



Language Diversity and Classroom Engagement in Contemporary Education

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<p>Received: 17.06.2026</p> <p>Accepted: 23.06.2026</p> <p>Published: 09.07.2026</p>	<p>Abstract</p> <p>Language diversity has emerged as a defining characteristic of contemporary educational settings due to globalisation, migration, multiculturalism, and the increasing recognition of linguistic rights. Classrooms today often comprise learners from diverse linguistic backgrounds, creating both opportunities and challenges for teaching and learning. This paper examines the relationship between language diversity and classroom engagement in contemporary education, emphasising how multilingual learning environments influence students' participation, academic achievement, social interaction, and overall educational experiences. The study adopts a qualitative, interpretive review methodology drawing on recent scholarly literature, policy documents, and educational reports published between 2018 and 2025. Findings indicate that language diversity contributes positively to cognitive development, cultural awareness, collaborative learning, and inclusive educational practices when supported by appropriate pedagogical strategies. However, linguistic barriers, inadequate teacher preparation, limited multilingual resources, and monolingual assessment systems may hinder student engagement and academic success. Contemporary educational trends such as translanguaging pedagogy, culturally responsive teaching, digital language-support tools, and inclusive curriculum frameworks have demonstrated significant potential in fostering meaningful classroom participation among linguistically diverse learners. The paper further highlights the importance of teacher professional development, multilingual instructional approaches and policy-level support in creating equitable learning environments. Results suggest that students exhibit higher levels of engagement when their linguistic identities are recognised and incorporated into classroom practices. The study concludes that language diversity should be viewed as an educational asset rather than a challenge, and that educational institutions must embrace inclusive linguistic practices to enhance learner engagement and educational equity. Recommendations are offered for educators, policymakers, curriculum developers and researchers to strengthen multilingual educational environments and promote active participation among all learners in contemporary classrooms.</p> <p>Keywords: Language Diversity, Classroom Engagement, Multilingual Education, Inclusive Pedagogy, Contemporary Education, Student Participation</p>
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Introduction

Language is one of the most fundamental instruments of communication, learning, and social interaction within educational settings. It plays a central role in shaping how learners acquire knowledge, express ideas, construct identities, and participate in academic and social activities. In

the twenty-first century, rapid globalisation, increased international migration, technological advancement, and cultural interconnectedness have significantly transformed the demographic composition of classrooms across the world. As a result, contemporary educational institutions are becoming increasingly linguistically diverse, bringing together students who speak different mother tongues, dialects, and linguistic varieties. This diversity enriches the educational environment by exposing learners to multiple perspectives, cultural traditions, and ways of thinking. Research has consistently highlighted that multilingual learners often possess enhanced cognitive flexibility, creativity, critical thinking skills, and intercultural competence. Consequently, language diversity is increasingly recognised not merely as a demographic reality but as a valuable educational resource that can contribute to meaningful learning experiences and the overall development of learners in contemporary society.

At the same time, the presence of linguistic diversity in classrooms presents several challenges for both teachers and students. Learners who have limited proficiency in the language of instruction may encounter difficulties in understanding classroom content, participating in discussions, collaborating with peers, and demonstrating their academic abilities effectively. Such challenges can reduce learners' confidence, motivation, sense of belonging, and overall classroom engagement. Similarly, educators may struggle to address the diverse linguistic needs of students due to inadequate training, limited multilingual resources, and the continued dominance of monolingual teaching practices and assessment systems. In response to these concerns, contemporary educational approaches such as translanguaging, culturally responsive pedagogy, multilingual education, and technology-assisted learning have gained increasing attention as effective means of promoting inclusion and participation. Since classroom engagement encompasses behavioural, emotional, cognitive, and social involvement in learning activities, understanding the relationship between language diversity and learner engagement has become a critical area of educational inquiry. Exploring this relationship is essential for developing inclusive teaching practices and educational policies that ensure equitable learning opportunities and meaningful participation for all students in increasingly diverse classroom contexts.

The growing emphasis on inclusive and equitable education under global educational agendas has intensified the need to address linguistic diversity in classrooms. Educational frameworks such as Sustainable Development Goal 4 (SDG 4) advocate for quality education that is accessible and responsive to the needs of all learners, irrespective of their linguistic backgrounds. In this context, language diversity is closely linked to issues of educational equity, social justice, and learner empowerment. Schools that recognise and incorporate students' linguistic resources into teaching and learning processes are better positioned to foster a sense of belonging, improve educational outcomes, and reduce disparities among learners. Consequently, understanding how language diversity influences classroom engagement is not only an academic concern but also a practical necessity for creating inclusive educational environments that prepare students to thrive in culturally and linguistically diverse societies.

Statement of the Problem

The increasing linguistic diversity of contemporary classrooms has emerged as both an opportunity and a challenge for educational institutions worldwide. Owing to globalisation, migration, urbanisation, and expanding access to education, classrooms now accommodate learners from diverse linguistic and cultural backgrounds. While multilingual learning environments have the

potential to enrich educational experiences, promote intercultural understanding, and foster collaborative learning, many schools continue to operate through monolingual instructional frameworks. Such approaches often fail to recognise and utilise the linguistic resources that students bring to the classroom. As a result, learners who are not proficient in the dominant language of instruction may experience difficulties in understanding academic content, participating in classroom discussions, expressing their ideas, and engaging effectively in learning activities. These challenges can lead to reduced classroom participation, lower academic achievement, communication barriers, and decreased self-confidence among students from linguistically diverse backgrounds.

Despite increasing emphasis on inclusive and equitable education, many educators remain inadequately prepared to address the complexities of multilingual classrooms. Limited professional training, insufficient multilingual teaching resources, and traditional assessment practices often limit learners' opportunities to fully realise their linguistic potential. Moreover, educational policies in many contexts continue to prioritise dominant languages, thereby overlooking the educational benefits of multilingualism and linguistic inclusion. Such conditions may negatively affect students' sense of belonging, motivation, and overall engagement in the learning process. Therefore, there is a pressing need to examine the relationship between language diversity and classroom engagement in contemporary education. Understanding this relationship can help identify effective pedagogical strategies and policy interventions that promote active participation, inclusive learning environments, educational equity, and academic success for learners from diverse linguistic backgrounds.

Related Literature Review

Tai and Wei (2023) investigated the role of translanguaging practices in English-medium instruction classrooms and examined how multilingual resources support student learning and participation. Their findings revealed that translanguaging spaces enabled learners to connect prior knowledge with new concepts and promoted active interaction during classroom discussions. The study further demonstrated that allowing students to utilise their complete linguistic repertoires reduced language-related anxiety and enhanced learner confidence. Such practices contributed to improved comprehension, collaboration, and classroom engagement. The authors concluded that translanguaging pedagogy creates inclusive learning environments that facilitate meaningful participation among multilingual learners.

Buchs and Maradan (2021) explored how cooperative learning practices foster equity in multicultural and multilingual classrooms. Their research highlighted that collaborative activities encourage equal participation among learners from diverse linguistic backgrounds and promote social inclusion. The findings indicated that cooperative learning enhances peer interaction, intercultural understanding, and students' willingness to participate in classroom tasks. Furthermore, the study emphasised that supportive classroom environments contribute positively to students' academic engagement and emotional well-being. The authors concluded that multilingual diversity could serve as a foundation for equitable and participatory learning experiences.

Sulis (2023) examined learner engagement with multiple languages within and beyond English classrooms. The study demonstrated that students' attitudes toward multilingualism and their experiences with different languages significantly influence their motivation and participation.

The findings revealed that multilingual learners who perceived their linguistic resources positively exhibited higher levels of cognitive and emotional engagement. Moreover, the study highlighted the importance of creating learning environments that recognise and support students' multilingual identities. The author concluded that multilingual experiences contribute positively to learner engagement and educational outcomes.

Zhang-Wu and Tian (2023) investigated the implementation of translanguaging-infused teacher education programs and their role in promoting critical language awareness. Their study found that multilingual and inclusive pedagogical practices encouraged learners to appreciate linguistic diversity and strengthened their confidence in using multiple languages. The findings also indicated that translanguaging approaches foster collaborative learning and create more inclusive educational environments. Additionally, the study emphasised the importance of teacher preparation in addressing the needs of linguistically diverse learners. The authors concluded that language-inclusive teaching practices can enhance learner participation and engagement.

Wei (2023) discussed translanguaging as an innovative approach to language learning and emphasised its significance in promoting inclusion and social justice. The study highlighted that multilingual learners benefit from flexible language practices that enable them to access knowledge through multiple linguistic resources. The findings suggested that translanguaging promotes communication, learner autonomy, and active participation in educational activities. Furthermore, the study argued that recognising linguistic diversity enhances educational equity and supports meaningful learning experiences. Wei concluded that multilingual pedagogies should be integrated into contemporary education to support diverse learners and improve engagement.

Research Gap

Although previous studies have highlighted the significance of translanguaging, multilingual education, cooperative learning, teacher preparation, and language-inclusive pedagogies in promoting learning and social inclusion, limited research has comprehensively examined the direct relationship between language diversity and classroom engagement in contemporary educational contexts. Existing studies have largely focused on specific settings, language practices, or aspects of learner participation, with comparatively little attention to how linguistic diversity influences the behavioural, cognitive, emotional, and social dimensions of engagement across classrooms. Furthermore, the combined impact of emerging trends such as technology-supported learning, culturally responsive teaching, and multilingual instructional approaches on fostering active participation among linguistically diverse learners remains insufficiently explored. So, there is a need for a more comprehensive understanding of how language diversity shapes classroom engagement and how inclusive pedagogical practices can be utilised to create equitable and participatory learning environments in contemporary education.

Objectives of the Study

The objectives of this study are:

1. To examine the significance of language diversity in contemporary educational settings.
2. To explore the relationship between language diversity and classroom engagement.
3. To identify challenges associated with linguistic diversity in classrooms.
4. To analyse recent educational trends and practices supporting multilingual learning.

5. To suggest strategies for enhancing classroom engagement in linguistically diverse educational environments.

Research Questions

The study seeks to answer the following research questions:

1. How does language diversity influence classroom engagement in contemporary education?
2. What challenges do educators and learners encounter in multilingual classrooms?
3. What recent pedagogical trends support language diversity and student participation?
4. How can educational institutions promote inclusive engagement among linguistically diverse learners?
5. What policy and instructional measures can strengthen multilingual educational practices?

Methodology of the Study

Research Design

This study employs a qualitative descriptive research design based on an extensive review and analysis of contemporary literature related to language diversity and classroom engagement.

Sources of Data

Data were collected from:

- Peer-reviewed journal articles
- Educational policy documents
- Books and edited volumes
- International educational reports
- Conference proceedings
- Research publications published between 2018 and 2025

Data Collection Procedure

Relevant literature was identified through academic databases such as Google Scholar, ERIC, Scopus, Web of Science, and educational repositories. Keywords including “language diversity,” “multilingual education,” “classroom engagement,” “inclusive education,” and “translanguaging” guided the literature search.

Data Analysis

Thematic analysis was employed to identify recurring themes, patterns, trends, and findings within the selected literature. Themes were categorised according to emerging issues related to language diversity, engagement, pedagogy, technology, inclusion, and educational policy.

Results and Discussion

Positive Impact of Language Diversity on Classroom Engagement

The review of literature indicates that language diversity positively influences classroom engagement when supported through inclusive and learner-centred pedagogical practices. Students from multilingual backgrounds often demonstrate enhanced cognitive flexibility, metalinguistic awareness, and problem-solving abilities, which enable them to engage more effectively in academic activities. Linguistically diverse classrooms provide opportunities for learners to draw upon different linguistic resources and perspectives while participating in discussions,

collaborative tasks, and problem-solving exercises. When students feel that their languages and identities are recognised and respected, they are more likely to participate actively, share their ideas confidently, and contribute meaningfully to classroom interactions. Thus, language diversity serves as a valuable resource that enriches learning experiences and promotes greater classroom engagement.

Enhancement of Social and Cultural Learning

Language diversity significantly contributes to the development of social and cultural learning within educational settings. Exposure to multiple languages and cultural perspectives helps learners develop intercultural competence, empathy, and respect for diversity. In multilingual classrooms, students interact with peers from different linguistic and cultural backgrounds, creating opportunities for mutual learning and understanding. Such interactions encourage learners to appreciate different viewpoints and develop collaborative skills necessary for functioning in diverse societies. Furthermore, culturally inclusive learning environments foster a sense of belonging and acceptance, which positively influences students' emotional engagement and participation. Consequently, language diversity promotes not only academic learning but also social cohesion and cultural awareness among learners.

Challenges Affecting Classroom Engagement

Despite its numerous benefits, language diversity may also create challenges that affect classroom engagement. Students who have limited proficiency in the language of instruction often encounter difficulties in understanding lessons, expressing their thoughts, and participating confidently in classroom activities. These challenges can result in feelings of frustration, anxiety, and reduced self-confidence, which may hinder active engagement in learning. Additionally, teachers may struggle to address the varied linguistic needs of students due to insufficient training, limited instructional resources, and large classroom sizes. Traditional monolingual assessment systems may further disadvantage multilingual learners by failing to accurately reflect their knowledge and abilities. As a result, language-related barriers can negatively impact both academic performance and classroom participation if appropriate support mechanisms are not provided.

Role of Translanguaging in Enhancing Participation

The findings highlight translanguaging as one of the most effective pedagogical strategies for enhancing participation in multilingual classrooms. Translanguaging allows learners to use their complete linguistic repertoire to understand concepts, communicate ideas, and engage in learning activities. By enabling students to move flexibly between languages, this approach reduces cognitive barriers and supports deeper comprehension of academic content. Research suggests that learners who are encouraged to utilise multiple languages feel more confident and comfortable participating in classroom discussions and collaborative activities. Translanguaging also validates students' linguistic identities, creating a more inclusive learning environment. As a result, it promotes higher levels of classroom engagement, improved academic performance, and stronger learner motivation.

Technology-Supported Multilingual Learning

The integration of digital technologies has emerged as a significant factor in supporting language diversity and enhancing classroom engagement. Technological tools such as online translation services, multilingual educational applications, speech-recognition software, interactive multimedia resources, and artificial intelligence-based learning platforms provide learners with

additional support for accessing educational content. These technologies help reduce communication barriers and facilitate understanding among students with diverse linguistic backgrounds. Moreover, technology-assisted learning enables personalised educational experiences by accommodating different language needs and learning styles. In blended and online learning environments, digital tools have become particularly valuable in promoting learner participation, collaboration, and engagement. Therefore, technology plays an increasingly important role in creating inclusive multilingual learning environments.

Importance of Teacher Competence

Teacher competence is a critical determinant of the effectiveness of multilingual and linguistically diverse classrooms. Educators who possess knowledge of multilingual pedagogies, culturally responsive teaching practices, and inclusive instructional strategies are better equipped to support the needs of diverse learners. Competent teachers can design learning experiences that acknowledge students' linguistic backgrounds and encourage meaningful participation. They are also more capable of adapting instructional methods, assessment practices, and classroom communication to accommodate varying language proficiencies. Professional development programs focusing on language diversity, multilingual education, and inclusive pedagogy help teachers develop the necessary skills and confidence to manage diverse classrooms effectively. Consequently, teacher competence significantly contributes to learner engagement, academic achievement, and educational equity.

Policy Implications

Educational policies play a crucial role in shaping practices related to language diversity and classroom engagement. Policies that recognise multilingualism as an educational asset encourage schools and educators to adopt inclusive instructional approaches and provide adequate support for linguistically diverse learners. Effective language policies promote equitable access to educational opportunities by ensuring the availability of multilingual resources, teacher training programs, and flexible assessment systems. Furthermore, policy initiatives that support multilingual education help foster social inclusion, cultural understanding, and learner participation. In the context of increasingly diverse educational environments, policymakers must develop frameworks that acknowledge and value linguistic diversity while promoting academic excellence. Such policy measures can contribute significantly to creating inclusive classrooms where all learners have opportunities to engage actively and succeed academically.

Development of Learner Identity and Self-Confidence

The review indicates that language diversity plays an important role in shaping learners' identities and self-confidence. When students are encouraged to use and value their home languages within educational settings, they develop a stronger sense of self-worth and belonging. Recognition of linguistic identity helps learners feel respected and accepted, which positively influences their motivation and willingness to participate in classroom activities. Conversely, when students' languages are ignored or marginalised, they may experience feelings of exclusion and reduced confidence. Therefore, linguistically inclusive educational practices contribute significantly to the development of positive learner identities and greater classroom engagement.

Promotion of Educational Equity and Inclusion

The findings suggest that language diversity is closely linked to educational equity and inclusion.

Educational systems that recognise and accommodate diverse linguistic backgrounds are more likely to provide equal learning opportunities for all students. Inclusive practices such as multilingual instruction, flexible assessment methods, and language-support programs help reduce barriers that often disadvantage linguistically diverse learners. By ensuring that students can access learning regardless of their language background, schools promote fairness, participation, and academic success. Consequently, language-inclusive educational environments contribute to the broader goals of social justice and equitable education.

Preparation for Global Citizenship and Twenty-First Century Skills

The review further reveals that language diversity supports the development of global citizenship and essential twenty-first-century skills. Exposure to multiple languages and cultures enables learners to develop intercultural communication skills, adaptability, collaboration, and global awareness. These competencies are increasingly important in a world characterised by international mobility, multicultural workplaces, and global interconnectedness. Linguistically diverse classrooms provide authentic opportunities for students to engage with different perspectives and learn to function effectively in diverse social contexts. As a result, language diversity not only enhances classroom engagement but also prepares learners to become responsible, culturally sensitive, and globally competent citizens.

Findings

1. Language diversity positively influences classroom engagement when supported through inclusive teaching practices.

The study found that language diversity can significantly enhance classroom engagement when educators adopt inclusive and learner-centred teaching approaches. Students are more likely to participate actively in learning activities when their linguistic backgrounds are acknowledged and valued. Inclusive instructional practices create a supportive environment where learners feel respected and encouraged to express their ideas. As a result, language diversity contributes to increased participation, meaningful interaction, and improved learning experiences.

2. Multilingual learners demonstrate enhanced cognitive flexibility, cultural awareness, and collaborative skills.

The findings reveal that multilingual learners often possess stronger cognitive flexibility and adaptability due to their ability to navigate multiple linguistic systems. Exposure to different languages and cultures enhances their understanding of diverse perspectives and promotes intercultural competence. Furthermore, multilingual students tend to demonstrate effective communication and teamwork skills, enabling them to collaborate successfully with peers from varied backgrounds. These qualities positively influence both academic learning and classroom engagement.

3. Communication barriers remain a significant challenge in linguistically diverse classrooms.

Despite the benefits of language diversity, communication difficulties continue to present challenges for many learners. Students who are not proficient in the language of instruction may struggle to understand lessons, participate in discussions, and communicate their ideas effectively. These barriers can lead to reduced confidence, limited classroom participation, and lower academic achievement. Therefore, addressing communication challenges remains essential for ensuring equitable learning opportunities for all students.

4. Translanguaging is an effective strategy for increasing participation and academic engagement.

The study highlights translanguaging as a powerful pedagogical approach that supports multilingual learners. Allowing students to use their full linguistic repertoire helps them understand complex concepts, engage more confidently in classroom discussions, and connect prior knowledge with new learning experiences. Translanguaging reduces language-related barriers and encourages active participation, thereby improving both engagement and academic performance. It also promotes a more inclusive and supportive learning environment.

5. Technology-assisted language support enhances learning opportunities and classroom interaction.

The findings indicate that digital technologies play a crucial role in supporting linguistically diverse learners. Tools such as translation applications, multilingual learning platforms, speech-recognition software, and artificial intelligence-based educational resources help students access content more effectively. These technologies facilitate communication, improve comprehension, and encourage interaction among learners from different language backgrounds. Consequently, technology contributes significantly to enhancing engagement and participation in contemporary classrooms.

6. Teacher preparedness significantly affects the successful management of multilingual classrooms.

The study reveals that teachers' knowledge, skills, and attitudes toward language diversity greatly influence student engagement and learning outcomes. Educators who are trained in multilingual pedagogies and culturally responsive teaching practices are better equipped to meet the needs of diverse learners. Effective teachers create inclusive learning environments, adapt instructional strategies, and provide appropriate support to students with varying language proficiencies. Thus, teacher preparedness is a key factor in promoting successful multilingual education.

7. Linguistically inclusive educational policies contribute to equitable learning experiences.

The findings suggest that educational policies that recognise and support linguistic diversity help create more equitable learning environments. Such policies encourage schools to provide multilingual resources, inclusive curricula, and supportive language programs that address the needs of diverse learners. By promoting equal access to educational opportunities, linguistically inclusive policies enhance student participation, academic success, and social inclusion. Therefore, policy support is essential for fostering educational equity in multilingual contexts.

8. Recognition of students' linguistic identities strengthens motivation, confidence, and participation.

The study found that students become more motivated and engaged when their linguistic identities are acknowledged and respected within the classroom. Recognition of learners' home languages and cultural backgrounds fosters a sense of belonging and self-worth. Students who feel valued are more likely to participate in discussions, share their ideas, and engage actively in learning activities. Consequently, linguistic recognition contributes positively to both academic achievement and classroom engagement.

9. Culturally responsive teaching practices foster greater classroom engagement.

The findings indicate that culturally responsive teaching enhances student participation by connecting learning experiences to learners' cultural and linguistic backgrounds. Teachers who

integrate diverse perspectives, examples, and learning materials create more meaningful and relevant educational experiences. Such practices help students develop stronger relationships with teachers and peers while increasing their interest in learning activities. As a result, culturally responsive pedagogy promotes higher levels of engagement and academic success.

10. Language diversity should be considered an educational asset rather than a challenge.

A major finding of the study is that language diversity should be viewed as a valuable educational resource rather than a barrier to learning. Linguistically diverse classrooms provide opportunities for cultural exchange, collaborative learning, and the development of global competencies. When supported through inclusive pedagogical approaches and effective policies, language diversity enriches educational experiences and promotes holistic learner development. Therefore, educational institutions should embrace multilingualism as a strength that contributes to innovation, inclusion, and educational excellence.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Educational institutions should adopt multilingual and inclusive pedagogical approaches.
2. Teachers should receive continuous professional development on language diversity and translanguaging practices.
3. Schools should provide multilingual instructional resources and learning materials.
4. Educational technologies supporting multilingual learning should be integrated into classroom practices.
5. Assessment systems should be redesigned to accommodate linguistic diversity.
6. Policymakers should develop frameworks that promote multilingual education and linguistic inclusion.
7. Collaborative learning activities should be encouraged to facilitate interaction among linguistically diverse students.
8. Curriculum developers should incorporate diverse linguistic and cultural perspectives into educational content.
9. Schools should create supportive environments that value students' linguistic identities.
10. Further research should examine language diversity and engagement across different educational levels and contexts.

Conclusion

Language diversity has emerged as one of the most defining characteristics of contemporary educational systems, reflecting the realities of globalisation, migration, multiculturalism, and increasing international interconnectedness. The findings of the present study indicate that language diversity plays a significant role in shaping classroom engagement and learning experiences. When learners are provided with opportunities to utilise and value their linguistic backgrounds, they become more confident, motivated, and actively involved in classroom activities. Linguistically diverse classrooms offer unique opportunities for knowledge sharing, collaborative learning, intercultural dialogue, and the development of critical thinking skills. Furthermore, multilingual learners bring a wealth of cultural and linguistic resources that enrich classroom interactions and contribute to a more inclusive learning environment. The study demonstrates that language diversity positively influences not only academic engagement but also

social, emotional, and cognitive dimensions of learning. Students who perceive their linguistic identities as respected and recognised are more likely to participate in discussions, engage in collaborative tasks, and develop a stronger sense of belonging within the educational community. Thus, language diversity should be understood as a valuable educational asset that supports holistic learner development and promotes educational excellence.

At the same time, the study reveals that the benefits of language diversity can only be fully realised when supported by appropriate pedagogical practices, institutional support, and inclusive educational policies. Challenges such as language barriers, inadequate teacher preparation, limited multilingual resources, and monolingual assessment systems continue to hinder the active participation of many learners in diverse classrooms. Therefore, there is a pressing need for educational institutions to adopt learner-centred and linguistically inclusive approaches that address the needs of multilingual students. Strategies such as translanguaging, culturally responsive pedagogy, differentiated instruction, and technology-assisted learning have shown considerable potential in fostering meaningful engagement and improving learning outcomes. Additionally, teacher professional development programs and policy initiatives that recognise multilingualism as a resource rather than a problem are essential for creating equitable educational opportunities. In the context of the twenty-first century, where cultural and linguistic diversity continues to grow, educational systems must move beyond traditional monolingual perspectives and embrace multilingualism as a foundation for inclusive and quality education. By valuing linguistic diversity and supporting learners' linguistic identities, schools and educational institutions can create dynamic, participatory, and transformative learning environments that prepare students to become competent, responsible, and globally aware citizens capable of thriving in an increasingly diverse and interconnected world.

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