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Harmonizing Languages: The Impact of Multilingual Classroom Dynamics on Teaching Indonesian in Taiwan

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Abstract

This case study explores the complex interaction of multilingualism, particularly in Chinese and English, and its subsequent influence on the language of instruction within the realm of teaching Indonesian as a foreign language in Taiwan.

This study took an Indonesian class as a case study with 28 participants which comes from various nationality. The data collection was derived from open-ended questionnaires and surveys administered to students in the class above. Additionally, students' progress, as evidenced by assignments and feedback, serves as quantitative indicators to measure the influence of multilingualism on their language learning journey.

Key objectives include examining the preferences and perceptions of students in the class regarding the use of Chinese and English in Indonesian language course instruction. The research explores instances of code-switching and code-mixing, shedding light on the dynamic language choices made by both teacher and students in the class. Through analysis of students' progress, the study aims to discern tangible outcomes associated with the multilingual approach.

This research contributes to the broader discourse on language education by providing empirical insights into the challenges and opportunities of multilingualism in the context of Indonesian language instruction in a national university class in Taiwan.

Keywords: multilingualism; language of instruction; teaching Indonesian; foreign language; class-context