

Reviewer's report
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Foreign Language Teachers' Attitudes towards Multilingual Pedagogy in Indonesia: an Explanatory Sequential Study

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As a multi-lingual country with hundreds of local languages, a lingua franca (Bahasa Indonesia) and usually English as the main foreign language, it is interesting to investigate multilingual approaches to teaching English and other foreign languages in Indonesia. The candidate focuses on the beliefs and practices of teachers as they play an important role in encouraging and fostering multilingual behavior.

In this 144-page dissertation, Indonesian teachers' attitudes towards multilingual pedagogy is investigated from 3 perspectives: theory on multilingualism, language education policy, and practices in multilingual pedagogy. The data consists of responses to one detailed online questionnaire on the three perspectives among 100 foreign language teachers and interviews among 10 teachers. The analyses revealed that the teachers' attitudes towards multilingual pedagogy were quite positive and did not differ much among gender or teachers of different foreign languages, but the interviews indicated that foreign language teachers may experience some problems implementing multilingual pedagogy at schools.

The dissertation is well-structured into 5 chapters. The introduction provides a clear rationale for the study and presents the research questions and hypotheses. The literature review deals adequately with the multilingual turn and multilingualism in different countries, multilingual pedagogy including translanguaging practices, and finally the importance of teachers' attitude towards implementing any kind of pedagogy. The methodology chapter adequately describes the context and the participants and the quantitative and qualitative measures to be used. The questionnaire was thoroughly piloted to ensure reliability and validity of the research instrument. Both the quantitative and qualitative data were analyzed with appropriate statistical analyses and coding techniques. The discussion and conclusion adequately brought together the results and theoretical aspects.

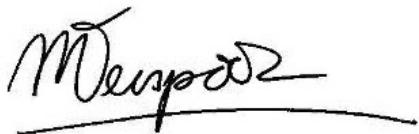
On the whole, the English language is adequate, but there are still quite a few non-target forms. APA conventions are generally adhered to, but there are also quite a few inconsistencies. Finally, in some of the chapters, the language could be more in line with the academic genre by limiting the use of the first person. A good copy-editor should go through the text.

I also have some reservations about the content. The work is based on only one questionnaire and one set of interviews, which can only give a partial view of multilingual pedagogical practices in Indonesia as attitudes and beliefs do not always get translated directly into practice. It would have been good to have a few classroom observations and some more information about teacher training practices. The multilingual turn is very much a research perspective

whose ideals have not even reached teacher training practices in our own universities and teacher training colleges, so it would not surprise me if teachers in Indonesia have not “studied” it, but because of their multilingual classes, have intuitively learned to deal with them, which I think is very commendable. However, I wonder to what extent in Indonesian culture elements of good bilingual or multilingual education (p.20 in the dissertation) meet the criteria set by Brisk (2008, p. 164- 198) and may hinder a true multilingual turn in Indonesia.

During the defense, I would like for the candidate to speculate on what actually occurs in typical Indonesian classrooms (based on the interviews and her own experience):

Instruction should respect students, their language, and their culture.
Instruction should be engaging, challenging, and supportive.
Special strategies are needed for teaching English and teaching in English.
Special consideration should be given to students with limited literacy and schooling.
Class objectives should include language, culture, and academic content.
Students should play an active role in learning.
Classrooms should be organized to maximize learning, collaboration, and participation.
Assessment should be integrated with instruction.
Resources should be varied and serve the basic goals.
Family and communities should be partners in the classroom.
Teachers should maximize their skills and backgrounds.

A handwritten signature in black ink, appearing to read "Meryam", is written over a single horizontal line.