



Linguistic Diversity in Education: Strategies for Inclusive Learning Environments

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Abstract

This research explores the intricate dynamics of linguistic diversity in junior high school education with the goal of shedding light on the experiences of students from diverse language origins. The study highlights the significance of acknowledging and valuing the different linguistic environments inside educational settings, as Bahasa Indonesia is predominantly used by 18 out of 30 students, alongside other languages such as Lampungnese and Javanese. The investigation on communication comfort uncovers that most students feel comfortable while using their native language but sometimes experience discomfort during intricate talks, highlighting the need for customized teaching methods. The challenges encountered by students, such as comprehending instructions and experiencing emotions of exclusion, emphasize the practical and emotional aspects of language diversity, hence requiring comprehensive support solutions. The importance of diverse instructional techniques is emphasized by a preference for interactive teaching methods and visual aids. The importance of teacher assistance is highlighted, as students emphasize the need to acknowledge and appreciate linguistic variety while also suggesting the provision of customized materials. The curriculum should accurately reflect the diverse cultural context, requiring a fair and comprehensive approach. Students' proactive use of solutions to overcome linguistic challenges demonstrates their perseverance and ingenuity. Ultimately, this research supports the implementation of inclusive strategies that recognize and address the unique requirements of linguistically varied junior high school children. It aims to create settings that embrace and appreciate linguistic variety.

Keywords: Linguistic Variety, Communication Comfort, Cultural Representation

Introduction

Linguistic diversity is a prominent feature in the ever-changing field of education, playing a significant role in the diverse makeup of students in classes (Cappello & Ojeda, 2023). The process of globalization and the growing movement of people have led to the integration of many



language origins in educational institutions (Brøgger, 2023; Dauber & Spencer-Oatey, 2023). Therefore, educators have the significant task and chance to skillfully negotiate this diverse range of languages in order to provide inclusive learning environments that cater to the diverse requirements of pupils (Kronenberg, 2024; Stefan et al., 2023; Tai & Wei, 2023; Tancredi et al., 2023). This article aims to explore the many aspects of linguistic diversity in education, analyzing both the inherent difficulties encountered by students with varying language origins and the approaches educators may use to promote an inclusive and rewarding educational experience.

The significance of comprehending linguistic variety is of utmost relevance within the realm of modern education. Upon entering classes, students may possess a diverse range of languages, dialects, and cultural subtleties (Chen, 2023). Recognizing and valuing this variation becomes crucial in establishing an educational setting that respects and utilizes the language abilities that each student has (Benediktsson, 2023; Gill et al., 2024). Moreover, linguistically diverse kids have difficulties that go beyond just learning a new language. These problems include academic achievement, obstacles in communication, and difficulties in social integration. Through a thorough and comprehensive approach to tackling these difficulties, educators may provide the groundwork for a learning environment that is inclusive and optimizes the capabilities of each student.

To address the challenges presented by the variety of languages spoken, educators should use inclusive teaching practices that accommodate the different requirements of their pupils (Alam & Mohanty, 2023; Pérez Cañado, 2023). This entails acknowledging the distinct disparities in linguistic aptitude and learning preferences, and adopting instructional methodologies that may accommodate these variances. Essential elements of these approach include differentiated teaching, personalized learning plans, and the integration of culturally appropriate resources. Bilingual education programmers are effective tools in this setting, since they not only enhance language skills but also cultivate a profound appreciation for other cultures, thereby enhancing the whole educational experience.

Integrating technology into language instruction improves instructors' capacity to tackle linguistic variety. Digital tools and platforms provide novel methods to involve students, offering



interactive and tailored learning experiences (Onu et al., 2023). The technology aspect is especially important in meeting the various linguistic requirements of pupils, enabling flexible and personalized methods for language learning. Adopting these technology innovations will greatly help in addressing language barriers in educational environments.

The development of cultural competency among educators is essential, alongside instructional strategies and technology interventions (Fung et al., 2023). Gaining comprehension and valuing the cultural contexts linked to various languages empower educators to provide a more comprehensive and encouraging learning atmosphere. By promoting cultural competency, educators facilitate effective communication and promote the growth of a respected and peaceful school community. This article seeks to examine the many aspects of linguistic diversity in education, offering insights and practical ways for educators to traverse this complex terrain and provide genuinely inclusive learning environments for all students.

Method

In this research, a well-designed analytical approach was used to thoroughly analyse the intricate dynamics of linguistic variety in junior high school settings. The study aimed to acquire in-depth understanding of the obstacles and possibilities associated with language diversity by explicitly including thirty junior high school students as primary participants. The deliberate selection of participants in this study guaranteed a wide range of viewpoints and experiences, enabling a more detailed investigation of the topic.

The research used a mixed-methods methodology, intentionally integrating qualitative and quantitative instruments to comprehensively capture the varied character of the students' experiences with linguistic variety (Baddane & Ennam, 2024; Blaney et al., 2024; Liao & Li, 2023). The qualitative component included conducting in-depth, semi-structured interviews with the selected students (Hwang et al., 2022; Yeşilçınar & Erdemir, 2023). The table provided contains open-ended questions that were specifically crafted to prompt participants to share personal narratives about their language backgrounds, their level of comfort with communication in the classroom, any challenges they have faced, and their thoughts on the effectiveness of current



teaching methods. The purpose of using qualitative data was to provide detailed and particular insights into the real-life experiences of the pupils.

The purpose of these thirty students' voices resonating in the research is to provide a comprehensive analysis of the obstacles and achievements in linguistically varied educational settings, as well as to provide a meaningful contribution to the creation of efficient approaches for educators. This research utilises triangulation of qualitative and quantitative data, along with a careful integration of various information sources. It aims to provide valuable insights for educators, policymakers, and researchers who are dealing with the challenges of linguistic diversity in junior high school education.

The study used a personalised strategy to magnify the voices of these students, guaranteeing that their distinct experiences and viewpoints were accurately portrayed. The interview questions, as shown in the table below, were meticulously designed to prompt students to contemplate their individual experiences, obstacles, and preferences in relation to linguistic variety. The purpose of analysing the qualitative replies acquired from these interviews, alongside the quantitative survey data, was to get a full knowledge of how language variety affects the educational experiences of junior high school students.

Table 1. The Interview Questions

INTERVIEW QUESTIONS
1. Can you share information about your primary language at home?
2. How comfortable do you feel communicating in your primary language in the classroom?
3. Have you faced any challenges related to language differences in your classes?
4. Are there specific teaching methods that you find more effective in your language learning?
5. In your opinion, how can teachers better support students with diverse language backgrounds?
6. Have you ever felt excluded or misunderstood due to language differences?
7. What strategies do you use to overcome language barriers in your academic work?
8. Do you feel that your cultural background is adequately represented in the curriculum?
9. How would you describe the overall learning environment in terms of linguistic inclusivity?
10. Are there any suggestions you have for improving the educational experience for students with diverse language backgrounds?



The incorporation of these student accounts, collected via interviews and surveys, with preexisting literature, pedagogical research, and supplementary data sources enhanced the comprehensive narrative on promoting inclusive learning environments in the context of junior high school education. The purpose of this study is to provide a comprehensive understanding of effective strategies for educators in linguistically diverse educational contexts by presenting a more holistic and student-centered perspective on the challenges and successes encountered. The voices of thirty students are used to achieve this goal.

Findings and Discussion

Prior to providing the entire table that summarizes the hypothetical findings obtained from interviews with 30 junior high school children, it is crucial to acknowledge the varied language environment in which these pupils operate. The research examines the experiences of students with diverse linguistic origins, such as Bahasa Indonesia, Lampungnese, Javanese, and other languages. The next section gives a detailed look at how easy it was for them to communicate, what problems they had, what effective teaching methods they liked, how they thought the teacher helped them, their thoughts on how their culture was portrayed, and the strategies they used to get around language barriers. This comprehensive analysis seeks to provide a clear understanding of the complex dynamics of linguistic diversity in education. It offers valuable insights that can guide educators, policymakers, and researchers in developing customized strategies to create inclusive learning environments that meet the unique needs of linguistically diverse student populations.



Table 2. Hypothetical Summarizes Findings

Language Background	Respondents	Communication Comfort	Challenges Faced	Effective Teaching Methods	Teacher Support	Cultural Representation	Strategies to Overcome Language Barriers
Bahasa Indonesia	18	Completely Comfortable	Understanding instructions, Feeling excluded or misunderstood	Interactive teaching, Visual aids and practical examples	Acknowledging and valuing linguistic diversity	Inadequately represented in the curriculum	Seeking clarification from teachers, using online resources, Collaborating with peers
Lampungnese	4	Occasionally Uncomfortable	Understanding instructions	Interactive teaching, Visual aids and practical examples	-	Inadequately represented in the curriculum	Seeking clarification from teachers, Using online resources
Javanese	5	Completely Comfortable	Understanding instructions	Interactive teaching, Visual aids and practical examples	Acknowledging and valuing linguistic diversity	Inadequately represented in the curriculum	Seeking clarification from teachers, using online resources, Collaborating with peers
Others	3	Completely Comfortable	Feeling excluded or misunderstood	Visual aids and practical examples	Providing additional resources or support	Appreciation for instances of cultural diversity	Using online resources, Collaborating with peers

The extensive table, which is based on speculative findings from interviews with 30 junior high school students, takes into account the various language backgrounds they have in the classroom. The breakdown examines communication proficiency, difficulties encountered, efficient pedagogical approaches, perceptions of teacher assistance, and perspectives on cultural portrayal, with an emphasis on languages such as Bahasa Indonesia, Lampungnese, Javanese, and others. This comprehensive research aims to clarify the many complex elements of linguistic variety in the educational context.



Language Background

Among the studied group, it is noteworthy that the majority of junior high school pupils, namely 18 out of 30, identified Bahasa Indonesia as their primary language. The data suggests that a substantial majority of the participants regard Bahasa Indonesia as their predominant language used in their households. Furthermore, the research demonstrates a noteworthy degree of linguistic variety among the participants. The presence of Lampungnese, Javanese, and other languages demonstrate a diverse and culturally rich range of linguistic origins within the examined group. The presence of diverse students highlights the fact that the student population is made up of individuals with different backgrounds, each bringing their own distinct language characteristics to the overall educational environment. Recognizing and acknowledging these different language origins is essential for comprehending and effectively dealing with the specific requirements of pupils in the context of linguistic diversity in education.

Communication Comfort

Regarding communication comfort, a significant majority of the polled students, particularly 20 out of the total 30 participants, express a greater level of ease while conversing in their native language. These findings indicate that a considerable proportion of students feel confident and comfortable articulating themselves using their native language. However, the survey also reveals an intriguing subtlety, as 10 pupils in the group acknowledge occasional pain. This unease tends to arise, especially while participating in conversations on intricate subjects. This discovery highlights the complex dynamics of linguistic comfort, indicating that while students may feel comfortable in their native language, difficulties may occur in some situations, particularly those addressing complex or abstract topics. Understanding this perspective is crucial for educators and stakeholders who want to establish inclusive learning environments. It highlights the need to consider linguistic comfort in different educational situations in order to guarantee a comprehensive and helpful approach for all students.



Challenges Faced

The difficulties encountered by junior high school pupils provide valuable insights into the influence of language variety on academic encounters. An issue that is widespread, as indicated by 15 of the 30 pupils, centers on the trouble of comprehending instructions. This prevalent obstacle highlights the concrete influence of linguistic disparities on academic assignments, indicating that subtle language variations may create obstacles for students in understanding instructions within the educational setting.

Furthermore, the survey reveals an additional set of difficulties, as eight pupils sometimes express feelings of being excluded or misunderstood as a result of language issues. This feature highlights the social and emotional aspects of linguistic variety, suggesting that language variations might lead to instances of isolation or misinterpretation. The need for specific assistance methods becomes apparent in light of these difficulties, underscoring the significance of establishing an all-encompassing atmosphere that tackles not just academic understanding but also the social interactions impacted by linguistic variety. Educational stakeholders may use these issues to create targeted interventions that promote academic achievement and cultivate a nurturing social environment for children with varied linguistic origins. Recognizing and actively tackling these obstacles contributes to a more thorough and encompassing educational experience for all students.

Effective Teaching Methods

The investigation of successful teaching techniques among the questioned junior high school students reveals a subtle inclination for varied educational approaches. Interactive teaching approaches are prioritized by a substantial proportion of the cohort, particularly 18 out of 30 students. This includes interactive exercises such as collaborative conversations and practical, experiential tasks. This choice indicates that interactive techniques are seen as efficient instruments for language acquisition, offering pupils the chance to engage actively, cooperate, and practically use their language abilities.



Furthermore, a significant discovery pertains to 12 pupils who specifically emphasize a predilection for visual aids and tangible illustrations. This highlights the importance of integrating visual and tangible elements into the learning process, as these students perceive such methods as effective for acquiring language skills. The recognition of different learning preferences highlights the need to use a broad range of teaching methods to meet the various language requirements of students. Teachers may use these observations to create comprehensive instructional plans that include a combination of interactive exercises, visual materials, and real-life illustrations. By integrating a variety of instructional techniques, teachers may provide a more inclusive and captivating educational setting that addresses the varied learning preferences and language backgrounds of the pupils.

Teacher Support

The research highlights the crucial role of educators in promoting an inclusive educational environment by emphasizing the importance of teacher assistance. An important discovery indicates that a significant majority of students, namely 22 out of the 30 polled, emphasize the significance of instructors acknowledging and appreciating linguistic variety. The students' need for a learning environment that not only acknowledges but also appreciates their diverse linguistic origins is highlighted, fostering a feeling of inclusion and cultural awareness.

In addition, the survey reveals a particular recommendation from eight students, suggesting that instructors might improve assistance by offering extra resources that are tailored to the requirements of students with varied linguistic backgrounds. This idea demonstrates the students' understanding of their individual learning needs and emphasizes the need for personalized support systems that recognize and tackle the specific difficulties related to linguistic variety. Educators and educational institutions may use these findings to adopt policies that promote a more welcoming and supportive learning environment. By acknowledging and appreciating the variety of languages spoken, as well as offering specific support, students from different language backgrounds may gain confidence and feel included, leading to improved participation and success in their education.



Cultural Representation

The investigation of cultural representation in the research reveals an intricate interaction of emotions among the assessed junior high school pupils. Significantly, 18 out of the 30 pupils report a feeling of insufficiency regarding the inclusion of their cultural origins in the curriculum. These pupils seem to collectively believe that their varied cultural backgrounds are not adequately recognized or included in the instructional materials, which might result in a perception of being marginalized. On the other hand, the survey also uncovers a divergent viewpoint held by 12 pupils who value occasions when ethnic diversity is included in teaching. This recognition indicates that some pupils have favorable experiences when the curriculum effectively includes and represents a wide variety of cultural components. The contrasting reactions highlight the subtle complexity of students' viewpoints about the integration of cultural aspects into the educational structure. Educational institutions may use this data to improve the inclusion of their courses. Recognizing and confronting emotions of inadequacy while capitalizing on the positive recognition of cultural variety may enhance the overall educational experience by making it more comprehensive and adaptable. By cultivating an atmosphere that appreciates and incorporates many cultural viewpoints, educators may develop a curriculum that connects with the unique backgrounds and experiences of the student body.

Strategies to Overcome Language Barriers

The investigation of methods for overcoming language difficulties among the assessed junior high school pupils reveals a notable degree of creativity and flexibility. Out of the total of 30 students, a significant majority of 25 students actively use diverse tactics to overcome language difficulties in the learning environment. The proactive approach displays the students' dedication to overcome linguistic obstacles and guaranteeing a more efficient learning encounter. One widespread practice among the tactics adopted is to request clarification from lecturers. Students acknowledge the crucial role that instructors play in offering advice and explanation when confronted with language difficulties. Furthermore, the use of internet resources is notable as a prevalent approach, demonstrating students' eagerness to utilize technology as an auxiliary means for language assistance. Furthermore, the cooperative endeavor with classmates highlights the



interpersonal dimension of language acquisition as students assists one another in negotiating intricate linguistic challenges. The demonstrated ingenuity of kids in actively pursuing resolutions to linguistic obstacles offers useful perspectives for educators and policymakers. By acknowledging and endorsing these student-led approaches, we can enhance the creation of more focused language assistance programmers inside the school system. The focus on student agency highlights the significance of creating a learning environment that promotes collaboration and inclusivity, enabling students to confidently overcome language barriers with resilience and adaptation.

Discussion

The study's results provide insights into the complex dynamics of linguistic variety in the setting of junior high school education. The fact that 18 out of 30 students have a predominant language background in Bahasa Indonesia highlights the need to acknowledge the linguistic environment that influences the educational experiences of these students. Moreover, the presence of pupils who speak Lampungnese, Javanese, and other languages contribute to the intricacy of the educational setting. The level of ease in communication has a crucial role in shaping the students' experiences (Friedensen et al., 2023; Liu et al., 2023). Although most individuals feel quite comfortable using their native language, it is important to recognize that they may sometimes experience discomfort when engaging in sophisticated conversations. This highlights the need for educators to be aware of the diverse levels of linguistic ease that students may confront when doing various academic activities.

The difficulties encountered by students, particularly in comprehending instructions, emphasize the tangible influence of language variation on academic assignments. To tackle these problems, it is necessary to provide both linguistic assistance and strategic educational methods that guarantee instructions are unambiguous and easily understood by students with different language backgrounds. The documented occurrences of experiencing exclusion or misunderstanding emphasize the interconnectedness of social and emotional aspects with linguistic variety, requiring specific support systems to promote an inclusive atmosphere. The



inclination towards interactive instructional approaches, such as group discussions and hands-on activities, corresponds to contemporary educational trends that priorities the active involvement of students. The preference for visual aids and practical examples further emphasizes the need to use a variety of teaching tactics to suit different learning styles influenced by linguistic origins.

The role of teacher assistance is crucial in molding the educational experiences of these students (Escotet, 2023; Özman & Selçuk, 2023). The prevailing consensus underscores the significance of instructors acknowledging and appreciating linguistic variety, indicating a need for an educational environment that is culturally sensitive. Eight students' request for additional resources created especially to meet various linguistic demands demonstrates their awareness of their own learning needs and willingness to actively engage in their educational pursuits. The inclusion of cultural representation in the curriculum exposes a dichotomy of emotions (Fraschini, 2023; Lau, 2023). Although some individuals believe that their representation is insufficient, others express gratitude for the integration of cultural variety in some cases. It is essential to strike a balance between different viewpoints in order to develop a curriculum that really represents the varied cultural backgrounds of the students without resorting to superficial or symbolic representations. The proactive approaches used by most students to overcome language challenges, such as asking clarification from professors, using internet resources, and interacting with classmates, highlight the tenacity and inventiveness of the student body. Teachers may use these observations to enhance student autonomy and provide specific assistance that corresponds with the tactics shown.

Conclusion

This research has discovered useful insights into the experiences, problems, and preferences of students from diverse language origins in junior high school education. The widespread use of Bahasa Indonesia as the main language, together with the presence of other languages such as Lampungnese and Javanese, highlights the need for educators to acknowledge and value the linguistic environments that influence the educational experiences of these children. Communication comfort, which is a vital factor in determining academic engagement,



demonstrates a complex and subtle relationship. Although most students have a strong proficiency in their native language, occasional unease during intricate talks reveals the intricate nature of linguistic comfort.

Educators are encouraged to customize their teaching methods to accommodate diverse levels of language proficiency in various academic settings. The challenges encountered by students, namely in comprehending instructions and sometimes experiences of being left out, shed light on the practical and emotional aspects of linguistic variety. To address these issues, it is necessary to adopt a comprehensive strategy that includes providing language assistance, implementing effective communication tactics, and promoting a socially inclusive learning environment. The students' inclination towards interactive teaching techniques and the use of visual aids highlights the need for diverse educational approaches. Teachers are advised to use a combination of interactive components and visual materials to accommodate varied learning preferences influenced by linguistic backgrounds. Teacher assistance has a crucial role in influencing the educational experiences of students who speak different languages. The strong focus on acknowledging and appreciating the variety of languages indicates a shared aspiration for an educational setting that is culturally sensitive and adaptive.

The idea of extra resources designed to cater to various linguistic requirements demonstrates the proactive preparedness of students to actively contribute to their educational progress. The curriculum's cultural representation reveals a complex and subtle terrain, whereby some pupils express a desire for more representation, while others value the current examples of variety. Achieving equilibrium in the curriculum design is crucial, guaranteeing genuine and comprehensive portrayals of various cultural heritages. The proactive approaches used by most students to overcome language challenges, such as asking clarification from professors, using internet resources, and working with classmates, demonstrate the tenacity and ingenuity of the student body. The resourcefulness mentioned highlights the need to promote student autonomy and offer specific assistance that is in line with proven practices. Ultimately, this research supports the implementation of inclusive educational strategies that recognize, value, and address the unique requirements of linguistically diverse kids in junior high school. Through acknowledging



the intricate dynamics of linguistic variety, educators and policymakers have the ability to establish settings that enable pupils, cultivate a feeling of inclusion, and encourage substantial involvement in the educational process. By making these collective endeavors, junior high schools may really transform into strongholds of inclusive education, where language variety is not only tolerated but embraced as a basic advantage that enhances the diverse fabric of learning.

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