MULTILINGUALISM-BASED ENGLISH LEARNING MODEL FOR HIGH SCHOOL STUDENTS IN DIY

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ABSTRACT

In the 21st century, the academic culture of learning English envisions students as agents of change who are expected to possess a broader vision, proficiency in oral and written communication, and the ability to navigate a multicultural environment. Traditionally, teachers focus on the national language as the mother tongue and English as the target language, limiting instruction and material delivery to these two languages. However, given the current multicultural context, integrating regional languages into English instruction could enhance students' learning experience. Teaching English alongside regional/local languages and Indonesian does not compromise its effectiveness as the primary learning objective. Instead, it is believed to support students' progress in foreign language acquisition. This study aims to develop a multilingual-based English learning model for high school students. The adoption of multilingualism in schools responds to the demands of globalization, migration, and the need for cross-cultural communication skills. The goal is to create a model that assists teachers in designing educational activities, ultimately benefiting students in their English learning journey. This research employs the ADDIE procedure for model development and targets TKT 6 proficiency. Data collection involves semi-structured interviews with 10 high school teachers in DIY and questionnaires distributed to 64 high school teachers and 1215 high school students in DIY. The first year's research outcome is a prototype of the English learning model named LISTENER. The findings will be published in Scopus-indexed journals and disseminated through print and online media.

Kata Kunci: *English language learning, model development, multilingualism*