# Chapter 1
# Multilingual TESOL in Practice in Higher Education: Insights from EFL Classrooms at a Gulf University


**Kashif Raza, Dudley Reynolds, and Christine Coombe**

**Abstract** Many people support "multilingualism" in theory, acknowledge the importance of heritage languages, and denounce the tragedy of language death. However, when it comes to multilingual praxis—using multiple languages as part of our classroom repertoire or when assessing students, developing materials and offering professional development, they often ask themselves: But how would this work in my own language classroom? Because many of us have not seen multilingual Teaching English to Speakers of Other Languages (TESOL) in practice, we cannot imagine it. This chapter provides a case study of the work done by one teacher, Kashif, to overcome this lack of imaginability. In this chapter, we present a case study of how the first author, Kashif, incorporates multilingual teaching practices into university-level, English for academic purposes (EAP) and English for specific purposes (ESP) courses in the Gulf. The chapter also argues that the case study makes visible the, often invisible, agency that teachers have as language planners for their own classrooms. The discussion of the case study centers around the already established benefits of a multilingual classroom and showcases how the case study on Kashif's university-level EA/SP courses exemplifies these benefits through the use of the Teaching Adaptation Model or TAM (Raza in J Ethn Cult Stud 5:16–26, 2018, Raza in TESL Ontario Contact Mag 46:41–50, 2020), aimed to increase culturally sustaining pedagogy. A note about this chapter's organization: The bulk of this chapter offers a case study of how the first author, Kashif, incorporates multilingual teaching practices into a university-level, EA/SP courses. The introduction, authored by the second author, Dudley, argues that the case study makes visible the, often invisible, agency that teachers have as language planners for their classrooms. The discussion of the case study, presented by the third author, Christine, centers

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around the already established benefits of a multilingual classroom and showcases how Kashif's university-level EA/SP courses exemplify these benefits through the Teaching Adaptation Model or TAM (Raza in J Ethn Cult Stud 5:16–26, 2018, Raza in TESL Ontario Contact Mag 46:41–50, 2020), aimed to increase culturally sustaining pedagogy.

## Introduction

As someone who frequently argues for language policies and teaching practices that support individual and societal multilingualism (e.g., Raza et al., 2021; Reynolds, 2019), Dudley is well aware that the arguments against multilingual Teaching English to Speakers of Other Languages (TESOL) often involve issues of (im)practicality. Many people espouse support for "multilingualism" in theory, acknowledge the importance of heritage languages, and denounce the tragedy of language death. But when it comes to multilingual praxis—using multiple languages as part of classroom talk or when assessing students, developing materials and offering professional development, the comment is: But how could that work? Some assume that policy—be it set by a ministry, an administrator, or simply a school's culture—will not allow it. Others see it as unnecessary confusion or, worse, opening a door to classrooms where English ends up being "studied" while hardly heard or used. Often these arguments against multilingual TESOL are based in assumptions about what *might* happen. They are also thinly veiled reflections on the educator's own language learning experience. Because many of us have not seen multilingual TESOL in practice, we cannot imagine it. This chapter provides a case study of the mental work done by one teacher, Kashif, to overcome this lack of imaginability. In doing so, it showcases the active role that language teacher cognition (Borg, 2006; Kubanyiova & Feryok, 2015) plays in what Lo Bianco refers to as "pluralist language planning" (2010, p. 169).

In a review of research on language teacher cognition, Borg concludes: "teachers' prior language learning experiences establish cognitions about learning and language learning which form the basis of their initial conceptualisations of second language (L2) teaching during teacher education, and which may continue to be influential throughout their professional lives" (2003, p. 88). The TESOL field has long been dominated by monolingual conceptualizations of language and a tendency to treat late-onset bilingualism (e.g., TESOL for adolescent and adult learners) as if individuals with advanced socio-cognitive reasoning abilities were monolingual children being exposed to language for the first time (Ortega, 2014). As such, many educators' prior experiences with classroom-based language learning simply do not provide them with conceptualizations for imagining or enacting multilingual TESOL.

This challenge is exacerbated by a view of teachers as simply policy implementers, not crafters. Lo Bianco, however, counters such a disempowering characterization of teachers' roles:

> Mandated curricula, syllabus, textbook activities and assessment expectations establish only generic policies but teaching exceeds the intention and aspirations contained in curriculum statements or textbooks. Both pedagogy and the needs and circumstances of learners in their immediate network of communication peers require of teachers active, personalised and class-specific LP [language planning] in a myriad of micro-interactions governed by explanation, abstraction, generalisation and application of knowledge. (2010, p. 167)

He goes on to emphasize that the choices teachers make as part of these micro-interactions characterize their orientation to language planning as *assimilationist*, *diglossic*, or *pluralist*. Assimilationist orientations emphasize monolingual use of the target language inside and outside the classroom, whereas diglossic orientations affirm the value of multilingualism but still distinguish between language to be used at home and language for the classroom and academic success. As exemplified in the following case study, Kashif's orientation is more pluralist, "[combining] a pedagogy of active multilanguage and multiliterate communication with ideologically affirmative messages of linguistic human rights and social justice" (p. 169).

In a more recent review of research on language teacher cognition, Burns et al. remind us that teaching "combines public activity—classroom actions, routines, interactions, and behaviors, which are publicly accessible through observation (including video and audio recordings)—with private mental work—planning, evaluating, reacting, deciding, which remain invisible to outsiders and beyond the reach of researchers" (2015, p. 585). The invisibility of teachers' mental work too often makes not only their choices with respect to language planning opaque, but also the active thought processes that lead to those choices: their use and adaptation of theoretical literature, generative employment of heuristics, and recurring reflection on classroom interactions.

The following account from Kashif reveals how he consciously set out to change what he could imagine as a way to teach English. Drawing on readings about multilingual language ideologies and practices (e.g., Conteh & Meier, 2014; May, 2014), he created a heuristic for analyzing the ecology of his course. He called his heuristic the Teaching Adaptation Model (TAM) and used it to identify opportunities, implement changes, and self-reflect. His contribution to this chapter attests to the power the heuristic provides his teaching.

## Construction of the Teaching Adaptation Model (TAM)

The construction of the TAM was initiated by Kashif's attempts to align his previous teacher training and experience with his students' academic challenges and his ongoing research on multilingual English as a second or foreign language (ES/FL) learners. For instance, he was previously trained to teach English monolingually where students' first language (L1) was perceived as an interference in target language development. However, despite frequent emphasis on using English to communicate with the teacher as well as classmates, students were continuously relying upon their L1 (Arabic) to process information, take notes from the lecture, communicate

with peers during group activities, and use Google translation for task completion. Similarly, students were taking more time to understand the content through which English was being introduced and taught, which affected their performance and language acquisition. This was because the students were either unfamiliar with the concepts that were being introduced to them or they had the least interest in learning them. For example, the textbooks that were used for the English courses contained reading and listening activities that showcased examples of festivals and rituals from a culture that students were not acquainted with. Consequently, they were spending more time in familiarizing themselves with the concept than practicing the English language.

Realizing these context-specific challenges and using a reflective teaching approach (Raza & Coombe, 2020; Reynolds, 2020), Kashif decided to create a model that would assist him in filtering the content, activities as well as instruction that better serve his students than the textbook or the curriculum. The model aims to provide English language teachers a platform where they can align their prior teacher training and experience with the academic needs of their students that are mostly local and context-specific. A brief overview of the TAM is provided in the next section.

## Overview of Raza's TAM

The TAM comprises five strategies that are aimed to increase culturally sustaining pedagogy (Paris & Alim, 2017) and accommodate students' academic needs through the modification of teaching approaches. These strategies include: understanding the student population, filtering instruction, increasing student participation, considering value clarification, and keeping a teaching journal. Although all five strategies are interconnected and complement each other, Raza (2018, 2020) did not propose using all of them together or following a particular sequence; a teacher may approach the model in ways it can better facilitate their teaching adaptation.

In this chapter, we focus on the ways the TAM was used in an EFL context to support the local languages of the students while teaching and learning English. In other words, aligning with the focus of this volume, the chapter showcases examples from English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses where a TESOL teacher created opportunities for his students to utilize their multilingual competence in collaboration with English (Raza et al., 2021); hence multilingual TESOL in practice at the classroom level.

### *Understanding Student Population*

Developing information about English language learners (ELLs) involves learning about their linguistic repertoire(s), their previous and current academic development, interests, values, beliefs, and challenges in learning English. Since ELLs possess

differences at individual as well as group levels (Harper & de Jong, 2004; Raza, 2018, 2020), learning about these differences and how they may impact language development allows teachers to make informed decisions about what instructional strategies to employ and in what ways. Similarly, teachers also become able to create better connections between the target skills and students' schemata, interests, culture, and values when they know what students have already learnt and in which language(s).

The student population that Kashif taught were mainly Arab students, speaking Arabic as their L1 and majoring in arts, education, international affairs, history, law, mass communication, policy and planning, and Sharia. Students studied their majors in Arabic and were in the third or fourth year of their degree program when they took the English course that Kashif was teaching. As they had spent considerable time in their degree program, they were expected to have developed good understanding of their field of study. For example, the themes of the EAP course units ranged from education to culture, development, environment, and technology. As these themes aligned with most of the students' majors, English teachers would expect students to draw upon their previous learning to develop their opinions and arguments for speaking and writing tasks. However, when students were asked to provide examples or explain a concept in English, the usual answer would be, "teacher, I know this in Arabic but cannot explain it in English." Similarly, a student's response below to an informal survey provided by Kashif to collect information about their experiences of studying ESP law course exhibits their frustration with studying their major in L1 and then struggling to understand those concepts in English.

> In the beginning of the course, all the parts were difficult to me since all my previous study was in Arabic. However, I overcame this obstacle after the third week.

Realizing that students were familiar with most of the concepts in Arabic but were not always able to communicate them in English, Kashif started creating tasks that allowed students to build upon their prior knowledge in Arabic to complete tasks in English. In such tasks, Arabic was made part of the learning process, thus positioning students' L1 as a resource rather than an interference. Similarly, this practice also stretched students' habits of simply translating words from English to Arabic to using translation as a starting point and then building English language skills on its bases (Raza & Chua, 2022a). In doing so, students would translate the key words/information in Arabic and then build their discussions, arguments, and opinions on it in English. In addition, since Kashif spoke Urdu which has a lot of vocabulary from Arabic, his multilingual competence was also utilized in the classroom. Figures 1.1 and 1.2 are examples of such a task from an ESP law course where information about students' as well as teacher's linguistic repertoires was collected and then these languages were used to discuss legal vocabulary by looking at their meanings in Arabic, English, and Urdu. After discussing each word and clarifying the differences in meanings in all three languages, students were asked to utilize these words in speaking and writing tasks completion.

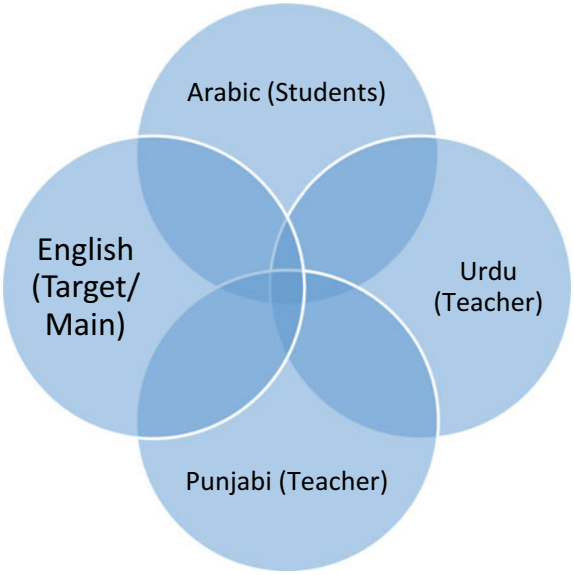


**Fig. 1.1** Information about multilingualism in the classroom

**Multilingualism in EFL Law Classroom**

| **Class Details** | Legal English Course - Mandatory<br>Students study their legal courses in Arabic.<br>Exit course – last English course<br>Student population = 18-40 years old; male/female<br>Legal English Textbook – British English for lawyers | |
|---|---|---|
| **Target Legal Vocab** | **Arabic Meaning** | **Urdu Meaning** |
| Plaintiff/Claimant | المدعى | مدعی |
| Evidence | شهادة | شہادت |
| Advocate/ Lawyer | مؤيد | وکیل |
| Complaint | شكوة /شكوى | شکایت |
| Precedent | قضائية/احكام سابقه | سابقه فیصله |

**Fig. 1.2** Utilizing students' and teachers' multilingual resources for legal vocabulary development

## *Filtering Instruction*

The medium of instruction (MOI) that teachers adopt delineates a micro-level policy for the classroom (Raza & Chua, 2022b). This is especially critical when there are multiple language speakers in the classroom but only one language dominates teaching and learning. In addition to maintaining hegemony of certain languages, these monolingual ways of teaching send a message that other languages can exist socially but are not welcomed inside the classroom. Since Kashif's students were studying their majors in Arabic and this was also their main medium of communication (MOC) in everyday life when speaking to their friends, family, and *other social actors*, the knowledge of the world these students were building was mainly in their L1. The best way to bring this knowledge into the classroom and use it for further academic development was to encourage students to not only realize the importance of the Arabic language in their social and academic life but also utilize Arabic as a necessary resource in English language learning. To do this, Arabic was integrated into the curriculum as an integral component where students were encouraged to use it for understanding the course content as well as for task completion.

An example of this initiative is Fig. 1.3. In this activity, students were introduced to the theme of "relationships" in English during a class session and a discussion on modern family structures was facilitated by the classroom instructor. Then students were asked to interview an older family member (preferably a grandfather or grandmother) in Arabic using a questionnaire from the textbook (Hughes & Dummett, 2013) and make notes in Arabic. These notes were later translated into English, and a short, informal presentation was given to the whole class about the interview findings. This activity was originally designed by the textbook publisher to be used by the students to interview their peers in English; however, to increase students' awareness about the importance of their L1 and create a link between their learning at school with their learning at home, Kashif decided to involve students' family members via L1 to turn his classroom into a multilingual teaching and learning space where knowledge learnt and developed in English and L1 is of equal importance. This activity is an example of tasks that can use multiple languages as integrated skills for task completion, connect students' in-class discussions with their social life, and, hence, contribute to the movement of multilingualism in TESOL (Raza, 2021).

## *Increasing Student Participation*

Kashif believes that learning is a reciprocal process where teachers and students learn from each other and decide the best strategies for teaching and learning. Developing upon Paulo Freire's participatory teaching approach (1968; 2005), Kashif takes his "teaching beyond sharing information and controlling student behavior… [He] argues for student inclusion in decision-making at micro level, such as deciding the types of activities to be used, the amount of emphasis on a specific language

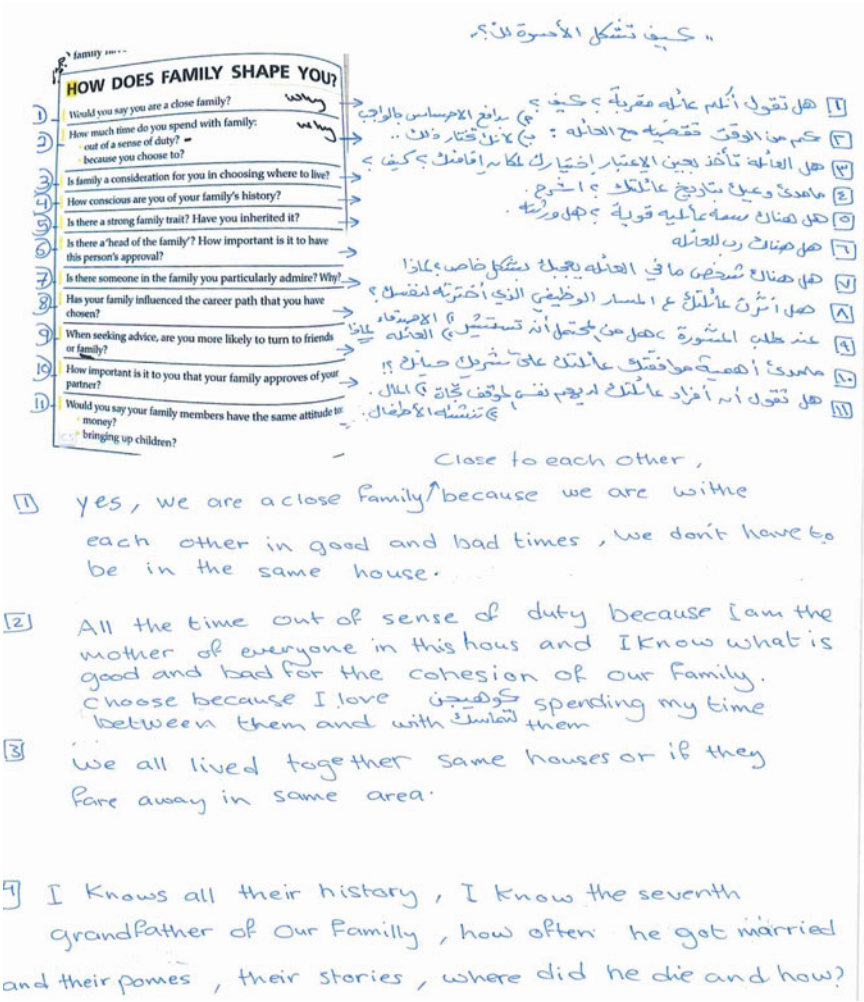


**Fig. 1.3** Utilizing L1 as an integral part of L2 development

topic, setting deadlines for assignments and homework, as well as at macro level like assessment, curriculum design, teaching styles, and classroom management issues" (Raza, 2020, p. 45). Raza (2019) has reported that such reciprocity is based upon shared expectations and allows both students and teachers to be aware of their roles and responsibilities in the learning process. These shared expectations can also take the form of a teacher-student learning contract (Raza, 2019) which explains what both parties are supposed to do as part of a successful teaching and learning process.

To increase student participation in the classroom, Kashif used multiple platforms and strategies. For instance, an informal survey was given to students at the beginning, middle, and end of the semester to collect information about their expectations

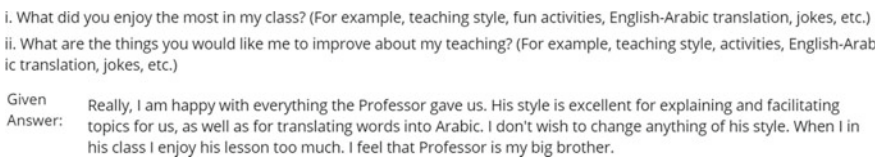


**Fig. 1.4** Student participation in course management and delivery

from the course/instructor, their challenges in English language development, their role in the classroom, and the tools/resources that they prefer (e.g., educational technologies). As there were always diverse opinions about these topics, the findings of the survey(s) were discussed in the class to reach a decision about the best way to approach the challenges. Hearing from students allowed Kashif to understand their preferences in teaching and learning and then modify his instruction, content, and activities to meet their immediate as well as long-term needs (Raza & Coombe, 2020). This also helped Kashif decide how to approach his future courses and what to expect from his students. Figure 1.4 is an example of a student response from the survey discussed (Fig. 1.3). The student is appreciating the use of Arabic in developing legal English vocabulary. This practice of translation was suggested by another student in the same class by arguing that since they study their major (law) in Arabic, it would be helpful for them to discuss the target vocabulary in both English and Arabic. Following their suggestion, Kashif decided to use Arabic for clarification as well as for expanding understanding of the target vocabulary.

Another example of student participation from the same class is about designing multilingual and multimodal assessments. Such assessments allow students to use multiple languages as well as non-verbal semiotic resources to display their understanding of the content and complete assigned tasks. As Kashif's students were learning about legal courts in the UK as well as the vocabulary used to describe people and things inside the court, to link these vocabulary and concepts with local courts, they were asked to do a comparison between the two. In doing so, they were asked to write a comparative essay and give a short presentation during the class. However, some students suggested that they would instead like to draw court pictures and then use these visuals for presentation. Realizing that students were being creative and wanted to utilize non-verbal semiotic resources for task completion (Canagarajah, 2018), Kashif agreed to modify the assessment and permitted students to use visuals for presentation. Additionally, he also encouraged them to include Arabic words in their drawings for support. Figures 1.5 and 1.6 showcase two examples where students drew the courtroom and used English and Arabic for explanation. As they were highlighting the differences between the two courts, they were continuously referring to the pictures, using Arabic words for explanation, and drawing circles on the screen, thus using verbal and non-verbal semiotic resources for communication. Canagarajah (2018) labelled such translingual practices as the utilization of "spatial repertoires" where selective verbal resources are used "for communicative purposes in situated interactions, in combination with other semiotic resources" and where speakers "are able to use words from diverse languages for

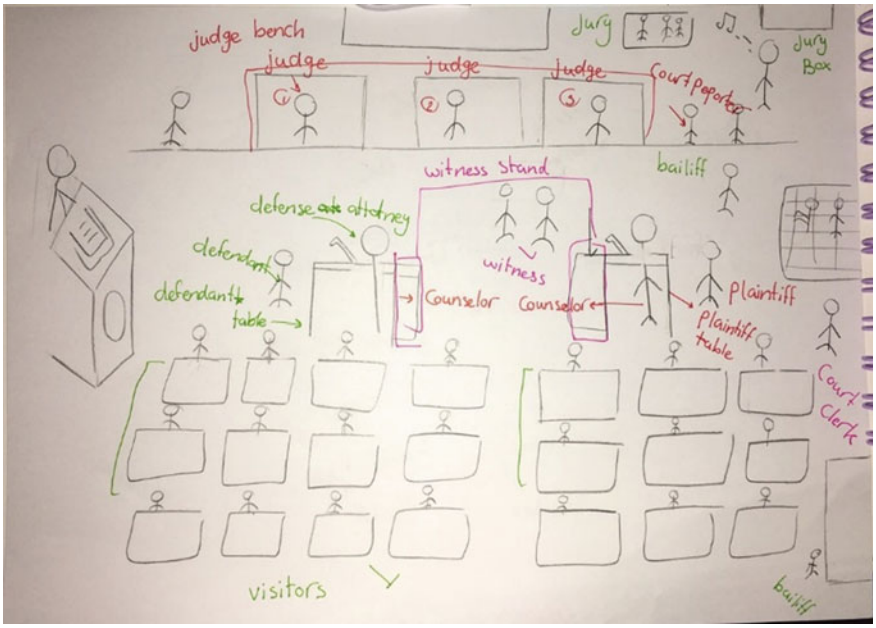


**Fig. 1.5** Using multimodality in language assessment

accomplishing their communicative purposes" (p. 36). What these examples show us is that students are able to use multiple resources for task completion and display their creativity in utilizing translingual resources if teachers are willing to create spaces for them to go beyond traditional monolingual assessment practices.

## *Value Clarification*

Students bring certain values to the classroom which may or may not align with the expectations of an educational institute or classroom setting that administrators and teachers hold (Raza, 2019). These values are often based upon their religion, culture, identity, language, and previous experience. Teachers can play a pivotal role in working with these values by creating opportunities for students to share their views about different topics, discuss their opinions, and reach a consensus through healthy argumentation. While discussing and negotiating these values, students should be encouraged to draw upon their linguistic repertoire for argument development.

To integrate value clarification in his teaching, Kashif exposed his students to different aspects of looking at things/concepts (e.g., culture, language, religion, relationships, diversity) without imposing his personal beliefs. Thus, they were invited to use critical thinking, problem solving skills and prior knowledge to discuss topics presented to them during lessons. To do so, Kashif included topics and tasks that were

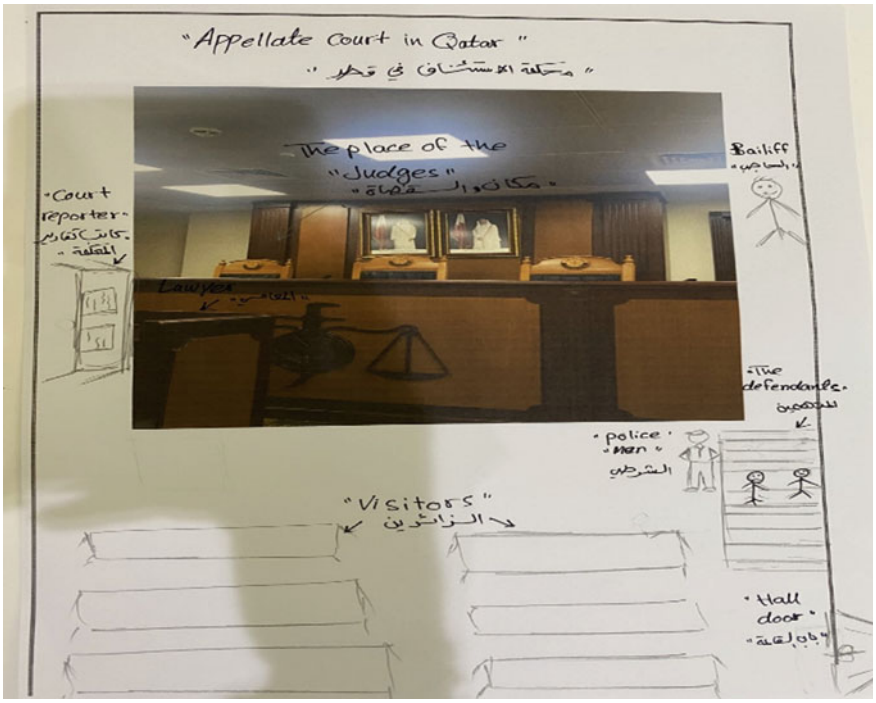


**Fig. 1.6** Using multilingualism in language assessment

controversial in nature and may not always have a single correct answer; however, students were required to support their position by providing a strong reason and some relevant examples. This allowed students to agree or disagree with others and support their stance with an explanation, hence critical thinking and value clarification. An example of such activities is discussion on topics like multiculturalism and multilingualism. Since Qatar is a Muslim Arab country with a multicultural and multilingual population, Kashif's student population interacts with multiple layers of diversity every day. How do they feel about it? What do they think of other religions, languages, and cultures? What can we do to promote cultural and linguistic diversity at the social as well as the classroom level? Should we accept other cultures and languages in our country and class? What challenges does diversity create for our societies? How can we deal with these challenges? Can certain languages co-exist? Questions like these invited students to think about their views and share them with others for feedback and discussion. As students shared their opinions, others were welcomed to agree or disagree with their peers' stances and provide explanation for their positions.

Kashif also developed his value clarification activities on culturally sustaining pedagogy (Paris & Alim, 2017) that, in addition to focusing on deconstructing the

identities of cultural norms of students of color from deficit to valuable, emphasizes on integrating contemporary developments in cultural practices, especially of youth culture, into the curriculum as well as critically contending "with problematic elements expressed in some youth (and adult) cultural practices" that do not align with their dominant cultural practices (p. 4). As noted above, with increasing immigration, multiculturalism, and multilingualism in Qatar, students interact with these constructs every day. As they worked on their learning tasks, Kashif created opportunities for them to critically evaluate how they construct their identities as young Qatari, Arab, Muslim students living with diverse communities where multiple religions, languages, and cultures are practiced. An example of such critical self-reflections is the speaking exam where students were asked to identify a social issue, discuss its causes and effects, and propose solutions. Ali (a pseudonym), for instance, presented on "traditional food and the younger generation" and argued that:

> Younger generation are now going out to eat a lot of different food and avoid eating traditional food which will cost us losing our cultural food through younger generation.

After highlighting the causes of the younger generation's growing tendency toward international cuisine, Ali proposed that we need to:

- Raise awareness about the importance of holding onto our traditional food, especially among the younger generation
- Open more traditional Qatari restaurants in all the crowded areas in Qatar to attract customers and support the owners
- Encourage young Qataris to cook the traditional food and pass it on to their children

As Ali presented his arguments, he included pictures (Fig. 1.7) of traditional foods, historical places, Qatari dress, and examples of parents passing on traditional food cooking skills to their children [another example of the use of non-verbal semiotic resources in language assessment (Canagarajah, 2018)]. Such discussions invited students to take a critical gaze at their identity construction in a diverse society, learn and share information about their culture and tradition, and develop a sense of their belongingness to the dominant Arab, Qatari, Muslim culture.

## *Keeping a Teaching Journal*

As a reflective teacher, Kashif keeps track of what goes well in the classroom and what needs modification. This allows him to reflect upon his teaching style, course content, instruction, and materials, and make necessary changes to increase his effectiveness as a teacher and the suitability of the materials used for teaching. He keeps a teaching journal where he notes down everyday progress of the class, materials used to cover course objectives, supplementary materials for practice and to cover unplanned lessons, repeated issues faced by the students in a particular lesson, course or semester, or in developing a specific skill, feedback provided by other teachers

**Fig. 1.7** Student group project presentation

| # | Strategy | Examples/Ideas of implementation |
|---|---|---|
| 1 | Understanding student population | |
| 2 | Filtering instruction | |
| 3 | Increasing student participation | |
| 4 | Considering value clarification | |

**Fig. 1.8** Teaching journal

during lesson observations, new ideas he plans to implement in future lessons, and any other points related to teaching and learning process. An example of this journal is the use of the first four points of the TAM (Raza, 2018, 2020) in the form of a chart (Fig. 1.8). Kashif keeps a hard copy around himself to take notes frequently and then reflect upon them. The examples and discussions in the previous four subsections are examples from his teaching journal.

## Discussion and Reflection

Multilingualism, simply put, is the ability to speak more than two different languages fluently. Contrary to what many people believe, the vast majority of the world's

population is either bilingual or multilingual. In fact, it is estimated that more than half of the world's population use two or more languages in their everyday lives, and there exists a large body of research highlighting the benefits of multilingualism (Kroll & Dussias, 2017; Muller, 2018). As such, it makes sense to incorporate as many languages into our classrooms as possible. There are a number of benefits associated with being multilingual and using multilingual practices in our classrooms. Many of the benefits presented below were found to be inherent in Kashif's classroom and espoused through the TAM framework discussed in this chapter.

A major benefit of multilingualism that is pretty much universally agreed upon is that speaking more than one language is better for your brain and makes you smarter. Research has revealed that early bilingual proficiency has been found to be positively correlated with intelligence (Bialystok, 2017). Speaking more than one language from an early age means that your brain has to work harder in those critical development years and you therefore become smarter. Bi- and multilingual children benefit from this for the rest of their lives (Ramirez et al., 2016). With their better understanding of how language functions, bilingual children often grow up to be able to communicate meaningfully with the world around them (Kinzler, 2016). They are also found to have better attention spans because they have had more practice at paying attention to things like choosing which language to use or interpret (Bialystok et al., 2014). Further research reported on by Okal (2014) has found that multilingualism practices enhance intellectual flexibility and creativity. Recent studies have indicated that children who grow up in a supportive environment speaking more than one language from an early age are more perceptive and intellectually flexible than those who speak one language.

Another major benefit of the multilingual classroom is that multilingual students are more empathetic. So, classrooms with a multilingual atmosphere like the one showcased in this chapter are more likely to produce learners who understand that to be equal to someone, does not mean they have to be the same as or similar to them. Multilingual instruction fosters a type of meaningful diplomacy by growing student's appreciation of different cultures (10 Advantages to Being Multilingual, 2017). As such, the presence of an empathetic attitude will provide access to richer, more diverse social networks which help secure student success and social mobility later on in life (Dewaele & Li, 2012; Fan et al., 2016).

Multilingualism and multilingual classroom practices also create an opportunity for early diversity. Access to a multilingual education and classroom offers students an opportunity to celebrate the diversity in human societies and different cultures and provides them the opportunity to learn from differences instead of being afraid of or intimidated by them. Multilingual classrooms are also a means of connecting communities. It is generally believed that students who speak multiple language are better language learners overall. The reason for this is that students who can draw on their L1 knowledge or home language in the classroom or who are permitted to codeswitch helps ensure that they remain connected to their home language, culture, and community (10 Advantages to Being Multilingual, 2017).

Yet another important benefit of being multilingual particularly in the language classroom is that learning one new language makes it easier to learn others. Each

additional language that an individual can learn to speak with fluency will make it much easier to start speaking another language more quickly (Raza, 2020).

Being bilingual or multilingual broadens a student's career prospects (Chau, 2014). Companies and/or businesses today look for employees who are bilingual or multilingual due to the diversity found in today's global population. Proficiency in more than one language is said to immediately improve a student's chances of finding employment upon graduation. Some even believe that students are more likely to get hired at higher salaries (as much as 10–15% more) and into careers with higher social status than their monolingual counterparts (Chau, 2014). This is for the most part due to the fact that multilingual students have more highly developed cognitive skills and on average are said to perform better on general tasks (Bhattacharjee, 2012).

Supporting multilingualism in the classroom can be a valuable pedagogical practice which can result in positive effects on students' academic performance, as well as on other aspects like social and emotional well-being. Whether this is done in a passive way by allowing students to use their home language, or a more active way by implementing teaching and learning practices that draw on more than one language such as Kashif's classroom and his use of the TAM (Raza, 2018, 2020) model, it is crucial to view all students' languages as resources that can be used and exploited in the language classroom. The case study described in this classroom offers but one way to employ multilingual classroom practices at the university level. These five strategies make up Raza's (2018, 2020) Teaching Adaptation Model and focus on: understanding the student population, filtering instruction, increasing student participation, considering value clarification, and keeping a teaching journal.

## Conclusion

In this chapter and in later chapters of this volume, we (and other chapter authors) have reflected on and cited the growing body of research evidence showing that preventing learners from using their home languages in the English language classroom not only impedes their learning and denies their linguistic human rights (Heugh et al., 2019), but also results in the loss of valuable opportunities for teachers to draw on their students' knowledge and experience as resources for teaching. For many decades, educators, researchers, and policymakers across the globe have engaged in debate about how to ensure and maximize English language proficiency. In the past, some thought that learning and/or using two or more languages simultaneously in the classroom was somehow confusing to students and detrimental to their education. However, based on new research on the many cognitive, social, and economic benefits of bilingualism and multilingualism, that debate has all but ended and educators are encouraged to engage in and enact meaningful multilingual classroom practices like the ones showcased in this chapter and volume.

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