

Theses of Doctoral (PhD) Dissertation



Foreign Language Teachers' Attitudes towards Multilingual Pedagogy in Indonesia: An Explanatory Sequential Study

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Introduction

There is an unquestionable fact that multilingualism occurs around the world as an effect of human activities such as business, migrations, travels, marriages, and even digital communication. People use two or more languages as their way of life, separately or together, for different purposes in different domains of life in a society. Regardless of their competency level of each language, people use the languages for their communication. UNESCO argues that this fact represents a challenge for current schooling contexts since the educational system should conform to the students' needs and provide a proper education to be balanced with their social and cultural demands; therefore the professional preparation of language teachers which generally emerges from education as a language teaching professional in monolingual should change to be a "multilingual turn" (de Oliveira et al., 2014). Teachers should be able to adjust their teaching approach from a one-language or monolingual teachers to a multilingualism perspective that represents their students' many languages in contact.

In educational context, policies change based on the needs of students to be implemented by teacher into practices at the school levels. Current research also emphasizes the importance of teachers' ownership in fostering innovation processes referring to their classroom needs (Fábián, 2004). In a classroom, teacher attitude to educational policy and teaching approach is a strong predictor, which will undoubtedly affect their performance. Moreover, researchers in the field argue that insight into teachers' attitudes and beliefs is necessary to understand and improve language teaching and students' learning (Borg, 2006). Attitudes are the mental dispositions people have towards others and the current circumstances before making decisions that result in behaviour. In the multilingual classroom, on that account, teachers play an essential role in fostering multilingual behaviour in the classroom, and their actions can significantly influence their students (Haukas, 2016). Otherwise, multilingual students will miss the opportunity to use their second or third language outside the home, and slowly shift into the dominant language (Montrul, 2013).

In a multilingual and multicultural country like Indonesia, such a language policy requires teachers to move away from monolingual pedagogy to multilingual pedagogy (Zein, 2018). Multilingual pedagogy allows teachers to acknowledge the hybrid and creative language practices for multilingual students. Hence, language policy should be provided as a set of principles used to varying degrees in different approaches depending on the teaching

context, curriculum, and learners (Neurer, 2004). Teachers should be prepared and trained to implement the particular curriculum into practices. Yet, teachers' knowledge and beliefs will influence their professional practice (Ellis, 2004). Also, their attitudes during the learning process affect students' acquisition and performance. Therefore, it is essential to explore teachers' attitudes towards multilingual pedagogy in the Indonesian curriculum practices for foreign language learning.

Goals

This study's primary purpose is to investigate foreign language secondary school teachers' attitudes towards Indonesian multilingual pedagogy. Particularly, this study investigates foreign language secondary school teachers' attitudes towards three sub-variables of Indonesian multilingual pedagogy. Firstly, I explore the teachers' attitudes towards the concept of multilingualism in education. Secondly, I examine their attitudes towards the Indonesian language education policy and the government effort to support the implementation. Last, I examine the teachers' attitudes towards multilingual practices in foreign language classrooms.

This study also examined the difference in foreign language attitudes based on some independent variables from their demographic characteristic, namely: age, gender, teaching experience, and language of teaching. Last, this study explores further the foreign language teachers of secondary school perception toward Indonesian multilingual pedagogy through in depth interviews.

The results of this study could be used by foreign language teachers, school administrators, policymakers at the secondary school level, the Indonesian Ministry of education and culture, and the public to clarify their attitudes and perception towards Indonesian multilingual pedagogy. With this study, some concepts and practices involving implementing multilingual pedagogy practices in the country may be clarified among foreign language teachers themselves.

The information will be served as beneficial information to evaluate whether multilingual education fit or not fit with evaluative feedback to existing language education policy. Educational leaders and policymakers interested in the professional development of multilingual pedagogy, curriculum, and practices may utilize the local scene's outcomes or

broader as a valuable insight to help them make informed decisions in fully implementing the country's multilingual education policy and curriculum.

This study has potential implications concerning foreign language teaching in multilingual classrooms, particularly in Indonesia. Teaching additional languages (in the Indonesian context) should consider some components, including the curriculum objectives, the teaching context's theoretical framework, and the proper teaching method. As the person responsible for the foreign language curriculum implementation, foreign language teachers should be more aware of those components. Moreover, foreign language teachers' attitude towards the foreign language curriculum and teaching method required for the current educational context is significantly essential for the curriculum implementation success. This study also has an important contribution for academicians, particularly in language acquisition and education. It provides necessary information about multilingualism and multilingual pedagogy to the currently limited literature in Indonesia

Method

This study is relevant to nature to find foreign language secondary school teachers' attitudes towards multilingual pedagogy in Indonesia. This study employs a mixed-method with sequential explanatory research design to explain the presumed causal links among variables. It aimed to investigate distinct phenomena characterized by a lack of detailed preliminary research, since I could not find any research finding on multilingual pedagogy in Indonesian multilingual context. With the mixed methods approach to research, I incorporated collecting or analysing data from the quantitative and qualitative research approaches in a single research study (Creswell, 2007; Williams, 2007). I collected and analysed numerical data, which is customary for quantitative research and narrative data, which is typical for qualitative research to answer the research questions defined in the study. This research utilized a descriptive quantitative research design with a survey method to see the trends of the research dependent variable (teachers' attitudes). This research was also conducted in this approach because it helped me investigated the phenomenon being explored related to teacher attitudes towards multilingual pedagogy in Indonesian secondary schools. The qualitative results help to explain the initial quantitative results. The data was gathered

from 10 respondents out of 100 survey respondents who voluntarily agreed to participate in the interview.

In this research, the reliability was tested by using SPSS 20. The pilot test data analysis, referring to Cronbach alpha, was carried out to calculate the construct's reliability coefficient that uses the 5-level Likert scale. For Cronbach alpha coefficients, if the value is 0.7, so it can be stated that the questionnaire is already ideal (Pallant, 2007). Based on the result of the Cronbach alpha analysis, it was found that the value of α for the pilot test is 0.732 and the value of α for the true study is 0.727. So, it can be concluded that this questionnaire is reliable. Regarding the validity of the instrument, I applied a content validity and convergent validity measurement simultaneously. Validation is the process of collecting and analyzing evidence to support such inferences and to prove that the instrument measures what it is supposed to measure (Laursen, Little, & Card, 2012). It refers to whether a measure is truthful or genuine. For the content validity method, two stages of the process was conducted. At the first stage, the development stage of the questionnaire, I reviewed and synthesized related research findings and literature.

The questionnaire was then piloted by using a "think-aloud interview" (Neuman, 2014) with the foreign language teacher participants who were not part of this study to take part. Through the technique, the foreign language teachers were asked to articulate their thoughts about the questionnaire, while I took note of their thoughts. Through this technique, I measured if non-sample participants obtain the same understanding of the questionnaire with me. One of the results of using the technique was that respondents suggested me to provide an Indonesian version of the questionnaire. They thought that it would be much easier for respondents to understand the questionnaire.

Then, the exploratory factor analysis was conducted to see the convergent validity of all items. All the items were related strongly with the domains. The items in multilingualism yielded factor loading in the range .773 to .862, language policy in Indonesia in the range .815 to .866, and multilingual pedagogy practices in the range .709 to .879. These results show that the items distribution in each categories were good and appropriated to examine foreign language teachers attitudes towards Indonesian multilingual pedagogy.

New scientific results

The main results of my work are summarized in the following thesis points:

I. Socio-demographic characteristic

Based on the socio-demographic characteristics findings, the percentage of the secondary school foreign language teachers in this study is almost similar in age between 30 years of age and 49 years of age. The majority of teachers in this study are female rather than male. Half of the participants are English teachers, while another half are teaching Mandarin, Arabic, German, Japanese, and France. The last characteristic, teaching experience, shows that the number of teachers who have been teaching for less than one to five years is the highest. It follows by the number of foreign language teachers who have been teaching for six to eleven. Only three of them have the longest times of teaching experience, between 24 and 29 years.

II. Descriptive analysis teachers' attitudes towards multilingual pedagogy

Findings from the questionnaires were gathered from 100 foreign language respondents from 20 secondary schools. The description of overall mean scores of all statements of the three categories reveals the majority level of inter of teachers' attitudes towards multilingual pedagogy in Indonesia. Out of 18 statements, it is indicated that the participants' attitudes towards 11 statements regarding multilingual education are high (mean scores are more than 4.00). Six statements are moderately high (mean scores are between 3.01 and 4.00), and one statement is moderately low (mean = 2.69). The highest mean score is shown by participants' attitudes towards the third statement: (learning another language could cultivate openness to other people's language and culture) (mean = 4.54). The lowest mean score is shown by participants' attitude towards the second statement (besides their mother tongue and Bahasa Indonesia, multilingual students have to be native-like proficient in their foreign language) (mean = 2.69).

III. Inferential analysis of findings

1. In an attempt to find out if there is a statistically difference between the mean score of the age groups, a T-test applied to due to two different variable types, in which one is nominal and another is scale. The result of Lavene's test for equality of variance is $.263 > .05$ which means the data variance between 30

– 39 and 40 – 49 years of age are homogenous. It also reveals from the T-test score ($F = 1.267$ and $\text{Sig. 2 tailed} = .187$) that there is no significant difference attitude towards Indonesian multilingual pedagogy between the two groups of respondents.

2. A Lavene's test was used to examined whether the variances are equal or not and its result is initially checked before looking at the result of the independent T-test (Connolly, 2007). Based on respondents' gender, the result of the Lavene's test shows that the variances are assumed equal since $.230 > .05$. The null hypothesis is also rejected for there is no statistically significant difference ($F = 1.460$ and $\text{sig. 2 tailed} = .500$) between female and male respondents in relation to their attitudes towards Indonesian multilingual pedagogy.
3. The result of Levene's test of Equality of Error Variances language of teaching, the values of sig. for multilingualism was $1.421 > .05$, Indonesian language policy was $.506 > .05$, and multilingual pedagogy was $.096 > .05$ mean that all variables are homogeny. Since the value of significance from all independent variables was $> .05$, so for Post Hoc test used Benferroni test. In general, it is evident that there is no significant difference among six different foreign languages taught by the participants towards multilingualism ($F = .562$ and $\text{sig.} = .728 > .05$), towards language education policy in Indonesia ($F = .932$ and $\text{sig.} = .464 > .05$), and towards multilingual pedagogy ($F = .825$ and $\text{sig.} = .535 > .05$). So, it can be stated that null hypotheses (Ho3, Ho4, and Ho5) were accepted.
4. For homogeneity of variance, it shows that based on the result of Levene's test across all dependent variables were obtained. The values of significances were $.243$ for multilingualism, $.659$ for Indonesian language policy, and $.293$ for multilingual pedagogy. Pallant (2005) stated that in order to find out the difference between independent variables across dependent variables in social sciences, so, Wilks' Lambda test was more appropriate rather than others test value. Generally, the difference value obtained between respondents teaching experience groups toward Indonesian multilingual pedagogy were $F = .801$

and $\text{sig.} = .650 > .05$. This indicates that statistically, there is no significant difference in the mean score of their attitudes among groups. There is no significant difference among five groups of participants, based on their teaching experience, towards multilingual education ($F = .508$ and $\text{sig.} = .730 > .05$), towards language education policy in Indonesia ($F = 1.516$ and $\text{sig.} = .204 > .05$), and towards multilingual classroom practice ($F = .992$ and $\text{sig.} = .416 > .05$). So, it can be stated that null hypotheses (H_06 , H_07 , and H_08) were accepted.

IV. Qualitative analysis of interview findings

The purpose of the qualitative inquiry of this study was to explore and describe the foreign language secondary school teachers' perception of Indonesian multilingual pedagogy. The participants were recruiting from the survey respondents who agreed to participate in the interview for this study regardless of their age, gender, language of teaching and teaching experience as those socio-demographic characters have no statistically significant difference in the survey previously. They teach at eight different private and public secondary schools in a province in Indonesia with the agreement from their schools principals. The interview guiding question were constructed based on the result of the survey analysis which consist of three themes: multilingualism, language policy in Indonesia, and multilingual pedagogy practices.

I transcribed the interview recordings, read the transcripts line-by-line, marked potentially interesting and relevant parts of the study in different colours, and spread interviews data so as to find and list every significant statement relevant to the topic and to see the focus and themes and to deepen understanding and explanation of the data among the cases (participants). All the transcripts across the 10 participants were analysed and compared in this manner to find similarities and differences and to organize or cluster the significant statements among the cases into the existing themes or meaning units, and to reduce the repetitive data.

After analysing the transcripts, I classified and reduced them into the predetermined set of themes consisting of a brief or few statements, which are important for my final report. To ensure the interpretations, I checked not only with the participants, but also provided rich and thick descriptions (Merriam, 1998). This

included verbatim examples from the transcribed interviews. The three themes that have been predetermined are multilingualism (participants' knowledge of multilingualism: context, advantage, and disadvantages), Indonesian language policy (participants' perspective of: the language policy, curriculum for foreign language education), and multilingual pedagogy practices (participants' perspectives of: translanguaging, scaffolding, and language instructions at school). I also found two emerged themes from the participants' transcriptions: teacher knowledge about multilingualism and teachers' challenge. From the interview analysis, foreign language teachers seemed to have a positive attitude towards multilingualism and multilingual pedagogy practices. They seemed to have insufficient information about the current multilingual perspectives and the effective practices for teaching third language (foreign language) in the Indonesian multilingual context. Some teachers complained that they have to overcome some challenges in teaching foreign language, such as certification requirements, incoherent assessment system, and class management.

- V. In this study, foreign language secondary teachers' attitudes and perspective towards Indonesian multilingual pedagogy were explored quantitatively and qualitatively. The quantitative data analysis results was the main findings in this study. While, analysis of the interview transcriptions were used as secondary data. The major findings implied that the majority of foreign language teachers in one province in Indonesia shared positive attitude towards Indonesian multilingual pedagogy. The quantitative findings were supported by qualitative findings from the interview with participants who were representative of quantitative sample. In conclusion, there is an agreement between the results of main findings with secondary data findings.

Conference presentations related to the thesis points

1. Virtual Presentations: **Foreign Language Teachers' Attitudes towards Multilingual Pedagogy: A Survey Study in one Indonesian Province** as presenter at the International Virtual Conference on Language and Literature (IVICOLL) on September 18-19, 2020. Hosted by The Language Centre of State Polytechnic of Malang, Indonesia
2. Virtual Conference presentation: **A Survey Study of Indonesian Foreign Language Teachers' Attitudes towards Language Education Policy and Multilingual Pedagogy** at Celebrating Hungarian Science 2020 „Future-Shaping Humanities” as presenter, November, 9-10, 2020. A Joint Conference of the Specialized Committees of Linguistics and Literature, Regional Committee of the Hungarian Academy of Sciences and Faculty of Modern Philology and Social Sciences, University of Pannonia.

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