic of languages and variations, fostering an inclusive and effective learning environment.

In this modern age characterized by increased globalization, the field of foreign language teaching encounters a notable obstacle in the form of multilingual classrooms. The objective of this study is to provide novel educational approaches that may effectively respond to the changing linguistic environment, thereby making a valuable contribution to the improvement of foreign language curriculum. This research aims to enhance the overall quality of foreign language teaching by addressing the challenges posed by multilingual learning landscapes and integrating them with standard teaching techniques.

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The use of pedagogical approaches forms the fundamental basis for the attainment of successful foreign language teaching. Nevertheless, traditional approaches often face challenges when it comes to managing the wide range of linguistic backgrounds that students bring to classes with multiple languages. Multilingual classrooms exhibit a diverse array of languages, dialects, and varied degrees of language competency within the student population. The presence of variation serves as a distinctive characteristic within the realm of modern foreign language teaching (Martinez, 2022; Kim, 2017). Language variation is a fundamental characteristic of multilingualism, wherein students introduce a wide range of language variances into the educational landscape. In order to tackle this issue, it is crucial that lecturers undergo thorough training to proficiently identify, adjust to, and effectively use linguistic variances (Anderson, 2020; Nguyen, 2019).

The motivation for this study stems from the urgent need to address the disparity between existing pedagogical approaches and the requirements of multilingual foreign language teaching landscapes. Although there have been many breakthroughs in the area of foreign language instruction, it still often fails to meet the difficulties offered by diversity and differences. Several topics are covered in an effort to fill a knowledge gap. The goals of this study are to (1) assess the current state of pedagogical approaches used in multilingual foreign language classrooms; (2) analyze the impact of linguistic diversity on foreign language education; (3) assess the significance of linguistic variation and lecturer training in enhancing teaching strategies for multilingual foreign language classrooms.

## II. LITERATURE REVIEW

### A. *Multilingualism in Foreign Language Classroom; Review of Language Variation*

The classrooms exhibit a notable feature of having a varied range of linguistic backgrounds, including a variation of native languages, dialects, and differing degrees of language competency among the student population. The significance of acknowledging and using linguistic variation as a valuable resource in language learning is highlighted by the notion of multilingual classrooms. Researchers such as Alisaari et al. (2019) have conducted studies examining the perspectives of lecturers towards linguistic variation. Their work has provided valuable insights into the complexities and advantages associated with teaching in multilingual educational environments. Furthermore, Allison and Rehm (2007) have highlighted the need of implementing pedagogical approaches that can accommodate the distinct requirements of students in multicultural, multilingual environments.

The current globalized classrooms exhibit a noticeable rise in the occurrence of multiple languages within the context of foreign language teaching. Costa et al. (2005) have emphasized the difficulty of incorporating scholarly knowledge on English language learners into lecturer education courses, which is a response to the increasing population of students with varied linguistic origins. Cummins et al. (2005) argue in support of the need of validating identity within educational landscapes that include several languages.

The phenomena of globalization, the migration of people across borders, and the rising recognition of the need of multilingualism within a globalized society are all possible explanations for the explosion of linguistic diversity. The authors Haan et al. (2017) note the growing presence of students speaking languages other than English in today's classrooms as evidence of globalization's impact on linguistic diversity. In a similar vein, Hamied (2012) investigates the role of English in Indonesia's multicultural and multilingual classrooms. The author persuasively shows how the use of many languages has become a hallmark of contemporary classrooms.

Helot and Young (2002) investigate the usefulness of valuing migrant languages in the setting of French elementary schools. They stress the need of welcoming students of all language backgrounds into the classroom. As a result of this international trend, lecturers everywhere must adapt their practices to meet the needs of students whose first language is not their own (Modupeola, 2013). In addition, Pulinx et al. (2017) call attention to the pervasive prevalence of monolingual beliefs among lecturers, highlighting the need of recognizing and addressing the linguistic diversity existing within educational environments.

Foreign language lecturers recognize the need to use instructional strategies that may effectively address the widening linguistic gap between students. Faltis and Valdés (2016) highlight the need of properly preparing lecturers to successfully traverse linguistically diverse educational settings by providing insightful views and suggestions for teaching lecturers. Also, Lucas and Villegas's (2010) proposed paradigm that gives a holistic strategy for training lecturers to be culturally and linguistically sensitive, recognizing the importance of lecturer preparation in ensuring that all students have access to a quality education. The recognition of the multilingual nature of today's classrooms lays the groundwork for a thorough evaluation of the pedagogical approaches needed to meet the needs of a diverse student body (Alshraah et al. 2023).

The use of effective pedagogical techniques within the context of multilingual classrooms is vital for delving further into these principles, particularly in the field of foreign language instruction. It is pertinent to understand that all lecturers must equip themselves with the tools necessary to effectively manage students' language differences. Mastellotto and Zanin (2022) delve into the issue of multilingual lecturer education, concentrating on the region of South Tyrol. The authors stress the importance of introducing young children to language using proven methods. When taken as a whole, these sources demonstrate how crucial pedagogy is to ensure that students of all linguistic backgrounds thrive in today's increasingly bilingual and multilingual classrooms.

The significance of using effective educational practices in multilingual classrooms is of utmost importance and should not be underestimated. Both lecturers and academics acknowledge the need of modifying teaching approaches to cater to a range of language origins and provide inclusive learning experiences. The acknowledgment of this phenomenon establishes a foundation for a thorough investigation of educational methods that may proficiently tackle the obstacles and advantages posed by the presence of diverse languages in the field of foreign language teaching.

### *B. A Review of the Dynamics in Multilingual Foreign Language Classroom*

Multilingual classrooms within the context of foreign language teaching are characterized by their dynamic nature, which is influenced by the complex interactions between linguistic interactions, linguistic control, and patterns of communication among students who come from varied linguistic backgrounds. The significance of these dynamics in comprehending the intricacies and peculiarities of acquiring a foreign language in certain environments has been noted by researchers (Allison & Rehm, 2007; Barret, 2011). The concept of language domination is a significant factor in assessing students' aptitude levels and their self-assurance in using a second language. In educational landscapes where students possess differing levels of language proficiency, lecturers must adeptly manage this heterogeneity in order to provide equal learning opportunities (Coelho, 2004; Costa et al., 2005).

The significance of language interaction patterns in multilingual classrooms is proportional. According to Cummins et al. (2005), the manner in which students engage with one another in multilingual environments may have an impact on their linguistic growth. According to Modupeola (2013) and Moeller and Catalano (2015), learning in groups, peer interactions, and the incorporation of code-switching are integral aspects of the language acquisition process. Nevertheless, similar patterns may also give rise to some difficulties, such as the possibility of linguistic isolation or the prevalence of a certain language inside social circles. Comprehending and effectively using these patterns of interaction have significant importance for lecturers in the context of multilingual foreign language classes.

Multilingual classrooms inherently provide communication issues that may have a substantial influence on foreign language teaching. According to Illman and Pietilä (2018), the intricacies of multilingualism as a valuable asset are emphasized, underscoring the need of a profound comprehension of students' language repertoires for successful communication in varied linguistic environments. Lecturers may be required to tackle concerns pertaining to the understanding of content, articulation of words, and the proficiency of learners in articulating their thoughts in a non-native language. The aforementioned difficulties need the use of inventive pedagogical methodologies and the adjustment of teaching tactics to promote proficient communication and the development of language skills (Krulatz et al., 2022; Leeman & Serafini, 2016).

The dynamics seen in multilingual classrooms have a significant influence on the processes of teaching and acquisition in the realm of foreign language education. It is essential to meticulously customize pedagogical practices in order to effectively meet the distinct problems and possibilities that arise from linguistic variation. According to Hutchinson (2013), it is crucial to address the disparity between the information possessed by preservice lecturers and the practical challenges they face while instructing English language learners in classes with various linguistic backgrounds. To effectively fulfil their role, lecturers are required to possess not only a comprehensive knowledge of the subject matter, but also a profound comprehension of the language backgrounds of their students.

Additionally, the presence of linguistic diversity in classrooms that consist of many languages requires the use of inclusive educational strategies. Krulatz et al. (2022) underscore the significance of fostering critical cultural and linguistic awareness within language teaching landscapes. It is essential for lecturers to provide an inclusive and hospitable educational landscape that appreciates and honours the language origins and experiences of students. Neglecting to address this issue may result in students experiencing feelings of marginalization or exclusion, which may negatively affect their language learning and overall educational journey.

In the context of a multilingual classroom, it is essential for lecturers to use translanguaging as both a teaching and evaluation approach. Schissel, De Korne, and López-Gopar (2021) examine the difficulties associated with the implementation of translanguaging in environments characterized by cultural and linguistic diversity. Lecturers that possess a comprehensive understanding of translanguaging and are able to effectively use this pedagogical approach have the capacity to establish foreign language learning landscapes that are both inclusive and efficacious (Wang, 2019; Van der Walt & Ruiters, 2011).

In a nutshell the dynamics of a multilingual classroom have a significant influence on the field of foreign language teaching. The teaching and learning experiences of students are influenced by factors such as language dominance, interaction patterns, and communication obstacles.

### *C. Pedagogical Strategies for Multilingual Classrooms in Foreign Language Education*

According to Coelho (2004), there is a significant emphasis on the value of additive bilingualism in education. This approach involves lecturers seeking to enhance students' current language abilities while simultaneously exposing them to the target language. This method acknowledges the significance of students' language heritage and cultivates a positive disposition towards multilingualism. In their recent publication, Mastellotto and Zanin (2022) delve into the topic of imparting efficient language input to young learners within multilingual contexts. They underscore the significance of fostering a supportive and linguistically varied learning environment as a means to achieve this objective.

In addition to the phenomenon of additive bilingualism, there has been a growing focus on the use of translanguaging as a teaching method. According to Wang (2019), translanguaging enables students to use their whole range of linguistic abilities in order to enhance the process of learning. The recognition is made that linguistic borders possess a certain degree of flexibility, and that students often experience advantages while using their mother tongues to grasp and articulate concepts in the desired language. Nevertheless, the successful execution of translanguaging necessitates lecturers to meticulously plan and provide support for activities that foster purposeful language utilisation (Schissel et al., 2021).

The establishment of efficient classroom management in foreign language classes that consist of several languages is of utmost importance in order to foster an optimal learning environment. Krulatz and Iversen (2020) underscore the need of fostering inclusive environments within educational settings by using multilingual writing strategies. These strategies have the potential to foster a feeling of inclusion among recently arrived students who possess a range of language backgrounds. In addition, it is essential for lecturers to be cognizant of the socio-emotional requirements shown by their children. According to Helot and Young (2002), it is crucial for lecturers to recognise the possible vulnerability and anxiety that language learners may face and use techniques to provide a classroom environment that is helpful.

Ongoing study and discussion surround the efficacy of pedagogical practises in meeting the requirements of different learners within multilingual foreign language classes. Although there is evidence of the potential benefits of additive bilingualism and translanguaging in acknowledging and harnessing students' linguistic abilities (Cummins et al., 2005), there are still obstacles to overcome in their practical use. Lecturers are faced with the task of finding a harmonious equilibrium between the promotion of students' home languages and the facilitation of growth in the target language. Furthermore, the evaluation of the influence of translanguaging on the development of language skills and academic achievements necessitates further empirical investigation (Moeller & Catalano, 2015).

#### *D. Gaps in the Literature*

Finding the research's gaps is essential to assuring its reliability and validity. Researchers may improve the quality and credibility of their work by recognizing and resolving these issues. However, there are still certain gaps and limitations in the current pedagogical practices for multilingual foreign language classes. The introduction of more extensive lecturer training and professional development courses is urgently required. The goal of these training courses should be to provide lecturers with the skills they'll need to implement the strategies outlined above (De Jong & Harper, 2005). Many lecturers may lack the proper background knowledge to adequately meet the needs of their multilingual students. Research evaluating the long-term impact of different teaching methods on students' language proficiency, academic achievement, and social and emotional development in bilingual and multilingual settings is also crucial (Haan et al., 2017). It is possible that the results of this research may provide light on how to better tailor teaching methods to meet the needs of a diverse student body.

Foreign language lecturers critically require training in the areas of linguistic variation and diversity to fill the gaps and overcome the limitations of the present pedagogical approaches employed in multilingual foreign language classrooms. To ensure that all students have equal access to education, lecturers must be able to effectively bridge language barriers. The comprehensive training program should include not only educational methodologies but also a comprehensive comprehension of sociolinguistic elements and cultural proficiency, as emphasized by Jenkins and Mauranen (2019). In this regard, the review of methods of teaching in multilingual foreign language classes demonstrates encouraging methodologies that acknowledge the significance of linguistic diversity. Nevertheless, it is essential to acknowledge and tackle the obstacles encountered during the application of these techniques, as well as the need for more study and training. This is crucial in order to guarantee that these approaches adequately cater to the requirements of a wide range of learners in contexts characterized by multiple languages.

### III. RESEARCH METHOD AND MATERIALS

#### *A. Research Approach*

This research adopts quantitative survey strategy in the analysis of ways to enhance teaching methods for multilingual foreign language classroom through the training of foreign language lecturers on language variation and diversity. The choice of quantitative research approaches is to ensure that the intricate perceptions of the university lecturers and administrators are fully explored. In the context of this research, this opens up the possibility of delving into not just the frequency and distribution of different languages in the classroom, but also the richer, more complex experiences and perspectives of lecturers and administrators.

#### *B. Research Design*

Survey study design has been the most appropriate design for studies that adopted quantitative approach. Survey design is used in this study, aimed at collecting numerical data on the importance of training lecturers on language diversity and variation to enhance pedagogical strategies in multilingual foreign language classrooms.

#### *C. Research Questions*

The following research questions, developed from the earlier discussed objectives of the study, are posed to guide the direction of the research:

1. How can the training of foreign language lecturers on language diversity and variation enhance teaching strategies for multilingual classrooms in foreign language education?
2. In what ways can lecturers improve the management of multiple language dynamics in foreign language classrooms?

#### D. Study Participants

Participants in this research include lecturers from different universities. These lecturers teach linguistics and foreign languages at the universities under study. We also polled university administrators. The university administrators who participated in the survey are non-academic employees who work in the faculties and departments of foreign language. To participate in the study, the samples must be either lecturers or non-academic staff in the department of foreign language education across different universities.

#### E. Study Sample

A simple randomized sampling method was used in the selection of 151 university lecturers and 112 non-academic staff from different universities to participate in the study. The table below summarizes the demographic variables in the study.

TABLE 1  
DEMOGRAPHIC VARIABLES

Groups	Categories	Repetition	Percentage
Gender	Male	N= 205	77.94%
	Female	N = 58	22.06%
		Total = 263	100%
Academic qualification	Master's Degree	N = 127	48.29%
	PhD Holders	N = 136	51.71%
		Total = 263	100%
Years of experience	1-4 years	N = 74	28.13%
	5 years and above	N = 189	71.87%
		Total = 263	100%

The demographic table gives a general overview of the 263 research participants, including 151 university lecturers and 112 non-academic university personnel. The table illustrates the distribution of participants across significant demographic groups, providing insight into the sample's makeup. The gender distribution in the table is one glaring aspect, with a definite majority of male participation at 77.94%. In comparison, women make up a lesser number of participants (22.06%).

Another interesting feature of the demographic table is academic background. A large proportion of participants (51.71%) have PhDs, while 48.29% of the sample have master's degrees. Given their responsibilities in a university environment, it is not unexpected given this distribution that the research participants had a high degree of educational attainment. However, it prompts the issue of whether academic achievement may have an impact on students' perspectives of and strategies for dealing with linguistic diversity in foreign language courses. Do people with various academic backgrounds handle multilingualism and linguistic diversity in their teaching or relationships with students in different ways, for instance?

The distribution of participants' experience shows that 71.87% have five years or more of experience, while 28.13% have 1-4 years of experience. This distribution shows that the sample as a whole has a high degree of professional experience, especially among individuals with five or more years of tenure. This factor is important because it may have an impact on the participants' experience with various language situations and their management techniques for multilingual classrooms. Understanding how a lecturer's years of experience connect to their beliefs and methods in teaching multiple foreign languages may provide one a good understanding of the dynamics at work in university classrooms. This demographic table provides an overview of the participants' characteristics and possible impacts on their roles and experiences in multilingual classrooms, serving as a fundamental point of reference for evaluating the study's results.

#### F. Study Tools

A digitally designed questionnaire was used in collecting data. The survey is a structured questionnaire that highlights the two research questions. The survey questionnaire contains a total of ten questions, five questions were developed from each of the two research questions, apart from the questions on demographic variables.

#### G. Validation of Study Tools

During the course of our study, we engage in an examination of the current body of literature to identify appropriate questions or generate novel ones in response to observed gaps. The questions of the questionnaire were designed based

on comprehensive study. In order to enhance the validity of the study tools, namely the questionnaires, three university professors specializing in foreign language education were contacted. The language professionals conducted a thorough examination of each question, using their experience in the field. During this process, several questions were deemed unsuitable and were removed, while other questions were included to enhance the overall quality of the assessment. These professors are different from those who participated in the main study. Given that this study used expert review as the benchmark for validating its research tools, adequate attention was given to the recommendations suggested by these experts.

*H. Method of Analysis*

The data was analyzed using relevant statistical measures. The percentile values of the Likert scales of the questionnaire items were presented in two descriptive statistical tables. The mean values and the standard deviations were calculated. The discussions were based on the findings from the results of the responses of the lecturers that participated in the study.

IV. RESULTS AND DISCUSSION

*A. Results*

The results are presented in connection to the study questions; hence, the segmentation of the results into two subsections.

*1) Research Question One: How can the training of foreign language lecturers on language diversity and variation enhance teaching strategies for multilingual classrooms in foreign language education?*

The first research question focuses on unveiling the ways in which extensive training of foreign language lecturers in language diversity and variation can enhance the strategies for teaching in multilingual foreign language classrooms. Five questionnaire items were developed from this study question, and the findings are summarized in the table below.

TABLE 2  
RESULTS OF RESEARCH QUESTION ONE

Question Items	SA	A	N	D	SD	Mean	Std. Deviation
Improving teaching methods for multilingual classrooms in foreign language education requires that foreign language lecturers get training on language diversity and variations.	43.75	31.84	14.59	9.82	-	4.86	1.02
Training in linguistic diversity and variation gives foreign language lecturers the skills they need to foster inclusive learning environments in multilingual classrooms.	44.39	27.52	18.64	6.91	2.54	3.47	1.35
Foreign language lecturers are better able to modify their teaching strategies to adequately address the requirements of various learners when they have received training on the diversity and variations of languages.	47.83	35.94	11.51	4.72	-	4.06	0.85
Foreign languages lecturers who are trained about linguistic diversity could assist students develop a more favourable attitude towards linguistic diversity.	38.02	31.55	20.15	7.61	2.67	3.47	1.97
Foreign language lecturers who have received training in linguistic diversity and variation are better able to handle communication difficulties in courses with many languages.	49.72	36.09	8.19	4.06	1.94	4.08	0.73

The data in the table give useful information on how the respondents believed their training had affected their approaches to teach multiple languages in a foreign language classroom. Participants' levels of agreement or disagreement with statements on training's involvement in linguistic diversity are shown by responses on a Likert scale comprising "Strongly Accept (SA)" to "Strongly Disagree (SD)". The mean and standard deviation data provide a numerical assessment of the common ground and variation among the responses, respectively. The results imply that participants understand the need of training on linguistic diversity and variation in developing better methods of instruction for multilingual students in the field of foreign language teaching. Different people see linguistic diversity in schools in different ways, and these differences are especially noticeable when it comes to issues of inclusion and student attitudes. These results add to the growing body of knowledge on the significance of training in meeting the demands of multilingual classrooms' varied student populations.

*2) Research Question One: How can the training of foreign language lecturers on language diversity and variation enhance teaching strategies for multilingual classrooms in foreign language education?*

The second research question is extensively significant to the overall projections of the study. The second question seeks to explore ways in which lecturers improve the management of multiple language dynamics in foreign language classrooms. Five questions were developed from this research question and included in the questionnaire. The results are summarized in the table below.

TABLE 3  
RESULTS OF RESEARCH QUESTION TWO

Question Items	SA	A	N	D	SD	Mean	Std. Deviation
The management of different language dynamics in the foreign language classroom may be improved by setting clear expectations and norms for language use by students.	23.73	63.2	5.07	6.13	1.87	4.08	1.17
The management of various language dynamics may be improved by creating a learning environment in the classroom that values open communication and mutual respect amongst students from different linguistic origins.	28.53	64.27	2.93	4.27	-	5.06	0.79
To handle different language dynamics in the classroom effectively, chances to engage in collaborative learning and peer assistance should be provided.	30.13	63.74	4.53	1.6	-	5.19	0.65
For better control of the dynamics of several languages, lecturers must get ongoing professional development and training in multilingual classroom management techniques.	18.93	51.47	3.47	16.8	9.33	3.72	1.78
An efficient method of handling the dynamics of several languages is to design an adaptable curriculum that allows for changes depending on the linguistic requirements and preferences of the students.	19.53	55.29	6.14	17.93	1.11	3.94	1.47

The results in table 3 offer deeper insights into the nature of strategies to manage linguistic diversity and the dynamics in multilingual foreign language classroom. These results show the complex nature of managing a classroom where students speak different languages and help us better understand how to accommodate this diversity.

### B. Discussion of Findings

The results in the two tables offer insights into the need for the training of lecturers in language diversity and variation for enhancing pedagogical strategies for managing the dynamics of multiple languages in a foreign language classroom. The findings were presented in connection with the two research questions.

Table 2 presented the results of the questionnaire items developed from the first research question. The first element in the table 2 pertains to the imperative nature of providing training to foreign language lecturers regarding linguistic diversity and variation, with the aim of enhancing pedagogical approaches within multilingual educational settings. A significant proportion of the participants (43.75% Strongly agree 31.84% agree) demonstrate a positive predisposition towards the aforementioned assertion. The aforementioned result is consistent with previous scholarly investigations that underscore the significance of such training (Krulatz et al., 2022). The following item delves into the notion that instruction in linguistic diversity and variation provides lecturers with the necessary abilities to provide inclusive educational settings within multilingual classrooms. While a considerable number of participants (44.39% Strongly agree 27.52% Accept) express agreement with this statement, it is worth mentioning that a notable proportion (18.64%) remains Neutral. This observation suggests a broader spectrum of perspectives on the efficacy of such training. According to Haan et al. (2017), the intricate characteristics of inclusion in multilingual classrooms are emphasized, perhaps accounting for the diversity of reactions. The third aspect explores the notion that linguistic diversity training empowers lecturers to modify instructional approaches in order to accommodate the needs of a varied student population. A significant proportion of the participants (47.83% Strongly agree 35.94% Accept) express a strong inclination or inclination towards agreement with this statement. This statement is in accordance with the concept that providing linguistic diversity training to lecturers improves their capacity to adapt to the diverse requirements of learners (Coelho, 2004). The elevated average and reduced standard deviation indicate a comparatively strong agreement among the participants.

The fourth item examines the contention that the implementation of linguistic diversity training may result in the cultivation of more positive attitudes among students towards linguistic diversity. A notable observation is that a significant percentage (38.02% Strongly agree 31.55% Accept) of the participants exhibit agreement, yet it is worth mentioning that a significant portion (20.15%) remains Neutral. The aforementioned result implies that individuals recognize a possible connection between training and enhanced student attitudes, while also acknowledging the intricate nature of attitudinal shifts in circumstances characterized by language diversity (Cummins et al., 2005). The fifth component of the table examines the notion that linguistic diversity training enhances lecturers' ability to effectively address communication challenges in courses where students from multilingual background attend. A significant proportion of the participants (49.72% Strongly agree 36.09% Accept) express strong agreement with the aforementioned statement. This statement is in accordance with the notion that providing linguistic diversity training to lecturers improves their capacity to successfully address communication difficulties (Modupeola, 2013). The relatively large mean and small standard deviation suggest a high level of agreement among the participants.

Table 3 provides results of the questionnaire items connected to the second research question. The first question item in the table 3 pertains to the concept that establishing explicit expectations and standards for language use among students may improve the management of diverse linguistic dynamics within the context of a foreign language classroom. The statement in question one garners agreement from a significant portion of the participants, with 23.73% strongly accepting and 63.2% accepting it. This is consistent with scholarly investigations that underscore the

significance of well-defined language use directives in educational settings including several languages (Krulatz et al., 2022). The findings indicate that individuals acknowledge the need of creating a well-organized linguistic setting in order to efficiently handle a wide range of languages.

The following item delves into the notion that establishing a learning environment that prioritizes open communication and mutual respect among students hailing from multiple linguistic backgrounds might enhance the handling of different language dynamics. A significant percentage of respondents (28.53% Strongly Accept, 64.27% Accept) express strong agreement or agreement with the aforementioned statement. The aforementioned discovery aligns with existing scholarly works that emphasize the significance of a positive classroom environment in facilitating successful communication and engagement among students who speak several languages (De Jong & Harper, 2005). The third aspect explores the notion that including chances for collaborative learning and peer support might enhance the efficient handling of diverse linguistic dynamics within the classroom. The statement in question received a high level of agreement from the majority of participants, with 30.13% strongly accepting and 63.74% accepting it. This is consistent with other research that highlights the advantages of collaborative learning in environments with many languages, since it allows students to assist one another in their language acquisition (Cummins et al., 2005).

The fourth point pertains to the notion that continuous professional growth and training in managing multilingual classrooms are crucial for effectively managing the complexities associated with several languages. While a considerable proportion of respondents (18.93% Strongly Accept, 51.47% Accept) express agreement with this assertion, it is worth highlighting that a notable amount (16.8% Reject, 9.33% Strongly Reject) hold opposing viewpoints or strongly oppose it. This discovery underscores the wide range of perspectives about the imperative need of continuous training. The assertion is consistent with existing research that emphasizes the need of ongoing professional development for lecturers working in multilingual environments. However, it also recognizes that there may be variations in how lecturers see this matter (Lucas & Grinberg, 2008, p. 620). The fifth item delves into the notion that developing a flexible curriculum that addresses the linguistic needs and preferences of students is an effective approach to managing the complexities of many languages. A significant proportion of respondents (19.53% Strongly Accept, 55.29% Accept) indicate their concurrence, yet, it is noteworthy that 17.93% show dissent against this assertion. This implies a more nuanced perspective about the efficacy of flexible courses. The statement aligns with scholarly investigations that emphasize the possible obstacles and advantages associated with the adaptability of curricula in the context of multilingual education (Krulatz et al., 2022).

## V. IMPLICATIONS OF ANALYSIS AND CONCLUSIONS

In this study, researchers of the current study set out to investigate the intricate interplay between language diversity and the teaching of foreign languages, with a focus on how lecturer preparation and classroom practice affect the success of their students. A deeper understanding of the participants' thoughts and feelings on the topic of linguistic diversity training and efficient classroom management strategies emerged from an examination of the collected data. The finding of the current research is consistent with Alshraah et al. (2023) who stated that "the growing body of evidence demonstrating the crucial role that professional development plays in fostering learner-centric and student-centred foreign language education, ultimately raising the standard of language education and increasing responsiveness to student need" (p. 203).

The results showed that there was widespread agreement among respondents that training in language diversity is crucial. Many respondents agreed that training in linguistic diversity and variation would be helpful in developing more effective methods of instructing students of many languages simultaneously in the field of foreign language learning. This congruence with the current research emphasizes the significance of such training in providing lecturers with the resources they need to foster welcoming and productive classrooms (Krulatz et al., 2022; Coelho, 2004). The data also showed how complex successful classroom management is when dealing with students who speak different languages. There was a wide diversity of viewpoints from participants on instructional methods, such as peer instruction, outlining objectives explicitly, and continuing one's education. Lecturers in multilingual classrooms face a number of challenges, and this diversity of viewpoints is a reflection of that (Lucas & Grinberg, 2008; Krulatz et al., 2022).

There are major and far-reaching implications of this research. One major takeaway from the research is how vital it is that lecturers of foreign languages get diversity training as part of their ongoing training and certification. Recognizing the need of such training allows schools to proactively provide lecturers with the tools they need to accommodate a student population that is becoming more diverse. Second, the findings call for lecturers to take a sophisticated approach to managing classes where students speak more than one language. Different teaching methods should be considered, each tailored to the individual needs of the students. Communication, learning, and the overall classroom environment may all benefit from this kind of flexibility.

In conclusion, this research sheds light on the difficulties and potential of teaching a foreign language to a population with a wide range of linguistic and pragmatic background as claimed by Alshraah et al. (2023) "Future studies could build upon this foundation to explore the specific difficulties faced by L2 learners in the realm of pragmatics, offering insights and solutions to further improve pragmatic competence" (p. 13). The research sheds light on the need of training for language diversity and the difficulty of maintaining order in a multilingual classroom. Lecturers and

universities may better prepare students for success in a globalized world by addressing these issues and developing more welcoming, responsive, and successful foreign language classes.

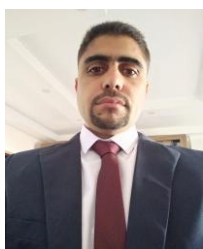
#### ACKNOWLEDGEMENTS

This study is supported via funding from Prince Sattam bin Abdulaziz University project number PSAU/2023/R/1445.

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