

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

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Abstract

The study investigates the role of multilingualism in L2 classrooms. This study uses data from 245 respondents who were registered at the Department of English, Ghazi University DG. Khan. Students' questionnaire was used to get information from the research respondents. The SPSS was used to examine the data. A great number of research participant in the study agreed that having an English-only policy in L2 classes creates a lot of problems because it is insufficient to improve the comprehension level of all students, particularly in Pakistan where a large number of learners have basic ability levels of understanding. They believed that speaking in multiple languages, in addition to their native tongue, would aid them in efficiently acquiring the L2. They can efficiently memorize grammar rules and regulations, and improve speaking, writing, listening, and reading abilities using multiple languages in the target language classrooms.

Keywords: EFL Classrooms, L2 Learning, Multilingualism, Target Language.

Introduction

Multilingualism is a widespread phenomenon that has garnered significant scholarly interest recently. Examining the complex phenomenon of multilingualism from several perspectives is possible in the fields of linguistics, psycholinguistics, sociolinguistics, and education. The term multilingualism can be defined in a variety of ways. The European Commission defines multilingualism as "the ability of society, organisations, and people to engage, routinely, with another language in their day-to-day living" (2007). Anybody who speaks more than one language can do so either actively or passively, according to King (2016), When talking about some of its traits, including the individual against a societal component, competency versus usage, and bilingualism versus multilingualism, descriptions of this multilingualism are

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

useful. King, S. (2018), asserts that defining "multilingualism" may be challenging. The expression can be used to characterise places as well as multilingual people. Consequently, it is probably useful that the European Council distinguishes between multilingualism and multilingualism as characteristics of a place, town, community, or state where many languages are spoken. A geographical area may have more than one "variant of the language," or how a social group expresses itself, regardless of its size or formal linguistic status. In such an area, people might only speak their native tongue. "Multilingualism" is a broad term. This might be considered the dominant tactic in the modern world. Using more than two languages is referred to as multilingualism (Aronin & Singleton, 2008). Multidisciplinary research on multilingualism is possible from both an individual and a societal perspective. Learning and using two or more languages is a common definition of multilingualism (Aronin & Singleton 2008). Furthermore, being multilingual refers to having the ability to speak many languages fluently and in a balanced manner, as well as having command or proficiency in more than two of those languages comparable to native speakers (Sridhar, K. K. 1996). A society that speaks one or more official national languages in addition to one or two additional crucial languages that were learnt in school is commonly believed to be multilingual (Campbell, G. L., & King, G., 2018). Since most visitors will speak English, providing multilingual services entails using the source language with translations into English. Furthermore, he mentioned that children in many African countries speak more than one language before starting primary school; they learn one at home, one or more in the neighbourhood, and then a third or even a fourth language in school. Experts examining bilingual and multilingual societies across the globe have recently argued in favour of a broad definition that views bilingualism as a normal human trait that permits someone to function at least partially in two languages. More than one is the key phrase in this thorough and thorough description of bilingualism (Guadalupe Valdés). This idea holds that a person who speaks two languages well is not always bilingual; rather, they are bilinguals of a certain kind who can be categorised along a continuum alongside other bilinguals of different kinds. Certain individuals who are multilingual possess exceptional writing and conversational skills in both languages. Others exhibit varying degrees of comprehension and fluency in speaking, contingent upon the situation in which they must use both of their languages. Bilingualism is the capacity to speak two languages fluently. Every scenario will have a dominant language. Moreover, multilingualism is believed to be a distinct phenomenon with specific traits. Most studies concurred that multilingual persons have distinctive qualities that distinguish them from monolingual and even bilingual individuals. Speaking more than one language, multilingual people use language as a tool for communication. Depending on their audience and communication requirements, they may use many languages in different ways. Depending on the circumstance, they alternate between languages, using each one separately or in different combinations (Cenoz, 2013). In modern society, multilingualism can take many various forms. The most prevalent are found in countries or areas where there are multiple linguistic groups, most of which speak a single language. Canada is a good illustration. In this instance, the administration is bilingual, but not everyone is. The "territorial principle" of multilingualism is this. Nonetheless, the "personality principle" is the foundation of multilingualism (Grosjean, 1982). The majority of people in this place speak more than one language. Several countries in East and West Africa, including India, are

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

examples of this (Sridhar, K. K. 1996).

Background of the Study

According to Dincer (2018), there are almost 6,000 languages spoken throughout the world, and more than 200 countries have more than two official languages (Harmon et al., 2003). Therefore, it should come as no surprise that a large number of people aspire to learn new languages and become multilingual—roughly defined as someone who can talk in more than one language. Learning multiple languages is not a novel concept. Throughout the Middle Ages, multilingual thinkers from all over Europe translated Greek and Arabic texts into Latin to further knowledge. The first written records of the Basque and Spanish languages, known as Gloss Emilianenses, also exhibited multilingualism. These annotations, which date to the end of the eleventh century, were made in Basque and Spanish on a Latin text. One well-known example is societal multilingualism, which emerged in England after the Norman Conquest in 1066. The majority of people spoke English, but the governing aristocracy spoke Norman French. Latin was the language used for church services and record keeping. The governing class spoke Norman French, while the majority of people spoke English. The Church and other organisations that kept records used Latin. In the third millennium BCE, Sumerian-Akkadian speakers lived in Southern Mesopotamia, providing an earlier example of multilingualism. The modern world has a large bilingual population. Given that there are more than 200 separate nations and almost 7,000 languages spoken worldwide, this is presumed (Brooks-Lewis, K. A., 2009). Since there are more languages than nations and speakers of each language are not uniformly distributed, lecturers of minority languages are forced to interact with people in other languages daily. Teachers of minority indigenous languages who also have to master the official language of the nation—such as Navajo in the United States, 3–4 Maori in New Zealand, or Welsh in the United Kingdom—may be considered multilingual lecturers. In other contexts, multilingual immigrants are those who speak two or more languages in their new nation. It is believed to present better prospects for social and economic advancement and can be taught while learning a language across national boundaries. At numerous institutions worldwide, English is currently the language of instruction and the most widely spoken language (Sussex, R., & Kirkpatrick, A., 2012).

Motives to be Multilingual in Foreign Language Classroom

40 percent of the bilingual regions are in Spain, according to Lasagabaster D. (2017) in his article "Language Learning Motivation and Language Attitudes in Multilingual Spain from an International Perspective." Minority languages in this area can be employed as a means of communication in universities and schools, he claims. Additionally, since the importance of learning English has grown, multilingual educational programmes that teach content in other languages have emerged. Analyzing students' motivation to learn Spanish, minority languages, and English as a second language was the main goal of the study. There will be a special focus on how immigrant students adapt to the multilingualism they encounter in the educational system because the number of immigrant students has continuously increased over the past 20 years. The evaluation of the literature will examine whether current research methods are acceptable and critically discuss how English influences learners' motivation to learn other languages to suggest a course of action for future study. This study looks at how

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

minority languages are perceived favourably in society and schools. Acquiring proficiency in a foreign language and second language is beneficial as it broadens one's perspective, exposes one to diverse cultures and perspectives, improves multitasking abilities, and keeps the mind active and focused (Yulduz et al. 2021). Their main goal was to find out how learning multiple languages helps people's cognitive and psychological development. They went on to say that studying and mastering various languages provides the benefits of enhancing communication skills and decision-making abilities. Thirty multilingual people participated in this study by answering a questionnaire. Teachers with access to four languages made up one-third of the participants, while students studying a third language made up the remaining participants. According to the study's findings, all of the participants had improved cognitive abilities, such as their ability to reason, their oral and social skills, their multilingualism, and their ability to prioritise.

Dewaele, J. M., & Dewaele, L. (2020) investigated the potential effects of multilingualism on emotions during language acquisition. The popularity of positive psychology in language acquisition research has spurred research on the good feelings that arise throughout the process of learning a foreign language, such as appreciation of the language. Because FLE is a good emotional situation in which mental demands are met, it was developed as the complementary positive emotion to the thoroughly studied negative emotion of foreign language anxiety (FLA).

In addition, the majority of the 1622 FL learners who took part in this study were female, with an age range of 23.97. In 2012, the data were gathered online using a questionnaire. The results of this study, however, indicated that the degree of multilingualism and self-perceived FL competency had a minor but significant interaction on the FLA of the language learner but not on FLE. On the other hand, a greater degree of student enjoyment lowers the ratio of worry in FL learners. One of the most important parts of the academic programme is language studies. In addition to helping students broaden their perspectives and develop their communication skills, it may also promote national social cohesiveness and make future engagement in international affairs easier.

Impacts of Multilingualism Usage on Foreign Language Learning

These days, the majority of empirical research on motivation is concentrated on teaching English as a second language (Boo, Dörnyei, & Ryan, 2015). There is still a lack of research on the L2 goal of learning languages other than English in the contemporary period of globalisation and diversity, despite the "multilingual revolution" that is presently occurring in the field of L2 learning (Ortega, A., Urla, J., Amorrtortu, E., Goirigolzarri, J., & Uranga, B., 2015). In contrast, L2 motivation, anxiety, and motivational strength are examined in this study. It is a widely held belief that the more languages one is fluent in, the easier it is to acquire a new language (Cenoz, 2013). Owing to their exceptional background in language learning, multilingual students can also effortlessly incorporate their prior knowledge into their later language learning endeavours. Language learners frequently pick up new languages when they are exposed to different cultures, like when English speakers learn French in Canada (Swain, 2000), and when immigrants learn Spanish in Spain (Yao, Y., & Van Ours, J. C., 2015). and Italian speakers learn Dutch in Belgium (Jaspaert & Lemmens, 1990). Multilingual pupils enjoy an advantage over single-language learners. These pupils attained

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

comparatively high levels of competency in one or more additional languages. Dewaele and Dewaele, J. M., & Botes, E. (2020) have observed a correlation between positive emotional features and multiple language competency. If a student has experience learning multiple languages, they will be significantly more open to studying new languages and will be able to tolerate ambiguity at a high level. In support of this assertion, Fox, B. A., Thompson, S. A., Ford, C. E., & Couper-Kuhlen, E. (2013) have emphasised how earlier language acquisition affects subsequent language acquisition and enhances the multilingual capacity to study languages. Thompson developed the Perceived Positive Language Interaction (PPLI) paradigm to investigate the relationships between multilingualism and other aspects of human nature (Thompson, 2009). Multilingual students who believe there are strong linguistic connections between the languages they are taught and those who are labelled as having "No Positive Perceived Language Interaction, NPPLI" differ significantly. Thompson and Aslan (2015) Stated differently, the researchers found that PPLI students were more assured, motivated to understand English, and more talkative while interacting with both native speakers and those from other cultural backgrounds. They went on to say that the PPLI with languages encourages optimistic attitudes and ideas about picking up new languages. Being multilingual has also been associated with lower anxiety levels since speaking multiple languages lessens fear and worry about communicating in a foreign language (**Thompson, A. S., & Khawaja, A. J., 2016**). To gain a deeper understanding of multilingualism and the languages that multilingual learners choose, more extensive research on language learning is still required (Cenoz, 2013). In the paper Second Language Attainment of Mandarin Chinese Vocabulary: The Context of Learning Effect, Lan, Fang, Legault, and Li (2015) investigated successful learning strategies and looked at how different learning environments might impact learning Mandarin Chinese as a second language. Two contexts, the virtual environment (VE) and the traditional understanding environment, were assessed and investigated from a cognitive and linguistic point of view. Seven learning and testing sessions, one postponed testing session, and seven learning and testing sessions comprised the training research conducted with thirty-one monolingual English speakers. Research examining variance and mixed effects designs revealed that individuals in the VE saw a more marked acceleration in their learning trajectories than those in the traditional learning setting. This study suggests that the recreated embodied experience provided by the VE may have facilitated the processing of a second language, especially in terms of accelerated learning during short-term second language training. During the communicative learning process, which involves students interacting socially to utilise a foreign language to handle real and hypothetical collaborative difficulties, expert foreign language communication competency is established (Alzhanova, A., & Chaklikova, A., 2022). To learn a language successfully, one must be proficient in grammar, sociolinguistics, and strategy. Specialist foreign language communicative competency is defined by intercultural and communication abilities, according to Douglas & Rosvold (2018). As stated by A. Alzhanova and A. Chaklikova. Furthermore, research on enhancing students' communicative ability in professional languages was completed in 2022. The primary goal of this study is to identify prospects for professional communicative proficiency in foreign languages within the context of multilingual education. For this investigation, they employed an experiment that included a survey of students. Their study's findings show that employing logical communication

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

structures, suitable speech intonation, lexical sufficiency within speech themes, and grammatical accuracy can all help students' abilities to rise. The course was taught by faculty members from the faculties of international relations and philology. Ten smaller groups, each with a facilitator to assist students at every stage of the instructional activity, were formed from the 70 students in the main class. The tiny sample size of participants in this study presents further constraints. Author and visiting lecturer Elias Sven Bensalem from Saudi Arabia examined the English as a Foreign Language (EFL) environment in Saudi Arabia. His research looked at the connections between concern over learning new languages, self-perceived proficiency, and multilingualism (FLA). Factors such as age, gender, experience, and language proficiency were discovered by Bensalem (2018) to be connected to FLA. Descriptive statistics were also used by the researcher to evaluate the data. 96 Arabic-English language learners in Saudi Arabia had low to moderate levels of fear and anxiety (FLA), with women reporting significantly higher levels of anxiety than men. In multiple regression models, self-perceived proficiency and gender account for almost 25% of the variances in FLA.

Research Cite & Population

Data for the execution of this study was collected from Ghazi University and the research population of the current study was male and female L2 learners. There were 245 in total numbers and registered in the 1st, 3rd, 5th—and 7th semesters of the BS English programme.

Objectives of the Research

The current study fulfilled the following research objectives:

1. To analyze the motives for which the students of BS English use multi-languages in EFL classrooms.
2. To examine the contributions of multi-languages in enhancing the understanding of L2.
3. To investigate the multilingual attitudes and perceptions of BS English students while learning English as a foreign language.

Research Questions

The present research deals with the following research questions:

1. What are the motives for which the students of BS English use multi-languages in EFL classrooms?
2. What are the contributions of multiple languages in improving the understanding of L2 in EFL classrooms?
3. What are the multilingual attitudes and perceptions of BS English students while learning English as a foreign language?

Research Design

The main objectives of the current study were to find out the influences of Multilanguage uses in second language learning classrooms. A questionnaire was used to get information from the students of Ghazi University and the research population of the current study was male

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

and female L2 learners. They were 245 in total numbers and registered in the 1st, 3rd, 5th— and 7th semesters of the BS English program.

Data Analysis

Table N. 1: Speaking multiple languages motivates me to have an affirmative viewpoint towards L2 learning

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	43	17.6	17.6	17.6
D.	3	1.2	1.2	18.8
N.	6	2.4	2.4	21.2
A.	110	44.9	44.9	66.1
SA.	83	33.9	33.9	100.0
Total	245	100.0	100.0	

Table # 1 clarifies the reactions of 245 students of BS English enrolled in Ghazi University 17.6% (n=43) strongly disagreed with the opening statement, 1.2% (n=3) disagreed, 2.4% (n=6) did not agree to give their opinion, 44.9 (n=110) agreed with the above-spelled statement and 33.9% (n=83) strongly agreed.

Table N. 2: The use of multiple languages helps me to understand L2 idioms and express them more explicitly

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	2	.8	.8	.8
D.	15	6.1	6.1	6.9
N.	3	1.2	1.2	8.2
A.	122	49.8	49.8	58.0
SA.	103	42.0	42.0	100.0
Total	245	100.0	100.0	

Table # 2 simplifies the answers of 245 students of BS English enrolled in Ghazi University .8% (n=2) strongly disagreed with the second statement, 6.1% (n=15) disagreed, 1.2% (n=3) did not agree to give their opinion, 49.8 (n=122) agreed with the above-spelled statement and 42.0% (n=103) strongly agreed.

Table N. 3: I believe that Multilingual capability improves my reading & writing skills of the target language

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	13	5.3	5.3	5.3
D.	2	.8	.8	6.1
N.	43	17.6	17.6	23.7
A.	88	35.9	35.9	59.6
SA.	99	40.4	40.4	100.0

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

Total	245	100.0	100.0
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Table # 3 explains the replies of 245 students of BS English enrolled in Ghazi University 5.3% (n=13) strongly disagreed with the second statement, .8% (n=2) disagreed, 17.6% (n=43) did not agree to give their opinion, 35.9 (n=88) agreed with the above-spelled statement and 40.4% (n=99) strongly agreed.

Table N. 4: I believe that Multilingual competence expands my listening & speaking abilities in the target language

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	18	7.3	7.3	7.3
D.	45	18.4	18.4	25.7
N.	27	11.0	11.0	36.7
A.	106	43.3	43.3	80.0
SA.	49	20.0	20.0	100.0
Total	245	100.0	100.0	

Table # 4 explicates the responses of 245 students of BS English enrolled in Ghazi University 7.3% (n=18) strongly disagreed with the second statement, 18.4% (n=45) disagreed, 11.0% (n=27) did not agree to give their opinion, 43.3 (n=106) agreed with the above-spelled statement and 20.4% (n=49) strongly agreed.

Table N. 5: Multilingual attitude in L2 classrooms acts as a type of cognitive support to help learners remember what they have already learnt

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	43	17.6	17.6	17.6
D.	3	1.2	1.2	18.8
N.	6	2.4	2.4	21.2
A.	110	44.9	44.9	66.1
SA.	83	33.9	33.9	100.0
Total	245	100.0	100.0	

Table # 5 explicates the responses of 245 students of BS English enrolled in Ghazi University 17.6% (n=43) strongly disagreed with the second statement, 1.2% (n=3) disagreed, 2.4% (n=6) did not agree to give their opinion, 44.9 (n=110) agreed with the above-spelled statement and 33.9% (n=83) strongly agreed.

Table N. 6: Using a Multilanguage attitude in a second language learning classroom helps the learners to understand information and instructions clearly

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	3	1.2	1.2	1.2
D.	15	6.1	6.1	7.3

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

N.	8	3.3	3.3	10.6
A.	117	47.8	47.8	58.4
SA.	102	41.6	41.6	100.0
Total	245	100.0	100.0	

Table # 6 expounds the reactions of 245 students of BS English enrolled in Ghazi University 1.2% (n=3) strongly disagreed with the second statement, 6.1% (n=15) disagreed, 3.3% (n=8) did not agree to give their opinion, 47.8 (n=117) agreed with the above-spelled statement and 41.6% (n=102) strongly agreed.

Table N. 7: Multilingual attitude in L2 classrooms helps in translating the instructions and information and facilitates the learning process

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	43	17.6	17.6	17.6
D.	3	1.2	1.2	18.8
N.	6	2.4	2.4	21.2
A.	110	44.9	44.9	66.1
SA.	83	33.9	33.9	100.0
Total	245	100.0	100.0	

Table # 7 illustrates the responses of 245 students of BS English enrolled in Ghazi University 17.6% (n=43) strongly disagreed with the second statement, 1.2% (n=3) disagreed, 2.4% (n=6) did not agree to give their opinion, 44.9 (n=110) agreed with the above-spelled statement and 33.9% (n=83) strongly agreed.

Table N. 8: Multiple languages improve my understanding and simplify the difficult English-language tasks

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	3	1.2	1.2	1.2
D.	13	5.3	5.3	6.5
N.	10	4.1	4.1	10.6
A.	117	47.8	47.8	58.4
SA.	102	41.6	41.6	100.0
Total	245	100.0	100.0	

Table # 8 illustrates the responses of 245 students of BS English enrolled in Ghazi University 1.2% (n=3) strongly disagreed with the second statement, 5.3% (n=13) disagreed, 4.1% (n=10) did not agree to give their opinion, 47.8 (n=117) agreed with the above-spelled statement and 41.6% (n=102) strongly agreed.

Table N. 9: Using a Multilingual attitude in L2 classrooms can help to improve the vocabulary of that target language

	Frequency	Percent	Valid Percent	Cumulative Percent
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Multilingualism in EFL Classrooms: A Case Study of Ghazi University

SD.	3	1.2	1.2	1.2
D.	74	30.2	30.2	31.4
N.	9	3.7	3.7	35.1
A.	76	31.0	31.0	66.1
SA.	83	33.9	33.9	100.0
Total	245	100.0	100.0	

Table # 9 demonstrates the responses of 245 students of BS English enrolled in Ghazi University 1.2% (n=3) strongly disagreed with the second statement, 30.2% (n=74) disagreed, 3.7% (n=9) did not agree to give their opinion, 31.0 (n=76) agreed with the above-spelled statement and 33.9% (n=83) strongly agreed.

Table N. 10: I think multilingual competence improves my motivation and enhances L2 classroom activity level

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	43	17.6	17.6	17.6
D.	3	1.2	1.2	18.8
N.	6	2.4	2.4	21.2
A.	110	44.9	44.9	66.1
SA.	83	33.9	33.9	100.0
Total	245	100.0	100.0	

Table # 10 reveals the responses of 245 students of BS English enrolled in Ghazi University 17.6% (n=43) strongly disagreed with the second statement, 1.2% (n=3) disagreed, 2.4% (n=6) did not agree to give their opinion, 44.9 (n=110) agreed with the above-spelled statement and 33.9% (n=83) strongly agreed.

Table N. 11: I think multiple language use helps me in answering the questions in the target language classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	3	1.2	1.2	1.2
D.	15	6.1	6.1	7.3
N.	7	2.9	2.9	10.2
A.	119	48.6	48.6	58.8
SA.	101	41.2	41.2	100.0
Total	245	100.0	100.0	

Table # 11 discloses the responses of 245 students of BS English enrolled in Ghazi University 1.2% (n=3) strongly disagreed with the second statement, 6.1% (n=15) disagreed, 2.9% (n=7) did not agree to give their opinion, 48.6 (n=119) agreed with the above-spelled statement and 41.2% (n=101) strongly agreed.

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

Table N. 12: I think multiple language use helps me in understanding the idioms and proverbs of the second language

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	43	17.6	17.6	17.6
D.	3	1.2	1.2	18.8
N.	6	2.4	2.4	21.2
A.	110	44.9	44.9	66.1
SA.	83	33.9	33.9	100.0
Total	245	100.0	100.0	

Table # 12 discloses the responses of 245 students of BS English enrolled in Ghazi University 17.6% (n=43) strongly disagreed with the second statement, 1.2% (n=3) disagreed, 2.4% (n=6) did not agree to give their opinion, 44.9 (n=110) agreed with the above-spelled statement and 33.9% (n=83) strongly agreed.

Table N. 3: I think when I struggle to communicate with my friends in English, Multilingual competence helps me to do so easily

	Frequency	Percent	Valid Percent	Cumulative Percent
SD.	4	1.6	1.6	1.6
D.	16	6.5	6.5	8.2
N.	11	4.5	4.5	12.7
A.	113	46.1	46.1	58.8
SA.	101	41.2	41.2	100.0
Total	245	100.0	100.0	

Table # 11 discloses the responses of 245 students of BS English enrolled in Ghazi University 1.2% (n=3) strongly disagreed with the second statement, 6.1% (n=15) disagreed, 2.9% (n=7) did not agree to give their opinion, 48.6 (n=119) agreed with the above-spelled statement and 41.2% (n=101) strongly agreed.

Results and Findings

Q.1: What are the motives for which the students of BS English use multi-languages in EFL classrooms?

The purpose of the study was to determine the motivations and justifications behind the employment of several languages in L2 classrooms by BS English students. The study's average ratings about the use of multiple languages in L2 classrooms range from "Agree" to "Strongly Agree." The results of the current study demonstrate that learners identified specific reasons why using multilingualism is necessary, such as when expressing a unique point of view in L2 classrooms on particular occasions, comprehending idiomatic expressions explicitly, developing reading and writing skills, and boosting communicative and listening competence. Most of these results were in line with previous research (Schweers 1999; Aldosari 2010; Dewaele et al., 2020; Yulduz et al., 2021). This study also shows that speaking

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

other languages might help students become more motivated and obtain better academic results by enhancing their vocabulary, previously acquired knowledge, sentence structure, and comprehension of idioms and proverbs.

Q.2: What are the contributions of multiple languages in improving the understanding of L2 in EFL classrooms?

According to the study's findings, students responded regarding how multilingualism improved their grasp of L2 in EFL classes. On a Likert scale, most students said they felt more at ease and could readily interact with each other's opinions, scoring "agree" or "strongly agree." When teaching and learning outside of the classroom, using different languages can make it easier for them to comprehend the material and directions. Additionally, they think that employing multilingualism can lower the obstacles to L2 acquisition in general. Prior to beginning formal schooling, students in Pakistan's multilingual and multicultural culture speak more than two languages. The reading's conclusions demonstrate the significant role multilingualism plays in improving students' comprehension of second language acquisition in the classroom. The results of this investigation are similar to Thompson's findings (2013, 2019).

Q.3: What are the multilingual attitudes and perceptions of BS English students while learning English as a foreign language?

The results of the study on students' attitudes and perceptions of multilingual attitudes in L2 classes show that the majority of students had extremely positive opinions. Researchers Burden (2001) and Schweers (1999) suggested similar studies on the benefits of multilingualism for learners. The examination of the current reading indicated that the students believed that, while Multilanguage instruction expands the vocabulary of the target language, it is essential for L2 learners because of their weak command of the English language. In terms of question-and-answer exercises, this practice also raises and strengthens motivation. These results also indicated that allowing students and learners to apply their multilingual abilities in a second language (L2) setting supports their positive attitudes toward learning a second language (L2), their ability to acquire English on their own, the facilitation of challenging tasks in class in English, and appropriate discussion of assignments and tests.

Conclusion

Every participant in the research agreed that having an English-only policy in L2 classes creates a lot of problems because it is insufficient for the proficiency levels of all students, particularly in Pakistan where a large number of pupils have basic ability levels. They believed that speaking in two languages, in addition to their native tongue, would aid them in efficiently acquiring the L2. They can efficiently memorize grammar rules and regulations to memory, and speaking, writing, listening, and reading in multiple languages is beneficial. Because of this, they think it is appropriate and wise to use Urdu and other regional languages in second-language learning settings. Similar to how the current study demonstrated that students' attitudes toward having their various languages integrated into L2 learning courses were favourable, the student-centred questionnaires supported that finding. They determined certain specific situations as well as a few common ones where extra language support is required.

Multilingualism in EFL Classrooms: A Case Study of Ghazi University

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Multilingualism in EFL Classrooms: A Case Study of Ghazi University

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