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**Abstract:** *The study aims to portray the implementation of bilingual language policy and its implications for multiculturalism and internationalization of higher education. The meta-analysis research design enables the researchers in this study to search the available published public documents that are relevant for this study. The result of the study indicates that the implementation of language policy on bilingual education in higher education contexts facilitates the preservation of local and national identities, fosters multicultural pedagogical interaction, and supports the internationalization of universities. This study recommends further in-depth investigation in a multicultural setting with longitudinal approach.*

**Key words:** *portrait, Indonesia, Higher education, bilingualism, policy.*

There is a growing body of literature that recognises the importance of language policy in across different contexts. Language policy is an important theme in the context of ideology, language management and language practices (Spolsky, 2004), in the field of sociology of language education (Fishman, 2016), in the context of political perspectives of language policy (Mccarty & May, 2017), in the context of language education policy (Edwards & Corson, 1997), and in the context of bilingualism and bilingual education (Hornberger, 2008). Due to the various application of language policy, it is interesting to further investigate the language policy within higher education settings. ferent countries and continents. In European countries, many researchers have investigated issues of language policy and internationalization of tertiary institutions (Saarinen & Taalas, 2017; Soler-

carbonell, Saarinen, & Kibbermann, 2017). Also, studies explored the role of language policy, bilingualism and higher education in African countries (Foley, 2004; Smit, 2019), and the examination of the of English and bilingual education in higher education in Asia Pacific countries such as in Vietnam (Nguyen, Walkinshaw, & Pham, 2017), in Brunei Darussalam university levels (Ishamina & Deterding, 2017) and in Cambodian higher education setting (Moore, 2017). These investigations have shown the importance of language policy and bilingualism within higher education. Specifically in Indonesia, recent research on language policy and bilingual education have developed a fair bit. Dewi (2017) examined the lecturers' perceptions on English Medium Instruction (EMI) policy in Indonesian higher education. Walker, Liyanage, Madya, and Hidayati (2019) investigated the implication of bi/multilingual language policy in higher education. Also, Abduh and Rosmaladewi (2019) described the historical development of language policy, bilingualism and identity in Indonesian contexts. From these studies, none of them have mapped the structural themes and the essence of language policy in the context of bilingual education. As a consequence, there is a limited information found in academic publications in relation to main essential components of language policy on bilingual higher education. To respond to the issue above, this research article aims to address the current knowledge gap of the essential components of language policy in Indonesian bilingual higher education. The research extends understanding of language policy discourses within Indonesian university settings and contributes to the global debates on language policy in higher education. This following section of this paper describe the conceptual framework to researching language policy, meta-analysis approach, findings, discussion and conclusion. Immigrants arriving in the U.S. face many decisions. Among them is whether or not to raise their child to be bilingual. Parents often base their decision on information available to them from professionals working with their children and what they perceive to be the expectations from mainstream society. A family's desire to retain their cultural identity and home language also plays a role in making this decision. If professionals do not support

the native language of families, the mother tongue may disappear by the third generation. In addition, a rift between the family and providers may form when professionals insist on callously disregarding the culture and the language of the families they serve. This paper intends to:

- Explore bilingualism in the U.S.
- Address parental concerns in raising a bilingual child.
- Provide approaches and strategies for second language acquisition.

The issue of oral bilingualism for children with hearing loss will also be addressed. Language policy prevails the beliefs, underpinning values, and patterns to guide the language practices. It is in the form of rules, beliefs, documentation, speech, guidance, and principles that guide the practice of the languages. Spolsky (2004) defines a language policy consist of three elements: language practices, ideology, and efforts. The language practices refers to language patterns occurring among communities; ideology relates to the beliefs of language and its application, and efforts are the language planning, management and intervention. From this definition, language policy covers different aspects of language and language practices starting from abstract perspectives (language beliefs) to the concrete elements of the language (language use among communities). Several prominent authors propose key components of language policy. Spolsky (2017) suggests three essential questions to investigate language policy: what is the policy? Why this policy? How is the policy implemented? and can the policy be improved?. The idea of language policy informs this study. Therefore, the basic idea of language is transformed in the context of bilingual language policy within higher education. For Asian countries contexts including Indonesia, there are several important previous investigations. In Cambodia, Moore (2017) conducted a case study of assessment of English medium instruction in Cambodian higher education setting where two models of English medium instruction are implemented: Content Integrated Language Learning (CLIL) and Content Based teaching (CBT). Using interviews, focus group discussion and documents, the case study revealed that the assessment of language instruction in Cambodian contexts refers to the institutional norms rather than global scale assessment forms. The research recommends that deeper

understanding of the assessment of language within cultural contexts is necessary for teachers and lecturers. In Vietnam, Nguyen et al. (2017) investigated the problems and issues of language policy in Vietnam higher education. The study indicates that there are several issues of language policy in Vietnam: policy issue, institutional issue, classroom problem, language input, and joint class program issues. This study recommends that these complexities of issues are resolved through a comprehensive language policy to cater all different demands and needs among policy makers, teachers, lecturers and researchers. From the review of the related literature, it shows convincing previous research on language policy and bilingual higher education. Most studies apply case studies and ethnographic approaches. Despite these are credible previous studies, none of the previous investigations conduct a study using meta-analysis approach on language policy and bilingual higher education. Therefore, this research paper aims to discuss language policy on bilingual education in Indonesian university contexts using meta-analysis approach. The meta-analysis approach is the following section of the paper. In this chapter, the issues of bilingualism in the U.S. and parental concerns regarding raising a bilingual child have been addressed. Current evidence shows no indication of clinical delays or language confusion for children learning two languages. The research is clear, “language development can be typical or atypical regardless of the number of languages in a child’s repertoire. Speech-language and developmental clinical conditions affect multilinguals and monolinguals alike, which means that there is no correlation between multilingualism or monolingualism and disorder” (Ferrira, 2011). Approaches and strategies for raising a bilingual child were discussed, as well as strategies for preventing the decline of the first language after a child enters school. The issue of oral bilingualism for children with hearing loss was also addressed. The available research involving children with cochlear implants, as well as properly amplified hearing aid users, suggests that oral bilingualism may now be a realistic possibility for children with hearing loss. Dr. Petitto’s research demonstrates that children can learn spoken and sign languages simultaneously. To the brain, it does not matter

whether language comes from the mouth or manually in the form of sign language (Pettito, n.d.). The keys to raising a bilingual, multilingual, or bimodal child seem to be: • Early exposure • Consistency • Equal input Bilingualism is becoming considerably more advantageous. Being bilingual is an investment in the future, because “at the beginning of the 21st century, proficiency in only one language is not enough for economic, societal, and educational success. Global interdependence and mass communication often require the ability to function in more than one language” (Clark, n.d.). Preserving the native language is a child’s right in order to preserve his/her cultural identity.

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