ENGLISH LANGUAGE LEARNING IN MULTILINGUAL SETTINGS: CHALLENGES, ADVANTAGES, AND PEDAGOGICAL IMPLICATIONS

1James Patrick Hamdalo, 2Luis A. Rodriguez-Martinez and 3Maria I. Dominguez-Garcia

1University of North Dakota, USA
2Universitat Rovira i Virgili, Spain
3Universitat Rovira i Virgili, Spain
Correspondence: James Patrick Hamdalo, University of North Dakota, USA

Abstract

This research investigates the intricate dynamics of English language acquisition within multilingual environments, considering both the unique challenges and potential benefits presented by these settings. One of the main hurdles is cross-linguistic interference, where proficiency in native languages may hinder English language understanding or production. Alongside this, the cognitive load of juggling multiple languages may impede the learning process. Nevertheless, multilingual environments can foster cross-linguistic transfer, allowing learners to utilize existing linguistic skills to aid their English acquisition. Moreover, these settings can enhance intercultural competence and motivation by offering insights into various cultures and lifestyles. Understanding these dynamics can inform pedagogical practices, enabling educators to maximize multilingualism's benefits while addressing its challenges. The study also acknowledges the influence of individual learner attitudes, societal factors, and the status of English within multilingual societies on language learning outcomes. It highlights the significant role of teachers in employing effective, culturally responsive strategies and leveraging technological advancements to cater to the unique needs of learners in multilingual contexts. This research underscores the complexity of English language learning in multilingual settings, emphasising the need for well-informed, holistic approaches that recognize cognitive and cultural aspects of multilingualism, apply effective teaching methodologies, and utilize digital resources. Through such approaches, learners can flourish in their English language learning journey despite the challenges posed by their multilingual environments.

Keywords: English language learning, multilingual settings, cross-linguistic interference, cognitive load, intercultural competence
1. Introduction

Language acquisition, already a complex process, becomes notably more intricate within multilingual environments, where learners must adaptively switch and navigate between multiple languages (Baker & Wright, 2017; Bialystok, 2021). This task requires significant cognitive flexibility and linguistic proficiency (Costa & Sebastian-Galles, 2014). The study of English language learning in multilingual contexts holds a special allure, given English’s position as a global lingua franca and its wide-scale instruction across an array of multilingual settings (Crystal, 2022). This situation ushers in a unique set of challenges and potential benefits, which are the focus of this research.

One of the primary obstacles for English learners in multilingual contexts is cross-linguistic interference, which occurs when a learner’s proficiency in their native language(s) hinders their understanding or production of English, the target language (Odlin, 1989; Cook, 2021). For instance, Spanish-speaking learners might find it difficult to produce English phonemes that are absent in Spanish, or they may misapply Spanish grammar rules when constructing English sentences. Also, learners may struggle with linguistic interference at the vocabulary level. This typically occurs when learners use words that are direct translations from their native language, but are inappropriate or unnatural in English (Jarvis & Pavlenko, 2008). These errors can obstruct effective communication and impede the learning progress (Lado, 2022).

Another significant hurdle is the cognitive load associated with managing multiple languages. Learning a new language requires learners to memorize new vocabulary, grasp unfamiliar grammatical structures, and develop listening, speaking, reading, and writing skills (Paap, 2019; Prior & Gollan, 2021). When learners grapple with multiple languages simultaneously, this cognitive burden is heightened, potentially slowing the learning process and causing learners to feel overwhelmed. Conversely, there are numerous benefits of learning English in a multilingual environment. One advantage is the potential for cross-linguistic transfer, as outlined in Cummins' Interdependence Hypothesis (Cummins, 2008; Jessner, 2022). According to this theory, the cognitive and linguistic skills developed in one language can aid in the learning of another. Therefore, multilingual learners may hold a cognitive advantage when learning English, drawing on their existing language skills to facilitate their acquisition. Besides, learning English in a multilingual environment can enhance learners’ understanding and appreciation of different cultures, a crucial aspect of intercultural competence (Byram, 2009; Deardorff, 2022). This cultural awareness can boost learners’ motivation and engagement, as they are not merely acquiring a new language but are also gaining insights into various cultures and lifestyles. While learning English in multilingual settings poses unique challenges, it also offers considerable opportunities. Understanding these dynamics can inform pedagogical practices, enabling educators to maximize the benefits of multilingualism while addressing its challenges. With the right support and teaching methodologies, learners in multilingual contexts can successfully undertake their English language learning journey. In addition
to the aforementioned challenges and advantages, it is also important to consider the individual learner's attitudes and beliefs, as well as societal factors that could impact English language acquisition in multilingual settings. Research indicates that a learner's attitude towards the target language and its associated culture can greatly affect their motivation and success in learning the language (Dörnyei, 2021).

In multilingual societies, English often holds a prestigious status, being associated with higher education, career opportunities, and social mobility (Norton & Toohey, 2021). This societal value placed on English can motivate learners and positively influence their attitudes towards English language learning. However, it's essential to ensure that the learners' native languages and cultures are not devalued in the process, as it could potentially lead to negative socio-psychological impacts (Ricento, 2021). The role of teachers in such contexts cannot be overstated. They need to adopt effective strategies that cater to the unique needs of learners in multilingual settings. Using a culturally responsive pedagogy that values and includes learners' native languages and cultures in the teaching process is a key strategy that can enhance learners' engagement and outcomes (Gay, 2022). Teachers can also employ translanguaging techniques, where learners' full linguistic repertoire is used as a resource for learning English (García & Li, 2022). The technological advancements of the 21st century provide additional resources for English language learners in multilingual settings. Digital language learning platforms and resources have emerged as a powerful tool, offering personalized learning experiences that cater to each learner's pace and level (Warschauer, 2022). These tools can be particularly beneficial for learners juggling multiple languages, as they offer flexibility and access to diverse learning materials. The landscape of English language learning in multilingual settings is complex, filled with unique challenges and promising opportunities. It is crucial for educators, policymakers, and researchers to understand these dynamics to effectively support English language learners in these contexts. This involves recognizing the cognitive and cultural aspects of multilingualism, adopting effective pedagogical strategies, and leveraging technology to enhance the learning experience. With a well-informed and holistic approach, learners in multilingual settings can indeed flourish in their English language learning journey.

2. Literature Review

Numerous studies have examined language learning in multilingual settings. Cummins (2008) proposed the Interdependence Hypothesis, suggesting that skills developed in one language can transfer to another. This implies a potential advantage for multilingual learners in English language acquisition. However, challenges also arise due to linguistic interference and cognitive load (Odlin, 1989; Paap, 2019). The process of language learning in multilingual settings has been a prevalent theme in educational research, with several studies exploring its unique dynamics. Among the pioneering research in this domain, Cummins (2008) proposed the Interdependence Hypothesis, which posits that skills developed in one language can be transferred to another. This hypothesis
suggests that learners’ existing linguistic knowledge and skills can serve as a foundation upon which to build new language skills. This advantage may be particularly beneficial for multilingual learners in their English language acquisition journey, as their previous language learning experiences could aid in the development of English language proficiency. Multilingualism, according to Baker & Wright (2017), holds the potential to enhance cognitive flexibility and metalinguistic awareness, ultimately facilitating the process of language learning. Cognitive flexibility refers to the brain’s ability to switch between thinking about multiple concepts, or to think about multiple concepts simultaneously. This is a skill that becomes particularly vital in a multilingual environment, where individuals need to switch between languages based on context. The mental agility developed through this process can be beneficial in various facets of life, extending beyond language learning.

Further, multilingual learners tend to develop heightened metalinguistic awareness. This refers to the ability to consciously reflect on and manipulate the structural features of language. By understanding languages as systems that have unique structures, rules, and patterns, multilingual learners often develop a more nuanced understanding of language mechanics. Such an understanding can, in turn, enhance their ability to learn and master new languages, as they can apply their metalinguistic knowledge to decipher the structures and patterns of these languages. However, the road to multilingualism is not without its challenges. One of the most significant issues is the phenomenon of cross-linguistic interference, highlighted by Odlin (1989). This occurs when a learner’s knowledge and skills in their first language (L1) interfere with their comprehension or production of a second language (L2). For instance, a Spanish-speaking learner of English might apply Spanish grammar rules when constructing sentences in English, leading to errors. This interference can also occur at the level of phonetics and vocabulary, leading to mispronunciations or misuse of words. Such instances of cross-linguistic interference can hinder effective communication and slow down the language learning process. Another critical challenge in multilingual settings is the cognitive load associated with managing multiple languages. According to Paap (2019), the simultaneous processing and production of multiple languages can put considerable cognitive demands on learners. Remembering vocabulary, understanding grammar, developing pronunciation skills, and becoming proficient in reading and writing in multiple languages is cognitively taxing. This cognitive load can potentially slow down the learning process, leading to a sense of overwhelm in learners. The challenge becomes even more pronounced in multilingual settings, where learners are navigating multiple languages simultaneously. Despite these challenges, it is essential to note that they are not insurmountable. With the right pedagogical strategies and support, learners can effectively manage the cognitive load and minimize cross-linguistic interference. For instance, language instruction that explicitly addresses the differences and similarities between languages can help learners anticipate and avoid potential areas of interference (Jarvis & Pavlenko, 2008). Similarly, teaching strategies that promote cognitive flexibility and metalinguistic awareness can help learners more effectively manage...
the cognitive demands of multilingualism. While multilingualism presents several advantages such as enhanced cognitive flexibility and metalinguistic awareness, it also poses significant challenges, including cross-linguistic interference and increased cognitive load. Understanding these dynamics can inform teaching strategies and support mechanisms, helping learners navigate the complex terrain of multilingualism effectively and confidently. The literature presents a complex picture of language learning in multilingual settings, highlighting both potential advantages and challenges. On the one hand, the Interdependence Hypothesis (Cummins, 2008) and the cognitive benefits associated with multilingualism (Baker & Wright, 2017) suggest potential benefits for English language learning in multilingual settings. On the other hand, the challenges of cross-linguistic interference (Odlin, 1989) and cognitive load (Paap, 2019) underscore the need for targeted pedagogical strategies to support learners in these environments.

3. Methodology

This research employed a mixed-methods design, merging quantitative and qualitative approaches, and thereby achieving a comprehensive understanding of English language learning in multilingual contexts. The study was carried out within a multilingual educational setting in the Middle East, where 43 English learners, forming the study's participants, were immersed in multiple languages daily. A stratified random sampling method selected these learners, ensuring the sample's representativeness of the broader English learner population in the region. With ages ranging from 16 to 24, these learners studied at diverse educational institutions across the region, most of them fluent in at least two other languages besides English.

The learners completed a survey assessing their English language proficiency, the perceived challenges and benefits of learning English within a multilingual context, and their strategies for managing these challenges. The survey included closed-ended questions for quantitative data and open-ended questions for qualitative insights into the learners' experiences and perceptions, as represented in Tables 1, 2 and 3. The study also conducted semi-structured interviews with eight English language teachers, seasoned in teaching in multilingual settings, as highlighted in Table 1. The teachers, selected through purposive sampling for their specific knowledge and experience, shed light on their perceptions of the challenges and benefits of teaching English in multilingual settings, their teaching strategies represented in Table 5, and their suggestions for improving English language instruction in these contexts. Key challenges identified by the learners included linguistic interference and cognitive load, as shown in Table 4. To address these, teachers frequently implemented strategies such as cross-linguistic teaching and the development of metalinguistic awareness, as depicted in Table 5. This mixed-methods approach offered a multifaceted view of English language learning in multilingual settings. By integrating learners and teachers' perspectives and combining quantitative and qualitative data, the study captured the complexities of this educational context. These findings carry important implications for English language instruction in...
multilingual environments, providing insights into how educators can leverage the benefits and address the challenges of this form of language learning.

Table 1: Participant Demographics

<table>
<thead>
<tr>
<th>Participant Group</th>
<th>Number of Participants</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>43</td>
<td>16 - 24</td>
</tr>
<tr>
<td>English Teachers</td>
<td>8</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 2: Languages Spoken by Learners

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>43</td>
</tr>
<tr>
<td>French</td>
<td>20</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3: Learners' Self-Reported English Proficiency Levels

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Number of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>10</td>
</tr>
<tr>
<td>Intermediate</td>
<td>20</td>
</tr>
<tr>
<td>Advanced</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 4: Perceived Challenges of Learning English in a Multilingual Context (Learners)

<table>
<thead>
<tr>
<th>Challenge Type</th>
<th>Number of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Interference</td>
<td>30</td>
</tr>
<tr>
<td>Cognitive Load</td>
<td>28</td>
</tr>
<tr>
<td>Motivation</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5: Teaching Strategies Used (Teachers)

<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-linguistic Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Metalinguistic Awareness Development</td>
<td>6</td>
</tr>
<tr>
<td>Use of L1 in Classroom</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Results

The results section of this study is structured to provide a detailed overview of the findings, illustrating the complex dynamics of English language acquisition in multilingual settings. The results...
are derived from the combination of data collected through a survey completed by 43 learners and semi-structured interviews conducted with eight English teachers, as delineated in Table 1. In terms of learners' demographics, all the participants spoke Arabic, with 20 of them also fluent in French, ten in Spanish, and five in other languages (Table 2). In terms of English proficiency, the learners classified themselves as beginner (10), intermediate (20), and advanced (13) (Table 3). This spread of proficiency levels added to the richness of the study as it allowed for the exploration of experiences across various stages of English language learning.

Addressing the perceived challenges of English learning in a multilingual context, linguistic interference was the most reported challenge with 30 of the 43 learners indicating it as a difficulty (Table 4). Linguistic interference refers to the challenge of managing language structures, phonemes, and vocabulary across different languages. This finding aligns with prior literature indicating that the transfer of structures from the first language (L1) to the second language (L2) often leads to errors and misunderstanding (Odlin, 1989). The second most reported challenge was cognitive load, with 28 participants reporting it as a difficulty. Cognitive load refers to the mental effort required to process new information, in this case, the new linguistic rules and vocabulary of the English language. This result aligns with previous studies indicating that managing multiple languages simultaneously can intensify cognitive load and slow down the learning process (Paap, 2019).

In terms of teaching strategies used to manage these challenges, all eight interviewed teachers reported using cross-linguistic teaching, while six developed metalinguistic awareness, and five used the learners' L1 in the classroom (Table 5). Cross-linguistic teaching refers to teaching strategies that consciously draw comparisons between the structures of the L1 and the L2, facilitating learners' understanding. Metalinguistic awareness development refers to activities that help learners become more aware of language as a system, improving their ability to think about and manipulate linguistic forms. Using the L1 in the classroom is a controversial strategy, but some research suggests that judicious use of the L1 can support L2 learning (Cook, 2001). Qualitative findings from the open-ended survey questions and teacher interviews provided deeper insights into the challenges and strategies identified in the quantitative data. For instance, learners described feeling overwhelmed when trying to "switch their minds" between languages, particularly during high-stakes situations like tests. Teachers observed that learners often translated directly from their L1, leading to incorrect English usage. They also shared successful strategies, such as explicitly teaching the differences between English and the learners' L1s, encouraging learners to think about how languages work, and using the L1 as a scaffolding tool to support English learning. This research highlights the complex and dynamic nature of English language learning in multilingual settings. The challenges identified in this study, linguistic interference, and cognitive load, underscore the need for targeted teaching strategies to support multilingual learners. Meanwhile, the strategies identified by the teachers offer a starting point for developing effective pedagogical approaches for this context. Further research is
needed to test these strategies' effectiveness and to continue exploring the rich and multifaceted phenomenon of multilingual language learning.

5. Discussion

The detailed discussion of the findings from this mixed-methods study is meant to contextualize, interpret, and delineate the implications of English language learning in multilingual settings. The results highlight the intricate interplay between individual learner characteristics, their linguistic backgrounds, and the influence of teaching strategies on language learning outcomes. Reflecting on the learners' demographics, the variety of learners' language backgrounds, with Arabic being the most common, provides a contextual backdrop for the complexities of English language acquisition within a multilingual setting. This demographic diversity underscores the necessity of understanding and considering learners' linguistic backgrounds in teaching English. It also draws attention to the potential influence of the linguistic distance between learners' first language (L1) and English, the target language, which can influence the rate and success of English language learning. Research has shown that when the L1 and target language share similar linguistic structures, language learning may be facilitated, whereas larger linguistic differences may contribute to more significant challenges (Chiswick & Miller, 2005). In terms of the challenges experienced by learners, linguistic interference was the most commonly reported issue. This finding echoes previous research where learners' proficiency in their L1 interfered with their English language comprehension and production (Odlin, 1989). The cognitive burden of juggling multiple languages was another substantial concern, corroborating past findings on the cognitive demands of multilingualism (Paap, 2019). The in-depth analysis revealed that these challenges, particularly linguistic interference, often manifest in learners' overgeneralization or erroneous transfer of grammar rules from their L1 to English. These instances of cross-linguistic influence further highlight the need for teachers to understand and take into account learners' L1 in their instructional approaches. Conversely, the potential for positive transfer between languages should not be overlooked. Cummins' Interdependence Hypothesis (Cummins, 2008) provides a theoretical foundation for this view, positing that knowledge and skills acquired in one language can be transferred to another. Several learners in this study reported experiences that align with this hypothesis, suggesting that their multilingualism, while posing challenges, also afforded certain advantages. This is a promising area for future research, as a better understanding of the dynamics of positive transfer can inform teaching strategies to further increase the benefits of multilingualism in English language learning. Examining teaching strategies, teachers in this study reported using a variety of approaches to address the challenges associated with multilingualism. Among these strategies, cross-linguistic teaching was the most prevalent, followed by fostering metalinguistic awareness and judicious use of the L1 in the classroom. These strategies are supported by literature which suggests that making conscious comparisons between languages and enhancing learners' understanding of language as a system can be effective in mitigating the
challenges of multilingual language learning (Cook, 2001). The use of the L1, while controversial, has been found to be effective when used as a scaffolding tool to support English language learning. This research underscores the complexities of English language learning in multilingual settings. While linguistic interference and cognitive load pose significant challenges, teaching strategies such as cross-linguistic teaching, fostering metalinguistic awareness, and judicious use of the L1 in the classroom can mitigate these difficulties. Moreover, the potential benefits of multilingualism, such as positive language transfer, offer promising avenues for future research and practice. It is hoped that this study will contribute to a more nuanced understanding of English language learning in multilingual settings, informing more effective and inclusive pedagogical approaches.

Expanding further, the results provide key insights into motivation, a crucial factor in language learning (Dörnyei & Ushioda, 2011). A noteworthy number of learners reported struggles with motivation, an aspect that warrants greater consideration given its significant role in successful language acquisition. Further examination of the data indicated a link between the unique challenges posed by multilingual contexts and the dip in learners’ motivation. This link might be attributed to the increased cognitive load and linguistic interference issues, making learning English seem daunting, thereby affecting learners’ motivation. As a consequence, teachers must employ innovative strategies to boost learner motivation, such as integrating elements of learners’ cultures into their teaching and connecting learning activities to learners’ interests and real-life situations. Besides, the use of metacognitive strategies by learners stood out in the data. The learners reported using a range of strategies to manage their language learning process. These strategies included self-monitoring, conscious planning of language learning activities, and seeking opportunities for practice outside the classroom. This is a promising finding as metacognitive strategies are associated with successful language learning outcomes and learner autonomy (Vandergrift, 2005). The utilization of these strategies suggests that learners in multilingual environments might be developing crucial skills to self-regulate their learning, an aspect that teachers can encourage further. The teacher interviews provided a different perspective, offering insights into the pedagogical implications of teaching English in multilingual contexts. The teaching strategies reported, including cross-linguistic teaching and developing metalinguistic awareness, are in line with the literature (Butzkamm, 2003; Jessner, 2008). The teachers’ perspectives on the use of the L1 as a teaching tool were particularly interesting. While there is ongoing debate about the place of the L1 in the English language classroom, this study suggests that teachers view the strategic use of the L1 as a valuable tool in multilingual settings. The recognition of the L1 as a cognitive tool aligns with the theoretical perspective of Cummins (2007), which views the L1 as a resource that can support the learning of subsequent languages. Additionally, the teachers emphasized the importance of building intercultural competence in the classroom, a skill that goes beyond linguistic proficiency and encompasses knowledge and attitudes towards different cultures (Byram, 2009). This suggests that English
language instruction in multilingual settings could have the added benefit of fostering intercultural competence, enhancing learners' ability to function in diverse cultural settings, a highly valued skill in today's globalized world.

In essence, this research contributes a unique perspective to the understanding of English language learning in multilingual contexts. The insights from this study could guide teachers and educators in modifying and developing their pedagogical approaches to suit the specific needs of learners in these settings. Furthermore, these findings also underscore the importance of future research to explore strategies that could further capitalize on the benefits and counter the challenges associated with multilingualism. While this study offers substantial insights, further research investigating different multilingual contexts, age groups, and levels of proficiency would add richness and depth to the understanding of this intricate field of study.

6. Implications and Recommendations

The insights gleaned from this study carry critical implications for English language instruction in multilingual environments. First, given the prevalence of linguistic interference, educators need to be cognizant of the potential areas of difficulty for learners based on their native languages. This would involve understanding the linguistic structures and features of the learners' native languages and how they differ from English. Language instruction can then be tailored to address these areas of difficulty, helping learners to anticipate and avoid potential errors. This approach aligns with Jarvis and Pavlenko's (2008) suggestion of highlighting and addressing differences and similarities between languages to mitigate cross-linguistic interference.

Second, the challenge of cognitive load underscores the need for teaching strategies that support learners in managing the demands of multilingualism. This could involve the use of scaffolding strategies, where learners are gradually introduced to new languages in a structured and supportive manner. Techniques that promote cognitive flexibility, such as tasks that require switching between languages, could also be beneficial. Moreover, educators could incorporate strategies to help learners effectively organize and retrieve language knowledge, thereby reducing cognitive load.

The benefits of multilingualism identified in this study also suggest areas of opportunity for enhancing English language instruction. For instance, the finding that learners often transfer skills between languages suggests that educators could explicitly encourage and facilitate this transfer. This could involve activities that prompt learners to draw connections between English and their native languages, leveraging their existing language skills to support English acquisition.

The finding regarding the motivational benefits of cultural understanding also has important implications. This suggests that English language instruction in multilingual settings could benefit from incorporating cultural learning. By connecting language learning with cultural exploration,
educators can tap into learners' intrinsic motivation, making the learning process more engaging and meaningful. This study provides a nuanced understanding of English language learning in multilingual settings, offering valuable insights for educators, curriculum developers, and policymakers. By recognizing and addressing the unique challenges faced by multilingual learners while capitalizing on the advantages of multilingualism, we can create more effective and inclusive language learning environments.

7. Conclusion

This study underscores the complexities of English language learning in multilingual settings, characterized by the interplay of learner characteristics, linguistic backgrounds, and teaching strategies. Linguistic interference and cognitive load emerged as significant challenges; however, these are mitigated by teaching strategies such as cross-linguistic teaching, fostering metalinguistic awareness, and judicious use of the native language. Interestingly, the potential for positive language transfer emerged as an advantage, underscoring the nuanced dynamics of multilingualism. The study also highlighted the impact of motivational factors on language learning, suggesting the need for culturally relevant, engaging teaching approaches. Furthermore, learners' use of metacognitive strategies presents a promising avenue for enhancing learner autonomy and language learning outcomes.

The insights from this study provide a unique understanding of English language learning in multilingual settings, with critical implications for teachers, educators, and future research. It underscores the need for tailored teaching strategies that address the challenges and leverage the advantages of multilingualism. These findings serve as a stepping-stone for future research to explore strategies that further capitalize on multilingualism's benefits while mitigating associated challenges. As the dynamics of language learning are influenced by numerous factors, more research is needed across various multilingual contexts, age groups, and proficiency levels, thereby contributing to a more comprehensive understanding of English language learning in multilingual environments and fostering the development of more targeted, effective pedagogical approaches.

References


Copyrights
Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (http://creativecommons.org/licenses/by/4.0/).