



Multilingual Education From Students: Case Study in Israel and Moldova

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ABSTRACT

Purpose of the study: This study sets out on an innovative exploration to understand the nuanced learning needs of students, particularly focusing on the often-neglected areas of non-formal and multilingual education.

Methodology: Utilizing a robust quantitative survey methodology, this research draws insights from a carefully designed questionnaire comprising 20 rigorously validated statements, achieving a commendable Cronbach's alpha reliability coefficient of 0.82. The study centers on a diverse group of 200 secondary school students from the culturally diverse landscapes of Israel and Moldova.

Main Findings: The study investigates the external influences of national and institutional education policies, as well as transformative educational reform initiatives. Internally, it explores personal aspirations such as the desire for knowledge enhancement, professional retraining, and pursuit of individual interests and leisure activities. Furthermore, the research delves into the complex role of foreign languages in the educational framework, highlighting significant gaps in teacher proficiency, pedagogical methodologies, contemporary learning resources, and assessment practices.

Novelty/Originality of this study: The uniqueness of this study lies in its recognition of the multifaceted benefits of multilingual education, which goes beyond cognitive development to foster emotional and social enrichment. Central to this discussion is the concept of interlanguage transfer, a phenomenon that captures the dynamic interaction between the languages of bilingual or multilingual individuals, significantly influencing their linguistic abilities. This study not only emphasizes the importance of multilingualism in educational settings but also highlights its potential to enhance the educational experience for students, educators, and society as a whole.

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1. INTRODUCTION

Multilingual education is defined as the teaching of several languages, including the students' mother tongues, global languages, community languages, and heritage languages, where each language is taught at different levels according to the needs in different contexts [1]-[3]. This definition of multilingual education resonates with parallel definitions by other researchers in the field of sociolinguistics, who emphasize the need for students to learn more than one language to move between different languages through linguistic mixing to promote the understanding of students from marginalized groups in the content area through the use of their first language or languages in the classroom, and to enrich the linguistic repertoire and linguistic awareness of all students by building links between similar patterns in different languages [4]-[8]. This type of policy is not

limited to certain classes and subjects but is relevant to all subjects, home the whole book, and even for communities and contexts outside of schools. The main aspect of a multilingual policy is to increase the range of languages taught, to deepen and improve the teaching methods of foreign languages, and to give a central place to heritage languages. The definition refers to indigenous languages, minority languages, and home languages whose descendants now partially control the language [9]-[13].

Tucker claims that multilingualism is the norm in most countries of the world and is not an exceptional situation. From this, it follows that a respectable number of citizens worldwide speak two or more languages in everyday life [14]. For example, many African students speak their mother tongue at home, another language in the conduct of the community, and another language as the language of instruction at school. In some cases, the language of instruction in the school is a "legacy" from the days of colonialism. English is often added to this system, and its position as a global language gives it a place of honor in linguistic education worldwide. Bukamba holds that a policy encouraging multilingualism is the basis for educational and economic development. Although under very different circumstances, we are witnessing a similar situation in some European countries, where tri/multilingualism prevails, and students in many countries learn two or three foreign languages. The European Union Education Council has proposed a policy of teaching two foreign languages in addition to the mother tongue to ensure multi-linguistic diversity in Europe. In light of the proposal, in 2008, the European Commission drew up a plan called "Strategy for Multilingualism". Among the documents it published is a document declaring the advantages of multilingualism in education. Among the goals of the multilingual policy were To encourage the learning of Shafo and to encourage linguistic diversity in society - to encourage a healthy multilingual economy-and to provide legislation that will assist European citizens in dealing with government ministries and information in their mother tongue. The committee's long-term goal is to increase the multilingualism of the residents until every citizen has mastered practical skills in at least two languages besides the mother tongue. The development of the concept of fact, until the culmination of phenomena such as the invention of printing, the growth of the nation-state, and the development of modern linguistics, the use and mixing of different language codes and dialects were less controlled and manipulated, so that the codes themselves were less defined, if at all. In other words, the use of Language throughout history is considered by many sociolinguists to be multilingual-that is, one that includes several mixed languages, either at the level of the individual moving between different codes and dialects in the discourse or at the level of the society in which the groups that speak different and mixed languages exist [15]. Therefore, multilingualism at these two levels became unacceptable over time in most regions of the world, for example, in the West.

This fact is rooted in the standardization process that certain languages went through to represent the nation-states. At the basis of this perception of languages as necessarily separate are monotheistic ideologies of Linguistics, which became a tool in the hands of nation-states to separate and marginalize many groups of minorities, immigrants, and natives. Thus, nation states began to introduce a rigid linguistic policy that uses language as a symbol of national identity - 'one language, one country'. As a result of this use of language as a symbol of national identity, a monolingual educational approach helped to fix and maintain a hierarchy between different languages, a largely artificial hierarchy. Moreover, the ideological preference for monolingualism has become the norm, which is justified through far-reaching and scientifically unfounded assumptions regarding the superiority of monolingualism over multilingualism [16]-[20]. Emerging changes in ideology, alongside growing processes of globalization versus expressions of resistance by groups of immigrants and natives, have recently led certain researchers in the field of sociolinguistics to encourage a multilingual educational policy, which recognizes the linguistic diversity of the speakers, permits the integration of this diversity in the curriculum and encourages learners to cultivate Multilingualism. This turn in linguistic education in the last decade, known by several researchers as the multilingual turn, is also receiving increasing support from the research findings, which point to the advantages of bilingualism in cognitive and social dimensions and the encouragement of social tolerance in cultural and emotional dimensions. Due to the intensifying processes of globalization, transnationalism, and technological developments, awareness of the need to learn different world languages is rising, which may promote economic and professional leadership in the students' future. Multilingual knowledge is an essential component in the ability to take part in new and unique emerging markets in various international contexts and, as such, has the potential to advance society economically [21]-[24]. There are many deficiencies when it comes to the training of teachers to teach foreign languages and teaching methods of the languages. These study materials are updated and compatible with the context of language learning and assessment methods. However, out of all the students in the education system today, there is a high proportion of immigrant students and children of immigrants, for whom different languages are part of their heritage - even if they do not master the languages of Burin. Indeed, there is enormous variation among students learning heritage languages regarding language control, familiarity, literacy, etc. Thus, when we come to promote a new multilingual policy, it is of great importance to have a deeper understanding of the current situation regarding most of the languages currently taught in the education system, the characterization of the needs of the various languages, and the mapping of the main challenges facing language teachers.

The changing perception of language, together with the increase in the prevalence of multilingualism and the discourse regarding linguistic rights, has begun in recent decades, and a turning point has also occurred in the perception of the nature of human language. The preference for monolingualism, which dominated most of the academic world, preserved the idea of language as a fixed set of words and structures with clearly defined boundaries and saw the typical multilingual speaker as seemingly composed of several monolingual speakers [25]-[28]. This view has been challenged in Successful through studies, which have shown that language is a phenomenon that is closely related to social constructions. Languages in their linguistic resources in special and diverse ways. The concept in the middle of the 20th century - following the activity of groups promoting human rights in democratic societies and various anti-colonialist movements, certain socio-linguists began to emphasize the importance of encouraging the use of additional languages, especially among speakers whose home languages differ from the national language. According to these researchers, encouraging the use of additional languages responds to the right of these speakers to preserve their home languages and use them as they wish [15]. These ideologies recognize the legitimacy of marginal languages as a central part of linguistic education. Alongside this emergent change in ideology, the increasing processes of globalization, transnationalism, and mass migration have made multilingual practices more common in places where these practices were previously limited [29]. However, certain languages, such as English, have become dominant worldwide, which has raised concerns among some linguists about reducing linguistic diversity by the increasing takeover of languages. The emerging change in ideology has led certain researchers to encourage a multilingual educational policy. The recognition of the linguistic diversity of the speakers allows the integration of this diversity into the curriculum and encourages learners to cultivate multilingualism. This turn in linguistic education in the last decade, known by some researchers as the multilingual turn, points to the advantages of bilingualism in cognitive and social dimensions, encouraging social tolerance.

Recognizing the advantages of bilingualism has led to attempts in some countries to promote a multilingual educational policy. In general, multilingual education can be defined as teaching several languages, including the students' mother tongues, global languages, community languages, and heritage languages, where each language is taught at different levels according to the needs in different contexts. Historically, it is agreed that multilingualism is the most common model in society, whether at the level of the individual moving between different languages, dialects, and codes in discourse or at the level of society in which groups speaking different and mixed languages exist [30]-[32]. Nevertheless, multilingualism in the two levels became, over time, less common in the nation-states, especially in Western culture, partly through the standardization processes that certain languages underwent to represent the nation-states. These processes led to strict linguistic policy outlines in nation-states, reinforcing the national language as the central and most important language. This central marker unites the nation and is linked to the shared collective identity. At the same time, other languages generally became secondary, particularly immigrant languages and languages of disadvantaged and marginalized minority groups. In this way, a monolingual educational policy was a means of control that helped to fix and preserve a hierarchy between different citizens in the country's population. To this are added two other factors: one, the printing revolution, which brought about the need for the standardization of certain codes, and the other, the modern science of linguistics, in which researchers classified different languages and emphasized their differences from one another, a process that, among other things, sharpened the need for multilingual education [33].

While numerous studies have examined the impact of education policies and reform initiatives on student learning, there is a gap in understanding the nuanced learning needs of students in the often-neglected areas of non-formal and multilingual education. This study aims to bridge this gap by focusing on these less explored areas and highlighting the significant gaps in teacher proficiency, pedagogical methodologies, contemporary learning resources, and assessment practices related to multilingual education. The aim of this research is to carry out innovative exploration to understand the various learning needs of students, especially with a focus on the often overlooked areas of non-formal and multilingual education.

2. RESEARCH METHOD

This research uses survey research. Survey research examines large and small populations (or universes) by selecting and studying samples selected from the population [34]. From this sample, researchers are able to generalize and make decisions about the population [35]. The research subjects were students from junior high schools in Israel and Moldova who used purposive sampling techniques. The purposive sampling technique is a data collection technique based on criteria proposed by researchers. Where the total number of students studied was 200 students with the criteria in this research being junior high school students. Data collection was carried out by administering an instrument, namely a questionnaire. The questionnaire used by researchers was developed by researchers with a total of 20 valid statements with a Cronbach alpha value of 0.82. This questionnaire data was given to high school students in Israel and Moldova. This research data is in the form of quantitative data and analyzed using descriptive statistics. Descriptive statistics is the description or

presentation of large amounts of data, in this case in the form of summary frequencies, for example, mode, average, median, minimum, maximum, and standard deviation [36]. The results of the questionnaire data were processed using the SPSS21 application software. This process aims to look at students' needs in Multilingual Education from the Motivational Aspect.

Table 1. Categories of students' multilingual education needs

Category	Interval
Very Not Good	20.0 – 35.0
Not Good	35.1 – 50.0
Good	50.1 – 65.0
Very Good	65.1 – 80.0

3. RESULTS AND DISCUSSION

The results of the questions given and the results obtained using the SPSS 21 application can be seen in the table 2.

Table 2. Students' multilingual education needs

Interval	Category	Total	Mean	Min	Max	%
20.0 – 35.0	Not very good	9				4.5
35.1 – 50.0	Not good	21				10.5
50.1 – 65.0	Good	128	61.5	34	75	64.0
65.1 – 80.0	Very good	42				21.0
TOTAL		200				100

From Table 2, which came from 200 respondents from the students in Israel and Moldova after they were obtained and the results obtained using the SPSS 21 application program, the students' multilingual education needs had the dominant results being good, with a percentage of 64% for 128 students out of a total of 200 students, very good at 21% for 42 students out of a total of 200 students, not good at 10.5% for 21 students out of a total of 200 students, and very poor at 4.5% for 9 students out of a total of 200 students. From 200 students, the mean result was 61.5, the maximum score was 75, and the minimum score was 34.

The educational, linguistic policy encourages multilingual education as a central component of linguistic education, thereby promoting the equality of speakers of marginal languages and enriching the other students cognitively and socially. The core of a multilingual educational policy concerns the assimilation of knowledge and skills in different languages among students: both their mother tongues, global languages, community languages, and heritage languages [37]-[39]. Knowledge in each language does not have to be equal but should reflect specific goals for each language. This definition of multilingual education belongs to the field of sociolinguistics and emphasizes the need for students to learn more than one language [40]-[42], to move between different languages through linguistic mixing - translanguaging - to promote students' understanding, to enrich the linguistic repertoire and awareness the linguistic of all students through building links between similar patterns in different languages, indeed, the recognition of the importance of knowledge and skills in several languages - as opposed to only one language or even two-was accompanied by a change in emphasis from a monolingual educational policy to a bilingual educational policy and finally to a multilingual educational. History shows that language use has many sides and is constantly developing among individuals and societies. During the life of a single person - the use of language is related to personal choices, to the person's personality, and to the social contexts in which he is involved in the development of a society. Language use is influenced by the population that makes it up, from mutual effects of languages as well as from the different dynamics and the power relations between the various speakers [43]. As a reflection of this flexibility in the use of language, it is not surprising that throughout history we find hybrid versions and fusions of linguistic codes and dialects, which exist side by side in different locations in the world.

All of these result from the intensifying processes of globalization, immigration, transnationalism, and technological developments. As a result of all of these, multilingual education is increasingly interacting with each other and crossing the borders of nation-states more frequently than before. Certain changes also joined this in the political and socio-linguistic discourses, which permit and, in part, make the integration and fusion of languages and multilingual education a miracle [44]-[46]. Also, the appearance of the concept of 'linguistic rights' in international legislative documents and legal decisions, which stems from the political struggles for the rights of various groups in democratic countries, has become increasingly common and requires multilingual education. All of this is to give the opportunities given to different populations in society to function and participate properly in different types of discourse in the public sphere and society in general so that these populations can understand language that appears in laws, in medical institutions, in social interactions, in

academic and occupational contexts and any other element in the public sphere. It is important to note that speakers of marginal languages are not guaranteed equality in participating in such types of discourse without being sufficiently skilled in the dominant language or in the main languages or if such types of discourse are not accessible to them in some way, for example, through translation services. Linguistic rights mean granting equal means to preserve and promote the use of the mother tongues of speakers of marginalized languages. Although the concept of linguistic rights is still not central enough in the political and social space, its increasing prevalence reflects a growing awareness of linguistic rights in democratic countries. Evaluating the concept - "multilingual education" raises two central questions: A. How can you shorten the long time it takes to learn the new language?. B. How can students be assisted in acquiring the educational content even though they have not yet fully acquired the new language so that they are not left behind in acquiring the content, and in their educational achievements?. The ways of measuring and evaluating students' educational achievements are a major challenge for the implementation of multilingual education programs. Standardized, monolingual tests have become a regular procedure in national and international contexts and usually measure language use and content knowledge about one particular language, which is the dominant national language of the country. There is no reference to the student's full linguistic repertoire, especially to the mother tongue in which the student is proficient. Indeed, for years, there has been an awareness of the centrality of bilingual/multilingual tests since it is clear that they allow students to demonstrate their full knowledge and achieve appropriate achievements in the school content areas. The common way to deal with this issue is through adjustments that should make it easier for the students to succeed in the content tests without the new language being a barrier for them [47].

In recent years, with the increase in perceptions that emphasize the many advantages inherent in multilingualism and recognition of a full linguistic repertoire, the perspective of the assessment regarding the centrality of the first language known since childhood and there is an understanding that it continues to form a basis for understanding over many years, especially when the students are at the beginning of the process of acquiring the new language which, as mentioned, takes a long time, and sometimes even for a lifetime. Using bilingual tests, which include the new language and the familiar language, allows multilingual students to reach higher achievements and express their academic knowledge more validly and correctly - compared to monolingual tests, which are based only on the new language. In the Israeli context, previous studies found that students tested in mathematics in the bilingual version (Russian and Hebrew) reached higher achievements than students tested in this area only in the new language - Hebrew, that is, in the monolingual version [48]. This finding is not surprising because most theories show that students rely on the knowledge they already have when purchasing new material. Therefore, the idea is to build on the existing linguistic knowledge and use it for learning. There is a connection between this knowledge and what is known today as a full linguistic repertoire that relies on the student's existing linguistic knowledge for acquiring the new language as part of the new study materials in the various subjects. In teaching English, for example, when it is taught as a third language or higher, the trend today is to rely not only on the new language but also on their first language [49].

Multilingual education negated cognitive, emotional, and social advantages to multilingual tendencies in educational programs, which showed that multilingual education has the potential for benefits of various kinds for students, educators, and society in general. A central theoretical concept underlying a significant advantage of multilingual learning is a transfer between languages - which describes "any contact between the languages of bilingual and multilingual individuals, which affects the linguistic functioning of these individuals. In other words, transfer between languages refers to the possible advantages that result from the interaction of different languages for the linguistic functioning of the person. In accordance with this claim and within the framework of a holistic view of language, Cummins proposed the hypothesis of mutual dependence - according to which language learners develop a basic common skill - proficiency underlying common - that exists separately from a specific language, and that can be used in the learning of additional languages. This possible transfer of skills can occur in any direction, from the first language to additional languages or vice versa, and it encompasses many elements of linguistic knowledge to allay the fear. Cross-contamination is a concern among those who claim the superiority of monolingual education over multilingualism.

Moreover, mastering more than one language has been found to have cognitive advantages in general. Research showed that multilingual speakers perform better in certain meta-linguistic tasks, including cognitive skills such as inhibitory control and selective attention than monolingual speakers. These findings are extremely important since inhibitory control, the belief in inhibiting impulsive impulses in favor of more appropriate behavior that corresponds to the individual's long-term goals, and selective attention, which enables the ability to concentrate on a certain object for a long time, are part of the executive functions of a person, the functions The most critical cognitive skills for academic skills. Also, research findings have shown that multilingual speakers' knowledge of more than one language can delay cognitive decline associated with aging. Moreover, bilingual students who master both languages at a high level achieved significantly higher results in verbal and non-verbal intelligibility tests than monolingual students. From this, another advantage of multilingual education grows, which is the possibility of improving the educational achievements of students.

The novelty of this study lies in its innovative approach to exploring the multifaceted benefits of multilingual education. Unlike traditional studies that focus solely on cognitive development, this research emphasizes the emotional and social enrichment fostered by multilingualism. It introduces the concept of interlanguage transfer, which captures the dynamic interaction between the languages of bilingual or multilingual individuals, significantly influencing their linguistic abilities. The findings of this study have important implications for educators, policymakers, and curriculum developers. By recognizing the importance of multilingualism and non-formal education, stakeholders can develop more inclusive and effective educational strategies that foster both cognitive and socio-emotional development. Additionally, understanding the concept of interlanguage transfer can help educators tailor their teaching methods to better support bilingual and multilingual students, ultimately enhancing the educational experience for all students involved. Limitation this study provides valuable insights into the learning needs and experiences of secondary school students in Israel and Moldova, and its findings may not be generalizable to other cultural or educational contexts. The reliance on a quantitative survey methodology and a specific sample population of 200 secondary school students may limit the depth and breadth of the insights gained. Future research could benefit from employing a mixed-methods approach and including a more diverse range of participants to provide a more comprehensive understanding of the issues explored in this study.

4. CONCLUSION

Multilingual education negated cognitive, emotional, and social advantages to multilingual tendencies in educational programs, which showed that multilingual education has the potential for benefits of various kinds for students, educators, and society in general. The novelty of this study lies in its innovative approach to exploring the multifaceted benefits of multilingual education. Unlike traditional studies that focus solely on cognitive development, this research emphasizes the emotional and social enrichment fostered by multilingualism. It introduces the concept of interlanguage transfer, which captures the dynamic interaction between the languages of bilingual or multilingual individuals, significantly influencing their linguistic abilities. The findings of this study have important implications for educators, policymakers, and curriculum developers. By recognizing the importance of multilingualism and non-formal education, stakeholders can develop more inclusive and effective educational strategies that foster both cognitive and socio-emotional development. Additionally, understanding the concept of interlanguage transfer can help educators tailor their teaching methods to better support bilingual and multilingual students, ultimately enhancing the educational experience for all students involved. Limitation this study provides valuable insights into the learning needs and experiences of secondary school students in Israel and Moldova, and its findings may not be generalizable to other cultural or educational contexts. The reliance on a quantitative survey methodology and a specific sample population of 200 secondary school students may limit the depth and breadth of the insights gained. Future research could benefit from employing a mixed-methods approach and including a more diverse range of participants to provide a more comprehensive understanding of the issues explored in this study.

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