E-ISSN: 3110-3979, Vol. 1, No. 2, December 2025, pp. 20-35
Journal of Research in English Language Teaching and Linguistics (JRELL)
https://ejournal.earlypublishing.com/index.php/JRELL
Published by Early Publishing Group

ENGLISH INSTRUCTION APPROACHES AMONG INDONESIA SECONDARY EDUCATORS IN A MULTILINGUAL CONTEXT

Zainuddin[1*] and Tomislav Babić[2]
[1]Nahdlatul Ulama Sunan Giri University, Indonesia
[2]University of Zagreb, Croatia
*Corresponding Author: zainuddin@unugiri.ac.id
DOI: https://doi.org/10.65431/jrell.v1i2.21

Abstract
This study explores English instruction approaches among Indonesian secondary school teachers within multilingual classrooms, emphasizing the significance of effective pedagogical strategies in a linguistically diverse educational context. Given Indonesia's rich tapestry of local languages alongside Bahasa Indonesia and English, understanding how teachers adapt their methods to accommodate multilingual realities is crucial for enhancing language learning outcomes. The current research primarily focuses on teacher beliefs, language policies, and macro-level educational discourses, with limited empirical investigation into the specific instructional practices employed in response to students' linguistic diversity. This highlights the need for granular, classroom-based data on pedagogical decision-making in multilingual settings. The research aims to identify prevalent English teaching methods and analyze how multilingual environments influence pedagogical choices. Employing a mixed-methods research design, the study involved 120 teachers from 24 schools, selected for their regional and institutional diversity. Data collection included structured questionnaires assessing instructional approaches, semi-structured interviews exploring teachers' perceptions and strategies, and classroom observations capturing real-time practices. Data analysis involved descriptive statistics to identify dominant approaches and thematic coding to interpret qualitative data. The findings indicate that teachers predominantly employ communicative and genre-based approaches while tailoring their methods to leverage students' linguistic backgrounds. Teachers also adapt techniques to reduce language anxiety and incorporate digital tools for greater engagement. These findings suggest that contextualized, culturally sensitive pedagogies can enhance language acquisition in multilingual classrooms. The study's implications underscore the importance of teacher training programs that address multilingual challenges and propose policy adjustments that support inclusive, context-responsive language instruction. Overall, this research contributes valuable insights for educators, policymakers, and researchers seeking to optimize English education in diverse linguistic environments.

Keywords: English instruction, secondary educators, multilingual context

INTRODUCTION

English has become an indispensable component of education in many multilingual countries around the world, and Indonesia is no exception. As one of the largest archipelagic nations with a rich tapestry of languages, Indonesia has witnessed the increasing significance of English as both a medium of global communication and a subject of formal education. English is taught across various educational levels, including primary, secondary, and higher education, where it is not only a foreign language but also a subject that can provide access to international knowledge, research, and opportunities. In Indonesian secondary schools, English instruction takes place within linguistically diverse classrooms, where students often speak a mix of local languages, regional dialects, and the national language, Bahasa Indonesia, alongside English. This multilingual landscape creates a unique environment for teaching and learning, where the teachers' approaches to language instruction are shaped by the intersection of students' diverse linguistic backgrounds, national education policies, and the global norms of English proficiency. The teaching of English in this context is not only an

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academic pursuit but a cultural and social endeavor, influencing students' identity, academic achievement, and access to global networks. As a result, understanding how English is taught in Indonesia's multilingual classrooms is crucial to enhancing both the quality and inclusivity of English language education.

The role of English instruction in Indonesia holds significant importance, especially as the country continues to face educational challenges such as disparities in access to quality teaching, regional linguistic diversity, and the pressure of aligning with global educational standards. English is regarded as the primary foreign language for international communication and is included as a compulsory subject in Indonesia's national curriculum. However, the challenge arises when students, particularly in secondary schools, encounter a variety of linguistic environments at home and in their communities. Many students come from backgrounds where their first languages are not Bahasa Indonesia or English but local vernaculars, thus further complicating the process of learning English in the classroom. Teachers, therefore, must navigate these complexities to ensure that their instruction is not only effective but also relevant to the lived experiences of their students. Understanding how educators in Indonesia choose and apply their teaching methods becomes vital for improving the quality of English language education, as it highlights the intersection of language policies, teacher pedagogies, and the multilingual realities faced by students. By examining how teachers adapt their instructional approaches to cater to diverse language backgrounds, this study seeks to shed light on how educational practices can be optimized in a multilingual context for enhanced language learning outcomes.

Recent research has started to explore the interaction between English language teaching (ELT) and multilingualism, with particular focus on how teachers adapt their pedagogical methods to accommodate diverse linguistic realities. Scholars such as Yuliantini (2021) have underscored the necessity of adapting English teaching practices in multilingual countries, calling for more locally informed and culturally sensitive approaches to language education. In their work, Arnándiz and Portolés (2021) examined how language teachers' attitudes toward the various English varieties affect the pedagogical approaches they adopt in multilingual classrooms, while Ojong and Addo (2024) highlighted the prevalence of native-speaker models in Indonesian English teaching and its disconnect with local linguistic diversity. Studies on the Indonesian context by Elismawati et al. (2021) and Fadhilawati et al. (2024) have further explored the influence of national policies and teachers' beliefs on classroom practices. These studies, while valuable, largely focus on teacher cognition, policy analysis, or macro-level educational discourse rather than an in-depth investigation into how specific instructional practices are employed in response to students' linguistic backgrounds. This emerging body of work has emphasized the need for localized teaching strategies but still leaves room for more granular research focused on the practical, everyday instructional approaches used by Indonesian educators in real classrooms.

Despite the growing body of literature on multilingualism and English teaching, there remains limited empirical research that closely examines the specific teaching methods and approaches used by Indonesian secondary educators when confronted with multilingual classrooms. While much of the research focuses on broader issues such as teacher beliefs, language policies, or sociolinguistic

ideologies, there is a lack of detailed exploration into the actual pedagogical decisions that teachers make when adapting to their students' diverse linguistic needs. Studies that address the multilingual context in Indonesian classrooms often concentrate on policy-level interventions or theoretical frameworks, leaving a gap in understanding the real-time instructional adjustments made by teachers in their classrooms. This highlights a significant opportunity for further exploration into how teachers, who work within a multilingual setting, select and implement their instructional strategies to best support their students' English language acquisition.

This study introduces a novel approach by specifically investigating the English instruction methods utilized by Indonesian secondary school teachers in multilingual classrooms. Rather than solely focusing on teacher beliefs or policy discussions, the study aims to uncover the practical instructional approaches employed by teachers and how these are influenced by the multilingual context in which they teach. The research seeks to provide a detailed account of the specific instructional practices that are most commonly used in Indonesian secondary schools and how teachers tailor these methods to suit the linguistic diversity of their students. By focusing on both the teachers' choices of instructional approaches and the broader linguistic environment of their classrooms, this study aims to provide new insights into how English teaching in Indonesia is evolving in response to multilingual challenges. The objectives of the study include identifying the most prevalent English teaching approaches among Indonesian secondary educators and analyzing how these methods are influenced by the multilingual context of their classrooms.

The findings from this study are expected to offer valuable insights into how secondary school English teachers in Indonesia navigate the complexities of multilingualism within their teaching practices. By understanding how teachers in different regions and contexts adjust their approaches to accommodate the diverse language backgrounds of their students, this research can inform future educational practices. The insights derived from this study can help shape teacher training programs, curriculum development, and educational policies that prioritize multilingualism in language instruction, thus improving English education in Indonesia and other similarly diverse contexts. The study also offers practical implications for educators, providing them with a deeper understanding of how to effectively incorporate students' linguistic backgrounds into their instructional approaches, enhancing both student engagement and language acquisition outcomes. Thus, the proposed research questions are as follows:

1. What English instruction approaches are commonly used by Indonesian secondary educators?
2. How does the multilingual context influence their choice of instructional approaches?

LITERATURE REVIEW

English Teaching Approaches in Indonesian Schools

In Indonesia, English is regarded as a foreign language, pivotal in the educational structure, particularly across levels from elementary to tertiary education. The necessity of English education is such that it is included in the national curriculum to foster communicative competence among students (Wicaksono, 2023). This reflects the government's recognition of English as a

significant means of global communication and professional success, as articulated in various policy documents and educational reforms that underline the need for Indonesian students to be proficient in English to engage effectively in the international arena (Azmy, 2020).

The teaching approaches to English in Indonesia can be traced back to various pedagogical methods, each addressing distinct aspects of language acquisition. One predominant approach is the integration of communicative language teaching (CLT), which emphasizes interaction as the primary means of language learning, aiming to develop speaking and listening skills within real-life contexts (Losi & Nasution, 2022). This is particularly relevant in Indonesian classrooms, where a practical understanding and application of English are becoming increasingly crucial due to globalization's influence (Firmansyah et al., 2023). Additionally, the genre-based approach has gained traction as a means to enhance writing instruction among students, particularly in understanding and producing different text types effectively (Wicaksono et al., 2022). Research has indicated that implementing such structured approaches can significantly increase students' engagement and mastery of the English language (Utami et al., 2023).

A critical challenge in the Indonesian context is the pervasive anxiety that students experience when learning English, particularly in speaking scenarios. According to research, anxiety can hinder students' willingness to participate in speaking activities (Budayanti et al., 2023). Consequently, English educators have explored various strategies to mitigate speaking anxiety, including the use of collaborative learning techniques, such as the Think-Pair-Share strategy. This approach encourages students to engage in dialogues in a supportive environment, which has demonstrated improvements in speaking confidence and ability (Elismawati et al., 2021; The integration of digital tools, such as Quizizz and Powtoon, further facilitates a more interactive and engaging classroom environment, enabling students to practice their English skills in a more relaxed setting, which can significantly lower anxiety levels (Yuliantini, 2021).

Moreover, the curriculum's flexibility in accommodating different teaching methodologies has been highlighted as essential for improving language skills. For instance, genre-based and process-oriented approaches have been found to enhance writing abilities significantly (Utami et al., 2023). This focus on writing aligns with the overarching goal of improving all four fundamental language skills: listening, speaking, reading, and writing, as mandated by Indonesia's English language curriculum (Fadhilawati et al., 2024). Furthermore, incorporating technology into English language education not only aids in language acquisition but also prepares students for modern challenges in a digital world (Maskana et al., 2022).

In addressing vocabulary acquisition, studies have shown that vocabulary mastery is crucial for successful language learning. A direct correlation exists between vocabulary complexity and students' speaking abilities, suggesting that a well-rounded vocabulary significantly enhances overall communication skills (Sukendra, 2023). Educators in Indonesia have implemented various methods, including the use of flashcard media and game-like activities, to promote vocabulary retention and usage in speaking exercises (Romadhon et al., 2021; Zakaria et al., 2022). Such engaging methods are crucial in combating the common perceptions that English subjects are overly difficult and unattainable, which often discourage learners (Panjaitan & Hasibuan, 2022).

Furthermore, the role of teachers in implementing these educational strategies cannot be overlooked. Teachers are not only facilitators in the process but also serve as role models in demonstrating effective language usage and cultural exchange. As evidenced by studies on metacognitive strategies, teachers' attitudes and proficiency directly influence students' success in mastering English (Alber & Safriyanti, 2021). Continuous professional development for teachers is, therefore, essential to ensure they are equipped with current pedagogical strategies and tools to facilitate effective language instruction (Atmowardoyo & Sakkir, 2023).

Moreover, while educational institutions have made strides in English instruction, disparities in access and teacher competency remain prevalent, particularly in rural areas. Continuous research and policy adjustments are necessary to bridge these gaps (Zein et al., 2020). Government support for English education also plays a substantial role; initiatives ranging from curriculum enhancements to funding for teacher training are crucial for advancing English language proficiency at all educational levels (Azmy, 2020).

The increasing recognition of English's importance presents a dual challenge for educators: to equip students with the necessary language skills while promoting cultural respect and local values. There is a growing need for curricula that reflect both global and local contexts, allowing students to acquire English skills without losing their cultural identities (Lestari & Emilia, 2023). The integration of Islamic values in some educational settings further complicates this aspect, as institutions strive to maintain cultural integrity while promoting English proficiency (Naralita & Azis, 2020).

While significant progress has been made regarding English teaching methodologies in Indonesia, the journey toward achieving a high level of English language proficiency among students remains ongoing. The variety of strategies employed—ranging from cooperative learning approaches, technology integration, to genre-based writing methods—illustrates the multifaceted nature of language teaching (Elismawati et al., 2021; Fadhilawati et al., 2024). Thus, the Indonesian educational landscape reflects both the challenges and the proactive measures being taken to enhance the effectiveness of English language education.

English instruction in Indonesia is characterized by a blend of traditional and innovative teaching methodologies that cater to the distinct learning needs of students. The focus on student engagement through practical application, coupled with the integration of technology, presents promising avenues for improving English language proficiency among Indonesian learners. Concurrently, the recognition of students' emotional and psychological needs highlights the importance of creating a supportive learning environment that fosters confidence and reduces anxiety. As the demand for English proficiency continues to rise, ongoing research and curriculum development initiatives will be vital to sustaining and enhancing English education in Indonesia.

Multilingual Impact on Instructional Choices

The increasing recognition of the benefits of multilingualism in educational settings necessitates a critical examination of instructional choices that educators make to support multilingual learners. Research has indicated that leveraging students' entire linguistic repertoire enhances their learning experiences, ultimately fostering better academic outcomes.

Multilingual education has been linked to cognitive and academic advantages. For instance, the systematic use of students' native languages alongside the target language—referred to as translanguaging—can facilitate a more meaningful understanding of content, especially in contexts where students' proficiency in the language of instruction is still developing (Parra & Proctor, 2022; Pun & Tai, 2021). In environments where students are encouraged to utilize their diverse linguistic resources, studies show improved comprehension and retention of material compared to those facing an English-only instructional model (Relyea & Hwang, 2025; Morita-Mullaney et al., 2020).

The integration of a multilingual approach in pedagogical practices helps create inclusive classrooms. This is particularly relevant for immigrant and minority students who face unique linguistic challenges (Becker & Oliveira, 2024; Daelman et al., 2023). Teachers' beliefs about multilingualism significantly shape these practices; positive attitudes towards linguistic diversity among educators correlate with better incorporation of different languages into instructional strategies (Denopol & Omaña, 2024; (Uribe-Zarain et al., 2024). Protective behaviors against perceived risks associated with multilingual instruction often hinder the recognition of its benefits, indicating a pressing need for professional development that equips teachers to utilize multilingual approaches effectively (Uribe-Zarain et al., 2024).

Moreover, research highlights the importance of mother-tongue instruction, particularly in the early years of education. Mother-tongue education not only supports language preservation but also enhances cognitive development among young learners (Solak et al., 2024). However, the transition from mother-tongue to additional language learning should be handled sensitively to ensure it promotes rather than hinders overall language proficiency (Ojong & Addo, 2024; Arnándiz & Portolés, 2021). Educators should be aware that students who struggle with the instructional language can benefit from supportive pedagogical practices that validate their linguistic backgrounds, allowing for more equitable access to the curriculum (Zakaria, 2023).

The efficacy of multilingual pedagogies is underscored by their ability to foster a sense of belonging and cultural identity among students. Multilingual tasks, which allow the use of heritage languages, contribute positively to students' emotional and social development (Gorp & Verheyen, 2024). Furthermore, classroom environments that embrace multilingualism often encourage greater engagement and motivation among students, translating into improved academic performance (Morita-Mullaney et al., 2020; Rajendram et al., 2022).

The impact of multilingualism on instructional choices in educational contexts is profound. By recognizing and integrating multilingual practices, educators can support diverse linguistic backgrounds effectively. Continuous professional development for educators, focused on the cognitive, emotional, and pedagogical benefits of multilingualism, is imperative to nurture future multilingual learners successfully.

METHOD

Research Design

This study adopted a qualitative-dominant mixed-methods design to address the two research questions. The approach combined quantitative data from structured surveys with qualitative insights obtained through interviews and

classroom observations. This design allowed for both breadth and depth: it captured widespread trends in instructional practices while also exploring the nuanced ways in which multilingual contexts shape pedagogical decisions. The qualitative dimension served as the primary focus of the study, enabling a detailed exploration of teachers' beliefs, strategies, and contextual influences.

Participants

A total of 120 English language teachers from Indonesian secondary schools participated in this study. These participants were purposefully selected from 24 schools across three linguistically diverse provinces: West Java, Central Java, and East Kalimantan. The sampling strategy aimed to reflect variation in regional language backgrounds, school types (public and private), and teacher experience. All participants had at least three years of teaching experience and were currently involved in English instruction at either the junior or senior secondary level. Their participation in both the quantitative and qualitative phases of the study was based on informed consent and voluntary engagement.

Instruments

Three key instruments were employed in this study to ensure alignment with the research questions. The first instrument was a structured questionnaire consisting of 30 items, designed to identify the instructional approaches most frequently used by teachers. The items reflected widely recognized ELT methodologies, such as Communicative Language Teaching (CLT), Grammar-Translation Method (GTM), Task-Based Learning (TBL), and the Audio-Lingual Method (ALM). Participants responded using a Likert scale to indicate the frequency with which they used each approach.

The second instrument was a semi-structured interview guide, which enabled in-depth exploration of how multilingual classroom environments influenced teachers' methodological choices. The interview questions encouraged participants to reflect on their instructional decisions, use of students' first languages, and perceptions of language diversity as a pedagogical resource or challenge.

The third instrument was a classroom observation checklist, developed to capture real-time teaching practices. This checklist focused on instructional strategies, classroom interaction patterns, and the presence of multilingual features such as code-switching or translation. It was used during direct observations of selected participants' teaching sessions.

Data Collection

Data collection occurred over a period of three months. All 120 participants completed the structured questionnaire, which was distributed electronically. This allowed for broad participation across geographically dispersed schools. From the initial group, 24 teachers (one from each participating school) were selected for the qualitative phase based on their survey responses and availability. These teachers participated in semi-structured interviews and classroom observations. The interviews were conducted either face-to-face or via video conferencing and were recorded with the participants' consent. Classroom observations were conducted during regular English lessons and lasted approximately one hour per session. The

observations were non-intrusive and followed the predefined checklist to ensure consistency in data recording.

Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics, including frequencies and percentages, to determine the prevalence of specific instructional approaches among the teachers. These results provided a foundational understanding of common ELT practices in Indonesian secondary schools. Qualitative data from interviews and observations were analyzed using thematic analysis. An inductive coding process was employed to identify recurring patterns and themes related to multilingual influences on instructional choices. Codes such as "use of L1 for scaffolding," "translation to support comprehension," and "contextual adaptation of teaching strategies" emerged during analysis. NVivo software was used to facilitate coding, data management, and theme development. Data triangulation across the three instruments ensured the credibility and trustworthiness of the findings. Through this integrated methodological approach, the study was able to provide a robust account of the instructional approaches commonly used by Indonesian secondary school educators and illuminate the complex ways in which multilingualism shapes their teaching practices.

FINDINGS

Table 1 presents the frequency and percentage distribution of different instructional approaches used by secondary school teachers in Indonesia. The most commonly used approach is Communicative Language Teaching (CLT), followed by Grammar-Translation Method (GTM). Task-Based Learning (TBL) and Audio-Lingual Method (ALM) are used less frequently, while a smaller number of teachers reported using eclectic or other methods, combining different approaches in their teaching.

Table 1. Frequency of instructional approaches used by teachers

Instructional Approach	Frequency (n=120)	Percentage (%)
Communicative Language Teaching (CLT)	58	48,3
Grammar-Translation Method (GTM)	34	28,3
Task-Based Learning (TBL)	16	13,3
Audio-Lingual Method (ALM)	8	6,7
Eclectic/Other Methods	4	3,4

The data show that nearly half of the teachers (48.3%) prefer Communicative Language Teaching (CLT), reflecting a strong emphasis on communication and real-life language use in their classrooms. This indicates a clear alignment with global trends in English Language Teaching (ELT), where methods focusing on interaction and fluency are increasingly popular. CLT is favored because it promotes student engagement and prepares learners for practical use of language in diverse settings. It is noteworthy that a substantial portion of teachers still rely on Grammar-Translation Method (GTM), with 28.3% of teachers indicating its use. This suggests that despite the global shift toward communicative approaches, traditional, grammar-focused teaching methods remain prevalent in Indonesian secondary schools. This could be due to the emphasis on formal exams and standardized testing, where grammar accuracy is prioritized.

The use of Task-Based Learning (TBL) by only 13.3% of teachers and Audio-Lingual Method (ALM) by 6.7% indicates that while these approaches are recognized in contemporary ELT theory for their focus on active learning and language use, they are not as widely implemented in practice. TBL, which encourages learners to complete tasks that require language use in context, and ALM, which relies on repetition and drills, may be seen as more challenging to implement in the traditional classroom structure. Additionally, the minimal use of Eclectic or other methods (3.4%) suggests that many teachers may prefer to stick to established methods rather than experiment with a combination of various teaching techniques. This indicates a potential gap between theoretical knowledge of diverse methods and their practical application in the classroom.

Table 2 presents the regional distribution of preferred teaching methods across three regions in Indonesia: West Java, Central Java, and East Kalimantan. In West Java, the most common approach is Communicative Language Teaching (CLT), followed by Grammar-Translation Method (GTM). In Central Java, GTM is the most popular, with CLT being the second most common. In East Kalimantan, CLT is also the most frequently used method, followed by Task-Based Learning (TBL). Other methods, such as ALM and Eclectic approaches, are also noted in each region, but they are less commonly used.

Table 2. Regional distribution of preferred teaching methods

Region	Most Common Approach	Second Most Common	Other Noted Methods
West Java	CLT (60%)	GTM (25%)	ALM, TBL
Central Java	GTM (40%)	CLT (35%)	TBL, Eclectic
East Kalimantan	CLT (50%)	TBL (30%)	GTM, ALM

In West Java, CLT is the most commonly used approach, with 60% of teachers favoring it. This indicates a strong preference for communicative and interactive teaching methods in this region, which may be reflective of a progressive educational culture that emphasizes fluency and real-world language use. However, Grammar-Translation Method (GTM) remains a significant teaching method, used by 25% of teachers, which suggests that some teachers still rely on traditional methods, possibly due to the need to prepare students for exams. Additionally, ALM and TBL are also noted, though in lesser frequencies, indicating that teachers may occasionally integrate other methods into their practices, but these are not as central to their approach.

In Central Java, GTM is the most common approach, used by 40% of teachers, suggesting a more traditional orientation towards language teaching. This could be influenced by exam-oriented teaching environments or a more conservative educational setting. CLT follows as the second most common approach (35%), indicating a shift towards more interactive and communicative methods, though it is not as dominant as in other regions. The use of TBL and Eclectic methods highlights that some teachers are open to incorporating more innovative approaches into their teaching, but these remain secondary to the traditional focus on grammar. In East Kalimantan, CLT (50%) and TBL (30%) are the dominant methods, with GTM and ALM being used to a lesser extent. The preference for TBL alongside CLT suggests that teachers in East Kalimantan are

more inclined to engage students through task-based, experiential learning, reflecting a more dynamic approach to language teaching compared to the more grammar-focused approaches observed in other regions.

The figure 1 illustrates the frequency of different linguistic support strategies used by teachers across multilingual classrooms. It highlights five thematic categories that reflect how teachers integrate students' first languages and multilingual approaches in their teaching practices. Among these categories, code-switching for explanation stands out as the most frequently applied strategy, suggesting its importance in facilitating student understanding. The use of students' first language (L1) for scaffolding also appears as a prominent approach, reinforcing its value in building foundational knowledge. Other strategies such as contextual adaptation of tasks and the use of multilingual classroom examples are moderately employed, while translation for comprehension, although still present, is used less frequently compared to the other categories. This variation in usage reflects differing pedagogical preferences and the situational relevance of each strategy.

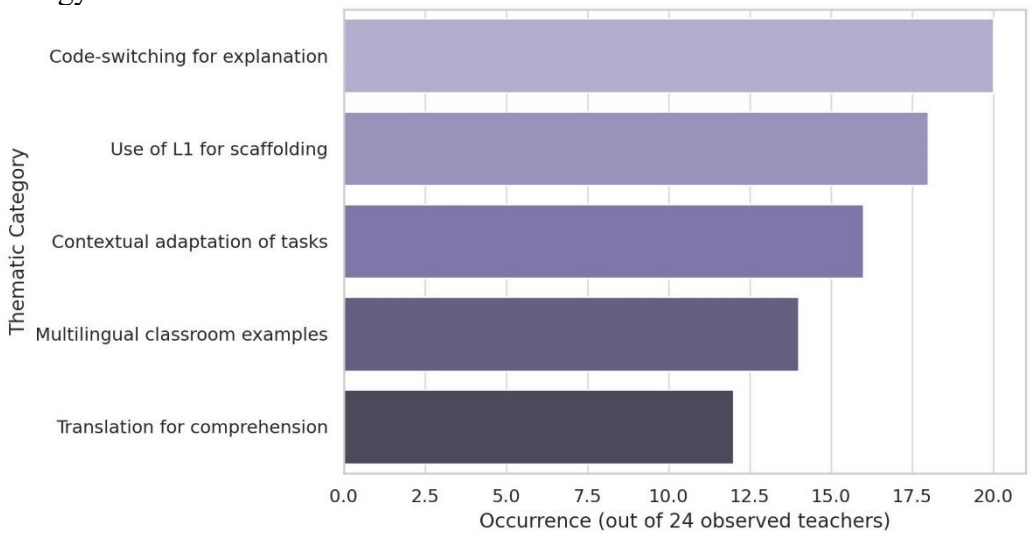


Figure 1. Themes reflecting multilingual influence on instruction

The figure reveals that code-switching for explanation was observed in 20 out of 24 teachers, making it the most commonly employed strategy. This high frequency underscores the importance teachers place on strategically alternating between languages, especially between English and the students' native language, to ensure clarity of instruction. Code-switching often serves to bridge linguistic gaps, clarify complex concepts, and provide comfort and familiarity to students who may struggle with English as a second or foreign language. Following closely, the use of L1 for scaffolding was noted in 18 teachers, indicating that educators often rely on students' native languages not just for translation, but as a means of building upon prior knowledge. Scaffolding through L1 allows students to better connect new information with what they already know, thus enhancing learning retention and cognitive processing. Additionally, 16 teachers were observed using contextual adaptation of tasks. This strategy involves modifying teaching materials and examples to better align with the students' cultural and linguistic realities. Such contextualization makes learning more relatable and meaningful, helping students

engage more deeply with the content while still developing their English proficiency.

Multilingual classroom examples, reported in 14 of the observed teachers, reflect an approach where teachers intentionally draw on multiple languages to create inclusive and representative classroom discourse. This strategy not only acknowledges the linguistic diversity present in the classroom but also leverages it as a resource to enrich discussions and broaden students' understanding of content. It can involve comparing vocabulary across languages, illustrating grammar patterns using different linguistic systems, or encouraging students to share their insights in various languages. Although slightly less common, translation for comprehension was employed by 12 teachers, making it the least used among the five strategies. This may indicate that while direct translation remains a supportive tool, it is perhaps seen as a more limited approach that does not engage students as actively as code-switching or scaffolding might. Translation is often used for clarification but may not foster critical thinking or deeper language use. The overall distribution of these strategies suggests that while teachers value various multilingual methods, there is a clear preference for interactive and integrative practices that promote student engagement and cognitive development, rather than relying solely on direct linguistic conversion.

DISCUSSION

The findings of this study reveal that Communicative Language Teaching (CLT) remains the most dominant approach employed by secondary school teachers in Indonesia, with a strong emphasis on facilitating real-life communication and practical language use in the classroom. This observation aligns closely with the assertions of Wicaksono (2023), who emphasizes the Indonesian government's long-standing goal of cultivating communicative competence among students. Moreover, Losi and Nasution (2022) explicitly confirm that CLT has become one of the most prevalent methodologies in Indonesian classrooms, particularly because it prioritizes interaction and student engagement over rote memorization. The broader influence of globalization, as discussed by Firmansyah et al. (2023), further strengthens the relevance of CLT, as learners are increasingly expected to navigate globalized communication contexts. In this regard, CLT represents not only a pedagogical preference but also a strategic response to contemporary communication needs. The report’s finding also complements Maskana et al. (2022), who underline the importance of preparing students for real-world English use by integrating modern tools and methods. However, despite the widespread advocacy for CLT, its implementation may not be uniform across regions, especially given the continued reliance on more traditional methods, as explored below.

In conjunction with CLT, the Grammar-Translation Method (GTM) remains a prominent approach, highlighting the persistent role of traditional pedagogy in Indonesian English instruction. This dual preference illustrates the coexistence of innovation and convention within the educational system. GTM’s continued use resonates with the findings of Zein et al. (2020), who note that disparities in teacher training and access to modern resources, particularly in rural or underfunded schools, often compel educators to rely on more familiar, textbook-based methods. While GTM may be criticized for its focus on reading and writing over speaking

and listening, its durability can be attributed to systemic inertia and the examination-driven culture in Indonesian education. Additionally, the grammar-heavy method might offer a sense of structure for both teachers and learners, particularly where professional development opportunities are limited (Atmowardoyo & Sakkir, 2023). Fadhilawati et al. (2024) also affirm that the Indonesian curriculum values grammatical accuracy as part of its goal to improve all four skills, which may explain why GTM remains widely used. This coexistence of CLT and GTM points to a pragmatic balancing act: educators are trying to foster communicative competence while still meeting formal academic and testing standards that privilege grammar and translation skills.

Though recognized in theory, more modern interactive methods such as Task-Based Language Teaching (TBLT) and the Audio-Lingual Method (ALM) are notably less prevalent in actual classroom practice. Their limited application reflects a gap between awareness and execution. The literature suggests several reasons for this. First, although Task-Based Learning is known for promoting learner autonomy and authentic language use, its implementation requires extensive teacher training and classroom management skills (Elismawati et al., 2021). Teachers who are unfamiliar with structuring activities around tasks may find TBLT difficult to manage, especially with large class sizes and limited time. Additionally, the Audio-Lingual Method, which focuses heavily on repetition and drilling, might be seen as outdated or less appealing in contrast to more communicative approaches, although it can still play a role in developing pronunciation and fluency. Despite being overshadowed by CLT, these methods are supported in certain contexts. For example, Romadhon et al. (2021) and Zakaria et al. (2022) highlight that game-based vocabulary activities and flashcards—often aligned with ALM principles—can be effective in enhancing speaking skills and vocabulary acquisition, particularly for younger or beginner learners. Hence, the underuse of TBLT and ALM does not stem from their ineffectiveness but rather from logistical, training, and systemic constraints that limit their practical application.

The findings also point to a hybrid approach in Indonesian secondary schools—teachers blend traditional and modern methods based on context, content, and student needs. This eclectic practice is echoed in multiple studies. Utami et al. (2023) and Wicaksono et al. (2022) discuss how genre-based and process-oriented writing approaches are gaining popularity, especially for improving students' writing competence. These methods can complement CLT by strengthening productive skills while also offering structured frameworks that appeal to teachers accustomed to GTM. Similarly, technology integration is growing, as Yuliantini (2021) notes, with digital tools such as Quizizz and Powtoon enabling more interactive learning. These tools align well with CLT and TBLT but are only gradually becoming widespread, suggesting that technology-enhanced pedagogy is still evolving across schools. Moreover, Elismawati et al. (2021) and Budayanti et al. (2023) emphasize that anxiety, particularly in speaking, can hinder active participation in communicative tasks. As a response, many teachers adopt a mixed approach, incorporating collaborative and supportive techniques like Think-Pair-Share to reduce stress while maintaining communicative objectives. This explains the practical rationale behind teachers' method choices: a mix of pedagogies allows them to balance language goals with emotional and contextual realities.

Another notable dimension that shapes instructional choices is the impact of multilingualism. Although this was not a direct focus of the findings, the literature clearly suggests that acknowledging students' multilingual backgrounds influences the efficacy of English language instruction. Parra and Proctor (2022) and Pun and Tai (2021) advocate for translanguaging practices that allow students to leverage their native languages when acquiring English. However, the dominance of monolingual (English-only) instruction in many Indonesian classrooms may limit the use of such inclusive strategies. The relatively low adoption of TBLT, which naturally supports multilingual and contextualized learning, could be partly due to a lack of familiarity with these multilingual pedagogies. Morita-Mullaney et al. (2020) and Gorp & Verheyen (2024) argue that classrooms that validate students' linguistic identities lead to greater engagement and retention. Thus, greater professional development focused on multilingual teaching practices—such as the use of heritage languages and culturally responsive pedagogy—could enrich current teaching approaches and bridge the gap between theory and practice. Denopol & Omaña (2024) and Uribe-Zarain et al. (2024) emphasize the importance of teacher attitudes toward multilingualism, suggesting that more widespread training could shift beliefs and enhance pedagogical diversity.

Finally, the central role of teachers as decision-makers and cultural mediators in English instruction cannot be overstated. Teachers' beliefs, training, and resources profoundly affect the methods they choose. Studies by Alber & Safriyanti (2021) and Atmowardoyo & Sakkir (2023) underscore how teachers' metacognitive awareness and access to ongoing professional development determine their ability to implement innovative approaches effectively. In many Indonesian schools, particularly in underserved areas, the lack of structured support for teacher development results in reliance on traditional strategies, even when teachers are aware of more modern alternatives. Moreover, Azmy (2020) and Zein et al. (2020) stress the need for systemic support, including policy reforms and investment in teacher training, to enable widespread adoption of communicative and task-based pedagogies. Additionally, the tension between adopting global English standards and preserving local values, as described by Lestari & Emilia (2023) and Naralita & Azis (2020), also affects instructional choices. Teachers must navigate these competing demands, often modifying their methods to align with both cultural expectations and global language goals. This complexity underpins the continued diversity in teaching practices observed in Indonesian secondary schools.

CONCLUSION

Indonesian secondary educators primarily utilize Communicative Language Teaching (CLT) as their main instructional approach, followed by the Grammar-Translation Method (GTM), while Task-Based Learning (TBL) and the Audio-Lingual Method (ALM) are used less frequently. The multilingual context plays a crucial role in shaping these approaches, as teachers often employ strategies such as code-switching, scaffolding with students' first languages (L1), and contextual adaptation of tasks. This integration of multilingual methodologies facilitates clarity and engagement, allows educators to build on prior knowledge, and makes learning more relevant, effectively addressing the diverse linguistic needs of students in the classroom. The implications suggest a need for professional

development focused on multilingual pedagogies to enhance teachers' abilities to implement such strategies effectively and to potentially shift the educational culture towards a more inclusive and communicative approach that embraces students' linguistic diversity.

The limitations of this study include reliance on self-reported data from teachers, which may introduce bias regarding classroom practices, and a sample size that, while reflective of various schools across different regions in Indonesia, may not fully capture nuances such as student demographics or institutional support for multilingual education. Additionally, the study's focus on observed practices does not consider external factors like curriculum constraints or assessment pressures that could impact instructional choices. Future research should address these limitations by incorporating a more diverse and larger sample of educators to gain a comprehensive understanding of multilingual instructional practices. Longitudinal studies could assess the long-term effects of specific teaching strategies on student outcomes while examining how contextual factors like school policies and community attitudes influence classroom practices. Furthermore, exploring teachers' professional development needs in relation to multilingual education would provide valuable insights for creating effective training programs, enabling educators to cultivate inclusive and engaging learning environments.

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