



**KEPUTUSAN DIREKTUR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**
Nomor: 1005 /SPs/KM/2024

TENTANG

**PENGANGKATAN PANITIA SEMINAR PROPOSAL TESIS
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

Bismillahirrahmanirrahim,

DIREKTUR SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA:

- Menimbang** :
- Bahwa mahasiswa Program Studi Magister Pendidikan Bahasa Inggris yang telah menyusun Proposal Tesis Bobot 2 (dua) SKS sesuai Kurikulum Operasional, maka dipandang perlu melaksanakan Seminar Proposal Tesis.
 - Bahwa untuk kelancaran kegiatan seminar sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat panitia Seminar Proposal Tesis dengan Surat Keputusan Direktur.

- Mengingat** :
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;
 - Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2010, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;
 - Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tanggal 24 Januari 2020, tentang Standar Nasional Pendidikan Tinggi;
 - Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;
 - Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 155/D/T/2007 tanggal 29 Januari 2007, tentang Izin Pembukaan Program Studi Pendidikan Bahasa Inggris Program Magister Pada Universitas Muhammadiyah Prof. DR. HAMKA di Jakarta yang diselenggarakan oleh Persyarikatan Muhammadiyah;
 - Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 16 April 2012, tentang Perguruan Tinggi Muhammadiyah;
 - Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012, tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012, tentang Perguruan Tinggi Muhammadiyah;
 - Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.0/B/2012 tanggal 16 April 2012, tentang Majelis Pendidikan Tinggi
 - Keputusan Pimpinan Pusat Muhammadiyah Nomor 66/KEP/I.0/D/2023 tanggal 24 Januari 2023, tentang Penetapan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Masa Jabatan 2023-2027;

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



13. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2023;
14. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Perubahan Nama Program Pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;
15. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 515/A.01.01/2023 tanggal 30 Mei 2023 tentang Pengangkatan Direktur Sekolah Pascasarjana UHAMKA Masa Jabatan 2023-2027.

Memperhatikan : Kurikulum Operasional Program Studi Magister Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA;

MEMUTUSKAN

- Menetapkan Pertama** : Mengangkat Panitia Seminar Proposal Tesis Program Studi Magister Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA Semester Genap Tahun Akademik 2023/2024 sebagaimana tercantum dalam lampiran 1 keputusan ini;
- Kedua** : Ketua Program Studi sebagai Sekretaris Panitia mempersiapkan segala sesuatu mengenai pelaksanaan Seminar Proposal Tesis dan Sekretaris Bidang II Sekolah Pascasarjana UHAMKA mengatur masalah keuangan;
- Ketiga** : Ketua Program Studi mengajukan nama-nama mahasiswa yang akan mengikuti Seminar Proposal Tesis paling lambat seminggu atau 7 (tujuh) hari sebelum Seminar dilaksanakan;
- Keempat** : Mahasiswa peserta seminar Proposal Tesis sebagaimana tercantum pada lampiran 2 kolom 4 Surat Keputusan ini;
- Kelima** : Seminar Proposal Tesis dilaksanakan di Kampus Sekolah Pascasarjana UHAMKA oleh penguji pada hari dan tanggal sebagaimana tercantum pada lampiran 2 Surat Keputusan ini;
- Keenam** : Pelaksanaan Seminar Proposal Tesis di Ketuai oleh Direktur, diuji oleh dua orang penguji dan dua orang pembimbing sebagai anggota tim penguji seminar dari masing-masing mahasiswa yang mengikuti Seminar Proposal Tesis;
- Ketujuh** : Peserta Ujian Seminar Proposal Tesis harus memperhatikan dan mematuhi pelaksanaan teknis Ujian Seminar Proposal Tesis yang telah diinformasikan sebagaimana tercantum dalam tata tertib ujian.
- Kedelapan** : Semua biaya yang timbul dengan adanya Seminar Proposal Tesis ini dibebankan pada mahasiswa peserta Ujian Seminar Proposal Tesis yang diatur khusus untuk kepentingan tersebut;
- Kesembilan** : Hasil Seminar Proposal Tesis ditandatangani oleh Direktur dan diumumkan kepada peserta setelah selesai pelaksanaan seminar;
- Kesepuluh** : Keputusan ini berlaku sejak tanggal ditetapkan;
- Kesebelas** : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Keduabelas** : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



Ditetapkan di Jakarta
Pada tanggal, 25 Syawal 1445 H
4 Mei 2024 M

Direktur,



Prof. Dr. H. Ade Hikmat, M.Pd.

SALINAN keputusan ini disampaikan kepada yth.:

1. Rektor (sebagai laporan);
2. Sekretaris Bidang I dan II SPs;
3. Ketua Prodi Magister Pendidikan Bahasa Inggris SPs;
4. Dosen dan Mahasiswa SPs yang bersangkutan;
5. Arsip SPs.

Universitas Muhammadiyah Prof. DR. HAMKA



Lampiran 1 Keputusan Direktur Sekolah Pascasarjana UHAMKA
Nomor : /SPs/KM/2024
Tanggal : 25 Syawal 1445 H/ 4 Mei 2024 M

**PANITIA UJIAN SEMINAR PROPOSAL TESIS
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

- Penanggung Jawab : Rektor
Prof. Dr. H. Gunawan Suryoputro, M. Hum.
- Ketua : Direktur Sekolah Pascasarjana
Prof. Dr. H. Ade Hikmat, M.Pd.
- Sekretaris : Ketua Program Studi Magister Pendidikan Bahasa Inggris SPs
Siti Zulaiha, M.AL., Ph.D.
- Anggota Penguji : 1. Siti Zulaiha, M.AL., Ph.D.
2. Prof. Herri Mulyono, Ph.D.
3. Silih Warni, Ph.D.
4. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
- Pelaksana Teknis : 1. Sekretaris Bidang I SPs, Prof. Dr. H. Abd. Rahman A. Ghani, M.Pd.
2. Sekretaris Bidang II SPs, Dr. Hj. Ihsana El Khuluqo, M.Pd.
3. Kepala Tata Usaha SPs, Taufan Maulana Yusuf, S.Ak.
4. Kasubag Akademik SPs, Nurlaelah, S.KM.
5. Kasubag Keuangan SPs, Ahmad Rizky, A.Md.
6. Kasubag Umum SPs, Agus Purlianto, A.Md.
7. Staf Sekolah Pascasarjana
Universitas Muhammadiyah Prof. DR. HAMKA

Direktur,

Prof. Dr. H. Ade Hikmat, M.Pd.

Lampiran 2 Keputusan Direktur Sekolah Pascasarjana UHAMKA

Nomor : /SPs/KM/2024

Tanggal : 25 Syawal 1445 H
4 Mei 2024 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SEMINAR PROPOSAL TESIS
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

Hari, Tanggal : Kamis, 11 Juli 2024

Tempat : Kampus Buncit Raya Jl. Warung Buncit No. 17 Jakarta Selatan

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30						
1.	08.30-09.30	2209067010	Arum Kusumawardani	The Role of Critical Language Awareness on the Development of Teachers' Multilingual Knowledge and Multilingual Pedagogies	1. Siti Zulaiha, M.A., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.



Prof. Dr. H. Ade Hikmat, M.Pd.

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



**The Role of Critical Language Awareness on the Development
of Teachers' Multilingual Knowledge and Multilingualism
Pedagogies**

A Thesis Proposal



**Arum Kusumawardani
2209067010**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
2023**

THESIS ADVISOR APPROVAL

**THE ROLE OF CRITICAL LANGUAGE AWARENESS ON THE
DEVELOPMENT OF TEACHERS' MULTILINGUAL KNOWLEDGE
AND MULTILINGUALISM PEDAGOGIES**

THESIS PROPOSAL

By

ARUM KUSUMAWARDANI

NIM 2209067010

Has been recommended to be presented in the proposal seminar

Advisor	Signatures	Date
<u>Herri Mulyono, Ph.D</u>		June, 28th 2024
Siti Zulaiha, M.A. Ph.D		June, 28th 2024

Jakarta, June 28th 2024

Chair of English Education Department

Graduate School

University of Muhammadiyah Prof. DR. HAMKA

Siti Zulaiha, M.A. Ph.D

CHAPTER I

INTRODUCTION

This chapter is an introduction to the entire research work. It deals with the background of the study, the limitations of the study, the research question, and finally the significance of the study.

1.1 Background of the Study

In the late 1980s, the phrase "Critical Language Awareness" (CLA) first appeared in the field of language learning (Shapiro & Rebeca Lorimer 2023). In addition, CLA considers language as more than a communication tool and emphasizes the role of language in constructing identities, perpetuating stereotypes, and shaping social relations (C. H. Mendoza & Mendoza, 2018). As well, Critical Language Awareness (CLA) has emerged as a valuable framework that promotes a deeper understanding of language as a social and political phenomenon (Beaudrie et al., 2020). Moreover, Critical Language Awareness is a theoretical framework that recognizes language as a social practice shaped by power dynamics, social hierarchies, and cultural contexts (Zhang-wu et al., 2023). Furthermore, CLA highlights the power dynamic and social structures embedded within language use. Power dynamics in language use refers to the unequal distribution of influence, authority and control that exists among different groups or individuals based on language proficiency, socio-economic status, cultural background and other factors. Social structure, on the other hand, refers to the patterned relationships and institutions that shape society and the

interactions of individuals within it. It encourages educators to critically analyze the role of language in shaping individuals' identities, experiences, and access to resource. Critical Language Awareness is a theoretical framework that recognizes language as a social practice shaped by power dynamics, social hierarchies, and cultural contexts (Zhang-wu et al., 2023).

Engaging in CLA offers several benefits for teachers in multilingual classrooms. Firstly, it enhances teachers' understanding of the sociolinguistic diversity of their students, enabling them to value and leverage students' linguistic resources effectively. Secondly, CLA helps teachers recognize and challenge language ideologies that may perpetuate inequality or marginalize certain languages or dialects. Teachers can critically examine language practices and promote social justice and inclusivity in education. Lastly, CLA equips teachers with the tools to address language bias and discrimination issues, fostering a more supportive learning environment for all students. Therefore, CLA aspects related to the practice of multilingual in a language classroom.

Multilingualism in education refers to the presence of multiple languages in teaching and learning contexts (Haukås, 2016). Multilingual education acknowledges the linguistic and cultural diversity of students, aiming to provide equitable and inclusive learning environments. Multilingualism is increasingly prominent in today's globalized society, in the practice requires educators to possess the requisite skills and knowledge to effectively teach and support multilingual learners (Haukås, 2016).

Language classrooms worldwide are becoming more linguistically diverse due to factors such as globalization, and language revitalization efforts. However, teachers often encounter challenges in adapting their pedagogies to cater to the needs of multilingual learners.

By employing CLA-informed strategies, teachers can create opportunities for students to authentically explore and use multiple languages. Integrating CLA into teachers' pedagogical practices can support the development of multilingualism in classrooms. Integrating CLA into teachers' pedagogical practices can support the development of multilingualism in classrooms by fostering an understanding of the power dynamics and social structures embedded within language use, thereby empowering students to navigate and critically engage with diverse linguistic contexts. Multilingualism pedagogies may include code-switching or translanguaging approaches, where students are encouraged to draw upon their entire linguistic repertoire to enhance their learning. These pedagogical practices value students' languages and facilitate the transfer of knowledge and skills across languages. Accordingly, this research aims to investigate the role of CLA in the development of teachers' multilingualism and their pedagogical practices in multilingual classrooms.

1.2 Scope and Limitations of the Study

The studies conducted by various researchers shed light on the Critical Multilingual Language Awareness (CMLA) in different educational contexts and its implications for language education. De Costa & Van Gorp

(2023) shows that CMLA can move from pedagogical stance to evidence-based practices across various educational contexts worldwide. By creating opportunities for pre-service teachers to identify how language and power intersect in their respective lives and educational settings, the authors in the special issue contribute to an expanding CMLA pedagogical toolkit. Leonard (2021) tells that the writerly activity featured above suggests for writing researchers and teachers' specific activities, attachments, and attitudes that are entangled with waxing and waning critical awareness about language and literacy. In addition, Bayyurt et al., (2019) says although teachers in these contexts are aware of the significance of the inclusion of an ELF-aware perspective in ELT, they are still hesitant about its applicability in their own teaching context. This study has implications for raising English language teachers' awareness in conceptualizing how an ELF-aware pedagogical approach can be implemented in a multilingual or multicultural context.

The study by Hedman & Fisher (2022) shows that through their careful positionings and personal involvement, students were encouraged to engage in various themes on multilingualism via co-learning processes and translingual practices, beyond the mere display of accurate and efficient communication in the majority language, hence, moving towards increased student participation. Further, Manan & David (2021) tells that the language activists and critical applied linguists could play their agentive role as public intellectuals to deconstruct negative views about the role and value of the native/indigenous languages as pedagogical resources, and create ideological

and political openings for inclusive perspectives, policies and practices. This could be achieved through scholarly activism, advocacy campaigns, and public awareness programs. Last, through multimodal composition, pre-service teachers demonstrated varied levels of awareness that one's language practices determine whether they experience acceptance, belonging, and access to education; some pre-service teachers also acknowledged that teachers serve as adjudicators of language, who may reinforce or reject hegemonic language ideologies. This study reinforces the efficacy of integrating opportunities for pre-service teachers to represent their learning through multimodal composition to foster their CMLA (Deroo & Ponzio, 2023).

1.3 Research Questions

Based on the background of the problem above, this study aims to answer the following questions:

1. Is there a correlation between critical language awareness and teacher's knowledge multilingualism?
2. Is there a correlation between critical language awareness and multilingual pedagogy?
3. To what extent does critical language awareness influence the development of teachers' multilingualism?

1.4 Objectives of the Research

The purposes of this research are to investigate and answer based on the research questions, stated as follows:

1. To examine the connection between critical language awareness and teacher's multilingualism.
2. To investigate the relationship between critical language awareness and multilingual pedagogy.
3. To measure and evaluate the impact of critical language awareness on the enhancement of teachers' multilingual abilities.

1.5 The Significant of the Research

The author hopes that the results of this research can make a valuable contribution for several reasons. Firstly, this research will provide useful information to help in understanding how critical language awareness can influence teachers' multilingual abilities in teaching and interacting with students who have diverse language backgrounds. Secondly, the research will open up an understanding of how critical language awareness can influence effective multilingual teaching approaches. Lastly, this study will provide a concrete understanding of the effectiveness of training or approaches aimed at increasing teachers' critical language awareness.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related studies, the theoretical background of the theories and relevant definitions related to the study and the last is about the theoretical framework.

A. Theoretical Framework

The term “Critical Language Awareness” (CLA) was originally introduced in the late 1980s (Shapiro & Rebeca Lorimer, 2023). CLA is a theoretical framework that recognizes language as a social activity that is influenced by power dynamics, social hierarchies, and cultural context (Zhang-wu et al., 2023). It urges individuals to critically analyze the use of language, discourse, and ideology in order to challenge linguistic inequalities and advocate for social justice. Consequently, Critical Language Awareness (CLA) has emerged as a valuable framework that facilitates a deeper understanding of language as a social and political phenomenon (Beaudrie et al., 2020).

According to H. C. Mendoza (2018), Critical Language Awareness (CLA) is a concept rooted in linguistics and education that emphasizes a critical approach to language and its social implications. It involves understanding language not just as a means of communication, but also as a tool for shaping perceptions, power dynamics, and social structures. CLA encourages individuals to examine language in its various forms, including written, spoken, and visual, and to analyse how language choices reflect and

perpetuate social inequalities, stereotypes, and biases. By fostering awareness of language's role in shaping our understanding of the world and our interactions within it, CLA empowers individuals to challenge oppressive language practices and advocate for linguistic justice and equality (Beaudrie et al., 2021). This critical perspective on language encourages questioning dominant discourses and promoting linguistic diversity, inclusivity, and social change.

Multilingual knowledge refers to the understanding and appreciation of the multilingual nature of human communication and society (Haukås, 2016). It encompasses the recognition of the existence and significance of multiple languages within communities, regions, and nations around the world. Multilingual knowledge involves not only the ability to speak, understand, read, and write in multiple languages but also an awareness of the cultural, social, and cognitive benefits that come with multilingual proficiency (Zhunussova, 2021). This knowledge extends beyond mere linguistic competence to include an understanding of language policies, planning, and attitudes towards language diversity. Moreover, it involves recognizing the complexities and challenges associated with language contact, language maintenance, and language shift in diverse linguistic contexts. Embracing multilingualism knowledge fosters respect for linguistic diversity, promotes inclusive communication practices, and contributes to the development of intercultural competence and global citizenship. Ultimately,

it empowers individuals and communities to navigate and thrive in a world characterized by linguistic pluralism and multiculturalism.

Multilingualism pedagogy is an educational approach that recognizes and leverages the linguistic diversity of students within the classroom. It involves designing instructional practices and strategies that support the development of proficiency in multiple languages while acknowledging and valuing students' linguistic backgrounds and identities (Haukås, 2016). At its core, multilingualism pedagogy aims to create inclusive learning environments where all students, regardless of their linguistic backgrounds, have equitable access to education and opportunities for language learning and development. This pedagogical approach emphasizes the integration of students' home languages into the curriculum, as well as the use of translanguaging strategies that allow learners to draw on their linguistic repertoires to enhance their understanding and expression of concepts across languages. Multilingualism pedagogy also encourages the exploration of cultural perspectives and experiences associated with different languages, promoting intercultural understanding and empathy among students. By embracing multilingualism pedagogy, educators can foster linguistic diversity, promote academic achievement, and empower students to become proficient and confident communicators in multiple languages.

Critical Language Awareness (CLA) in English Language Teaching (ELT) instruction involves integrating a critical approach to language learning and teaching within the ELT curriculum. It goes beyond simply

teaching language skills and grammar rules to encompass a deeper understanding of the social, cultural, and political dimensions of language use. In CLA-informed ELT instruction, students are encouraged to critically analyze language in context, including examining how language reflects and perpetuates power dynamics, social inequalities, and cultural biases. This approach empowers learners to question dominant discourses, challenge stereotypes, and advocate for linguistic justice and equality. CLA in ELT instruction also emphasizes the importance of incorporating diverse voices and perspectives in language materials and classroom activities, thereby promoting linguistic and cultural diversity. By integrating CLA principles into ELT instruction, educators can help students develop not only linguistic proficiency but also critical thinking skills and a heightened awareness of the role of language in society. This enables learners to become more informed, engaged, and empowered communicators in an increasingly interconnected and diverse world (Tran & Batacharya, 2023).

Multilingualism and English Language Teaching (ELT) intersect in dynamic ways that reflect the global linguistic landscape. With multilingualism being a prevalent reality in many societies, ELT approaches increasingly acknowledge and incorporate learners' diverse language backgrounds into instructional practices. This integration recognizes the benefits of leveraging students' multilingual repertoires to facilitate English language learning. Multilingualism in ELT encourages educators to adopt inclusive pedagogical strategies that value and incorporate learners' home

languages, fostering a supportive learning environment where students can make connections between languages (Espino et al., 2021). Translanguaging, for example, is a pedagogical approach that encourages students to draw on their multilingual resources to scaffold English language learning. Furthermore, multilingualism in ELT broadens perspectives, promoting intercultural understanding and empathy among learners. It also recognizes the importance of promoting linguistic diversity and equity in education. By embracing multilingualism in ELT, educators can empower students to become proficient and confident communicators in English while celebrating their multilingual identities and contributing to a more inclusive and interconnected global society.

B. Review of the previous study

Study conducted by De Costa & Van Gorp (2023) shows that CMLA can move from pedagogical stance to evidence-based practices across various educational contexts worldwide. By creating opportunities for pre-service teachers to identify how language and power intersect in their respective lives and educational settings, the authors in the special issue contribute to an expanding CMLA pedagogical toolkit. In the study “The role of writing in critical language awareness” shows that the writerly activity featured above suggests for writing researchers and teachers’ specific activities, attachments, and attitudes that are entangled with waxing and waning critical awareness about language and literacy. Bayyurt et al., (2019),

in their study entitled "English teachers' awareness of English as a language of instruction in multilingual and multicultural contexts", revealed that although the teachers in this context realized the importance of the inclusion of ELF-aware perspectives in ELT, they were still hesitant about its application in their own teaching contexts. This study has implications for raising English teachers' awareness in conceptualizing how ELF-conscious pedagogical approaches can be implemented in multilingual/multicultural contexts.

The study conducted by Beaudrie et al., (2021), shows that this paper presents the design, implementation, and evaluation of a four-module curriculum designed to develop Spanish heritage learners' CLA. The modules address (1) language variation and diversity; (2) language ideologies and linguistic prejudice; (3) Spanish in the United States and bilingualism; and (4) language maintenance. Pretest and post-test results show the curriculum effectively improved students' level of CLA. Pedagogical implications and recommendations are discussed. While, the study conducted by Hedman & Fisher, (2022), shows that through their careful positionings and personal involvement, students were encouraged to engage in various themes on multilingualism via co-learning processes and translingual practices, beyond the mere display of accurate and efficient communication in the majority language, hence, moving towards increased student participation.

In their study (Manan & David, 2021), titled "Deprescriptivising Folk Theories: Critical Multilingual Language Awareness for Educators in Pakistan," the findings underscore the pivotal role of language activists and critical applied linguists as public intellectuals. Their efforts focus on dismantling negative perceptions surrounding the native/indigenous languages, positioning them as valuable pedagogical resources. Through scholarly activism, advocacy campaigns, and public awareness programs, they aim to create ideological and political spaces conducive to inclusive perspectives, policies, and practices. Similarly, in the research conducted by Deroo & Ponzio (2023), entitled "Fostering Pre-Service Teachers' Critical Multilingual Language Awareness: Use of Multimodal Compositions to Confront Hegemonic Language Ideologies," the results highlight the significance of integrating multimodal composition activities in pre-service teacher training. These activities enable future educators to recognize the influence of language practices on acceptance, belonging, and educational access. Additionally, they acknowledge the role of teachers as arbiters of language, capable of either reinforcing or challenging hegemonic language ideologies. The study reinforces the effectiveness of incorporating multimodal composition opportunities to cultivate critical multilingual language awareness among pre-service teachers.

CHAPTER III

METHODOLOGY

This chapter explains the research methodology which describes the research design, research participants, data sources, techniques for collecting data and the analysis of the data.

A. Research Design

This study uses a quantitative approach using survey research methodology, which was chosen for its ability to collect logit data that can be analyzed statistically, providing objective and measurable results. The quantitative research design required a comprehensive investigation complemented by a more detailed and focused exploration using logit data (Cohen et al., 2018). Logit, which is derived from the natural algorithm of the odds ratio Bambang Sumintono & Wahyu Widhiarso., (2013), will serve as a statistical tool to analyze the collected data. Survey research methodology allows data collection from a large sample of participants, thus providing a broad understanding of the research topic. The use of logit data increases the depth of analysis by examining the relationships between variables and predicting outcomes. Logit, as a statistical tool, offers a systematic approach to analyzing survey responses, thus allowing researchers to draw meaningful conclusions from the data collected.

B. Participant of the Research

The participants of the research on "The Role of Critical Language Awareness on the Development of Teachers' Multilingual Knowledge and

Multilingualism Pedagogies" were selected through random sampling to ensure a diverse and representative sample. Random sampling involved selecting individuals from the population of interest without any specific pattern or bias, thereby enhancing the generalizability of the findings. EFL Teachers from various educational backgrounds and linguistic contexts were included in the study, allowing for a comprehensive examination of the role of critical language awareness in shaping their multilingualism and pedagogical practices. By employing random sampling, the research aimed to capture a broad spectrum of perspectives and experiences, facilitating a more robust analysis of the complex interplay between language awareness and teaching methodologies in multilingual settings.

C. The Setting of the Research

The setting of data collection process involved a quantitative approach using a survey instrument designed in Google Form in the form of a structured questionnaire distributed through social media such as WhatsApp, Twitter, Instagram, etc. with specific participant criteria. The research instrument will adapt from Bayyurt et al., (2019) which consists of 4 constructs namely; Cultural awareness in ELT (9 statements), Language awareness in ELT (11 statements), Instructional awareness in ELT (6 statements), and Interaction of foreign speakers and native speakers (NS) (9 statements). The survey aimed to systematically collect information from a diverse group of educators working in various educational settings, including primary and secondary schools.

D. The Technique of Collecting Data

The technique of collecting data involves utilizing a 5-Likert scale ranging from strongly disagree to strongly agree to measure participants' perspectives and attitudes. This scale enables researchers to quantitatively measure the degree of agreement or disagreement regarding various aspects related to critical language awareness, teachers' multilingualism, and multilingualism pedagogies. By employing this scale, researchers can systematically gather data on participants' beliefs, perceptions, and experiences, providing valuable insights into the role of critical language awareness in shaping teachers' linguistic competencies and instructional practices within multilingual educational contexts.

E. Data Analysis

Rasch analysis using WINSTEP (version 5.0) to evaluate the quantitative data. The study includes several assessments of an item and person fit through outfit statistics, and through mean square before Z-standardised that will be performed to address outliers; dimensionality; item and person separation reliability; rating scale; item and person mapping; and item bias (Mulyono et al., 2020). The acceptable values of the outfit statistics range between 0.5 and 1.5 for MNSQ, and for ZSTD between -2.00 and 2.00. Dimensionality assessment is performed by assessing the RASCH Principle Component Analysis (PCA), and item bias was done by assessing Differential Item Functioning (DIF) with the criteria >0.5 for DIF contrast and <0.05 for probability.

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