

Challenges of Teaching Language in a Diverse Classroom: Language Difficulties, Errors and Disorders

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Abstract. *Chapter 1* mentions that globalisation and migration have led to increased linguistic diversity in classrooms, which has created a divide between home and school languages. It analyses background, problem statement, aim, objectives and questions. **Chapter 2** reviews the literature, highlighting the point that although multilingualism may employ cognitive development, it also demands a form of inclusive teaching methods. **Chapter 3** describes the methodology of the qualitative systematic review that was applied in the study. **Chapter 4** discusses results and finds themes such as errors in language, effects of diversity, and effective pedagogical approaches. **Chapter 5** summarises the findings that students find that inclusive, multilingual, and adaptive instructional strategies are necessary to enhance the learning processes in diverse classrooms.

Key words: *Linguistic Diversity, Multilingual Classrooms, Language Barriers, Language Errors, Language Disorders, Second Language Acquisition, Inclusive Education, Teaching Strategies, Student Learning Outcomes, Translanguaging.*

1. Introduction

1.1 Background of the Study

Globalisation, migration, and multicultural societies have also contributed to making language diversity a characteristic feature of modern classrooms. Over 7,000 languages are spoken, whereas only a limited number, 351 of them, are in use as a medium of instruction (UNESCO, 2025a). Therefore, forming a discrepancy between the home language and the school language of learners.

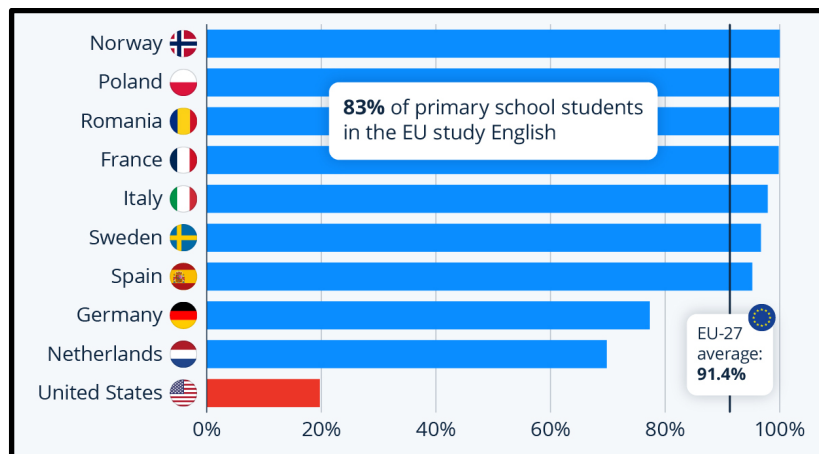


Fig 1.1: Divide in Language Learning

Source: (Richter, 2026)

Multilingual classrooms come with diverse language skills, cultures and communication patterns. Around 40% or at least half of the world population is bilingual/multilingual and thus requires the practice of an inclusive language teaching approach (Giannini, 2024). Nevertheless, the conventional methods of teaching are not usually able to deal with such diversity. This study examines these issues and how they affect the instruction of language in various classrooms globally.

1.2 Problem Statement

Teaching language in a diverse classroom is characterised by various issues associated with language differences, communication and reaction issues, and learning disabilities. 40% of the learners globally lack education in a language that they comprehend (UNESCO, 2023). It has a direct influence on the level of understanding and scholastic outcomes.

Also, second-language acquisition processes usually result in the occurrence of language errors in students. Most of these mistakes are often misunderstood to be deficiencies in learning as opposed to the processes of natural development. Language barriers in education have been experienced in low-income countries by graduating learners in up to 90% (The Hindu, 2025). Therefore, the overall influence poses a lot of characteristics to teachers and requires specific pedagogical interventions.

1.3 Research Aim and Objectives

Aim:

To examine the challenges of teaching language in diverse classrooms, focusing on language difficulties, errors, and disorders.

Objectives:

1. To examine how linguistic diversity affects classroom learning.
2. To determine the usual language challenges and mistakes among the learners.
3. To examine the role of language disorders in educational performance.
4. To explore how to teach the classroom effectively in diverse linguistic classes.

1.4 Research Questions

1. How does linguistic diversity affect language teaching and learning?
2. What are the common language difficulties and errors in diverse classrooms?
3. What are the effects of language disorders on the performance of students?
4. How can language teaching in varied contexts be enhanced?

1.5 Need and Significance of the Study

The study is important because, multilingual classes are fast emerging globally because of migration and globalisation. Around 78.2% of pupils spoke a first language that was known, or believed to be English (GOV.UK, 2025). Effective instructional techniques are capable of increasing the level of understanding, decreasing the level of school dropout, and raising the level of literacy.

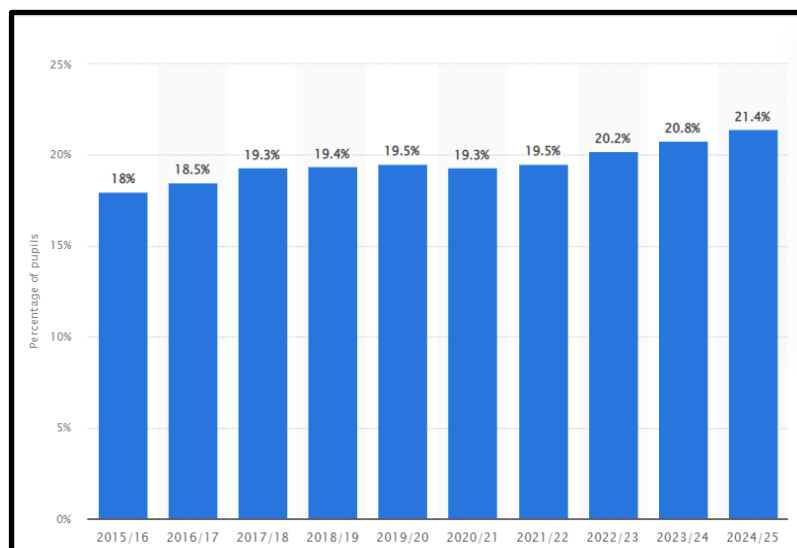


Fig 1.5: First language learning

Source: (Statista, 2025)

Students who study in their native language have higher reading and math results by 15% (UNESCO, 2025b). The research can be applied in policy development, teacher training, and inclusive pedagogy.

1.6 Variables of Study

<i>Variable Type</i>	<i>Variables</i>	<i>Description</i>
Independent Variable	Linguistic diversity	Variety of languages in the classroom
Dependent Variable	Student learning outcomes	Academic performance & comprehension
Moderating Variable	Teaching strategies and interventions	Methods used by teachers

2. Literature Review

2.1 Linguistic Diversity in Modern Classrooms Context

Globalisation and migration are bringing changes about linguistic diversity in classrooms (Poudel & Choi, 2021). This brings out problems of systemic disparity in education systems. More than 90% of the global population do not have access to education in the language they understand, which is a significant obstacle to learning (UNESCO, 2025a). However, Perez Cañado (2021) states that linguistic diversity may be an asset in the situation when it is supported properly by means of bilingual instruction and inclusive pedagogy. Thus, diversity is not only a challenge, but it can bring about cognitive and cultural enrichment provided that it is dealt with efficiently.

2.2 Language Difficulties and Errors in the Learning Process

Students who are acquiring knowledge through the means of second language are 217 million times less likely to reach minimum proficiency in reading (Vazquez-Lopez & Huerta-Manzanilla, 2021). This shows that language barriers have great influence on understanding. Nonetheless, Papi & Khajavy, (2023) state these mistakes are normal in the process of learning a second language and cannot be perceived as failures. The results highlight the need of exposure and meaningful communication. Language troubles can therefore be seen as developmental processes rather than as a failure.

2.3 Language Disorders Impacting Educational Achievement Outcomes

Around 5-10% of children globally experience dyslexia learning disorder (Dominguez and Carugno, 2023). The disorders have profound implications on the language learning and educational achievement. However, Imran et al., (2023) note that with timely conditions and actions targeted at

such learners, things can become much better. The effects of long-term effects can be countered through the use of structured literacy programs and special support. Subsequently, it is important to note that language disorders should be identified and taken care of in the context of inclusive education.

2.4 Teaching Challenges in Multilingual Classroom Environments

According to Gunawan et al., (2025) lack of teacher training and resources is one of the greatest obstacles to multilingual education. The teachers are sometimes unable to cope with dissimilar linguistic requirements. Nonetheless, Song et al., (2022) states that by permitting students to learn more than two languages, such strategies like translanguaging can facilitate language gaps. Therefore, despite the existing difficulties, various innovative teaching methods can facilitate the teaching process in multilingual classrooms.

2.5 Global Perspectives on Multilingualism and Education Systems

The feature of multilingualism is the foundation of the contemporary education system globally. Diversity in language in classrooms is becoming a more common occurrence brought about by migration, globalisation, and cultural exchange (Zalli, 2024). According to Diaconu (2022), multilingualism is also a positive aspect in the economic and social growth, especially in such countries as Switzerland. Similarly nations like India encourage multilingual education policy, which will enable students to study in a language other than their native language (Mahapatra & Anderson, 2022). In contrast, the areas that do not support lingual diversity are normally faced with an education and job blockage.

2.6 Theoretical Framework

Sociocultural Theory by Lev Vygotsky is based on learning as a result of collaboration and communication (McLeod, 2025). Interpersonal communication enhances learning performance highly. Elbourhamy et al., (2023) demonstrated that studies in the interactive setting perform to the maximum of 93% better than studies in other educational settings. Facilitated instructions assist students in developing a greater understanding. Thus, the process of language acquisition has a strong social and interactive environment.

2.7 Conceptual Framework

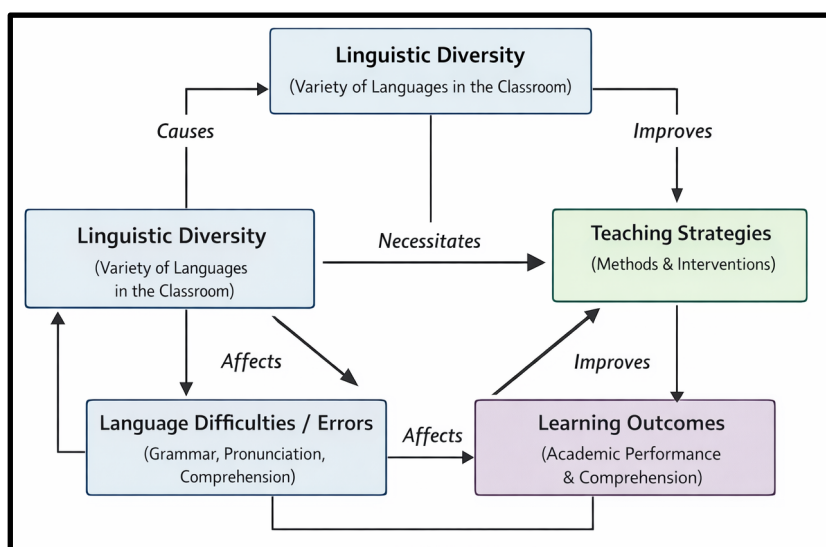


Fig 2.7: Conceptual Framework

Source: (Self)

2.8 Research Gap

The current studies are more concerned with the benefits of multilingual education. However, it is less focused on the effects of language mistakes and disorders that may relate to one another in various classrooms. Also, inadequate studies exist on teaching strategies to be implemented in the classroom.

3. Research Methodology

The research design that is adopted in this research is the *qualitative secondary* research design to analyse the problems related to teaching language in different classrooms. It also adheres to the *interpretivist* paradigm to comprehend the meanings and perspectives. *Inductive* approach is utilised to derive insights based on available literature as opposed to testing a set number of hypotheses (Kumar, 2024).

The Systematic Literature Review (SLR) method provides a comprehensive and organised analysis of the prior research. The information is gathered in the form of peer-reviewed journal articles, books, and institutional reports distributed by UNESCO and similar. A purposive sampling strategy is selected as it allows the selection of studies that are closely related to the research goals (Cash et al., 2022). Thematic analysis is used to analyse the data. The primary themes are examined and analysed in terms of linguistic variety, language mistakes, problems in teaching, and the dysfunction of the language. Ethical considerations are upheld in case of citations to avoid plagiarism (Plevris, 2025).

Inclusion and Exclusion Criteria

<i>Criteria Type</i>	<i>Inclusion Criteria</i>	<i>Exclusion Criteria</i>
Publication Year	Studies published in 2021-2026	Older or outdated studies before 2021
Source Type	Peer-reviewed journals and reports	Blogs, websites, informal content
Focus Area	Language diversity and education	Unrelated educational topics
Population	Multilingual classroom learners	Monolingual settings
Data Quality	Credible and evidence-based studies	Unsupported or biased sources

4. Analysis and Interpretation

4.1 Systematic Review Table

<i>Authors</i>	<i>Title</i>	<i>Key Findings</i>	<i>Themes</i>
(Curran et al., 2024)	“Multilingual Learners and Elementary Science Achievement: Exploring Trends and Heterogeneity Across Subgroups”	Findings state that diversity impacts learning but improves over time	Linguistic Diversity Affecting Classroom Learning
(Blair et al., 2024)	“Expanding teacher understanding of scaffolding for multilingual learners using a language-based approach to content instruction”	The authors found that teachers need structured support strategies	Language Difficulties and Errors Among Learners
(Wang, 2022)	“Relooking at the roles of translanguaging in English as a foreign language class for multilingual learners: Practices and implications”	Findings state that the use of multiple languages improves engagement	Effective Teaching in Linguistically Diverse Classrooms
(Hofer et al., 2025)	“Metalinguistic awareness in primary schoolers in multilingual partial immersion education ”	Findings also show that multilingual learners develop cognitive flexibility	Effective Teaching in Linguistically Diverse Classrooms
(Watkins-Xu et al., 2025)	“Inclusion of Young Multilingual Learners with or at Risk for Disabilities in Dual-Language Education: A Mixed-Methods Systematic Review”	The authors found that language disorders need inclusive approaches	Role of Language Disorders in Education

4.2 Thematic Coding Table

<i>Initial Codes</i>	<i>Categories</i>	<i>Final Themes (Aligned with Objectives)</i>
Language barriers	Classroom challenges	Linguistic diversity impact
Grammar errors	Learning issues	Language difficulties and errors
Dyslexia, speech issues	Disabilities	Role of language disorders
Teacher strategies	Instruction methods	Effective teaching approaches
Multilingual interaction	Learning environment	Inclusive classroom practices

4.3 Thematic Analysis

4.3.1 Theme 1: Linguistic Diversity Affecting Classroom Learning

Aligns with Objective 1

Multilingual classrooms significantly influence learning outcomes due to differences in language proficiency and communication barriers. 40% learners often struggle to fully understand instructional content when it is delivered in a non-native language (UNESCO, 2023). However, exposure to diverse languages can also enhance students' adaptability and cognitive flexibility over time. According to Curran et al. (2024), linguistic diversity initially creates challenges in comprehension but gradually supports improved academic development across different learner groups. Similarly, Hofer et al. (2025) highlight that multilingual learners develop stronger metalinguistic awareness. Thus, linguistic diversity presents both challenges and long-term cognitive benefits in classroom learning environments.

4.3.2 Theme 2: Language Difficulties and Errors Among Learners

Aligns with Objective 2

Language problems and mistakes are widespread among students in multilingual classes. 25% experience it especially in grammar, pronunciation, and comprehension (UNESCO, 2025b). Such obstacles tend to appear because of the dissimilarities between the first and second languages of the learners. According to Blair et al. (2024), these obstacles can be counteracted with the help of a systematic instructional support offered to students. They are rather a manifestation of the advancement of learners in mastering new linguistic systems. Moreover, Wang (2022) states that those mistakes are just an inherent aspect of the language acquisition process that cannot be considered failures. Through proper guidance and constant exposure, these mistakes eventually reduce. Thus, when it comes to improving language difficulties, supportive teaching methods are needed which can identify mistakes as a step in development.

4.3.3 Theme 3: Role of Language Disorders in Education

Aligns with Objective 3

Language disorders such as dyslexia and speech impairment are highly significant when it comes to determining the academic performance of students by 83% (Foster et al., 2023). Such factors may restrain the performance of learners in terms of reading, writing, and communication, thus influencing the overall performance. Watkins-Xu et al. (2025) point out that including education practices can be used to help students with these challenges. They propose that the initial identification and treatment are critical in enhancing learning performance. Moreover, Hofer et al. (2025) note that students who are multilingual and have other learning language problems should be given special instructional skills to be successful. Therefore, it is important to conclude that correction of language disorders is essential in the provision of equitable education.

4.3.4 Theme 4: Effective Teaching in Linguistically Diverse Classrooms

Aligns with Objective 4

Teaching strategies are equally critical in meeting the needs of linguistically diverse learners so as to have a successful teaching experience. Translanguaging and scaffolding are some of the methods that can be used to overcome the language barrier and enhance learning. Wang (2022) states that the availability of different languages in the classroom improves interaction and involvement. By the same token, Blair et al. (2024) stress the significance of an organised instruction process in ways that offer explicit assistance towards language growth. Teachers are critical in reforming teaching methods to fit the different language backgrounds despite their differences by 85% (Karaan et al., 2024). Using inclusive and flexible measures to ensure effective learning environments, educators will be able to achieve successful student academic results.

5. Recommendations and Conclusion

The research proposes the adoption of multilingual education policies to support the diverse students. The teachers are supposed to be trained to accommodate the diversity of the language and be able to detect the language disorder. Mother-tongue-based instruction in early learning can enhance comprehension and engagement. Also, the diverse learning needs can be addressed by creating inclusive and flexible teaching resources (Giannini, 2024). Linguistic differences, errors, and disorders make the teaching process of language complicated in various classrooms. Teachers should provide individualised and accommodative approaches towards every student. By understanding language diversity as an asset, it is possible to improve learning and encourage equal education in international learning classrooms.

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