

Response to Prof. Marjolijn Verspoor

I would like to thank you for taking the time to read my dissertation and for the comprehensive review of my dissertation. I very much appreciate your valuable comments and encouraging words in your review. In addressing the comments and questions from you, I will present a point-by-point response.

Your first comment refers to the research instruments that I employed in collecting the data. You mentioned it would be good to have a few classroom observations and more information about teacher training practices. I have no objection that one questionnaire and one set of interviews could only give partial views of multilingual pedagogical practices in Indonesia as attitudes and beliefs do not always translate directly into practice. In my research plan, my supervisor has approved my proposal to have a few classroom observations in a certain number of foreign language classrooms. After taking the data through a survey and interviews, I could not conduct the classroom observation because of the online school regulation. Schools were closed for face-to-face teaching and learning activities due to the covid-19 pandemic in April 2020.

However, as there is a minimal study concerning multilingual pedagogy practices in Indonesia, I believe that this study's result could contribute crucial initial information. I am planning to investigate more in-depth information from foreign language classroom observations and teacher training practices.

The following comment refers to a set of criteria of a good instruction proposed by Brisk (2008). You inquired to what extent Indonesian culture elements of good bilingual or multilingual education meet the criteria and may hinder an actual multilingual turn in Indonesia. As Indonesian students grow up as multilingual in a multicultural society, they respect different languages and cultures. This behavior creates a supportive language learning climate, and it helps teachers to integrate language, culture, and academic content into their class objectives. However, there is also a significant cultural element that may hinder the proposed criteria. Indonesia is a country that has a higher distance culture. This hierarchical relationship (power distance) occurs in social interactions between the older and the younger and between teacher and student. Consequently, students tend to participate less in the classroom and reluctant to ask questions. It also caused a little room for contextual interpretation for a specific topic.

The last point I will address is your request to speculate on what actually occurs in typical Indonesian classrooms based on the interview and my own experience in relation to Brisk (2008) criteria. I will start with the participants' story from the interview. Some teachers shared that students' local languages were allowed to be used. They also translated some foreign languages they learnt into students' local languages or made a comparison between the foreign language and students' local language, although teachers could only allow the dominant local language to be used in their classrooms. Teachers believed it could help students to understand and comprehend the language. Teachers reported that they sometimes have to apply an engaging strategy for a particular (complex) language material so students

could learn better. However, the limited foreign language classroom hour becomes a barrier for teachers to optimize the application of a particular strategy.

Regarding students' active role in the learning, teachers found it quite challenging to pay attention to and assist their students, especially to students with limited literacy and schooling. It is related to a big number of students in one class that the government regulates: 36 students. A teacher should accomplish the curriculum objectives regardless of their students' learning progress. The last story about the criteria of good instruction, teachers should maximize their skills and backgrounds, was also found in the teachers' interview transcription. Teachers mentioned some training and workshops they have to attend regularly, but this training and workshops did not contribute to teachers' multilingual knowledge and pedagogy practices. In my classroom at the university, I found I could be more flexible regarding the class objectives, assessment system, and maximizing skills and background compare to secondary school teachers.

I hope the answers that I presented above are satisfactory to the reviewer. I very much appreciate your insightful comments and having raised my awareness of these areas. I shall certainly endeavor to ensure that I have them all covered by the time my dissertation is ready for publication.

Sincerely,



Failasofah Failasofah
PhD candidate
Multilingualism Doctoral School
University of Pannonia
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