

Language Policies and Multilingual Pedagogies in Algeria: Postcolonial Legacies and Educational Challenges

السياسات اللغوية والبيداغوجيات المتعددة في الجزائر:
الإرث ما بعد الاستعماري وتحديات التعليم

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Abstract

This study examines language policies and pedagogies for multilingualism in Algeria in relation to postcolonial legacies, with particular focus on the lasting effects of French, Arabization policy, and emergent English use. Engaging with critical language policy research, education reform activity, and classroom interaction theories, it examines how ubiquitous hierarchies continue to shape pedagogy. The study reveals policy intentions against disputed realities, and decolonial resistance and new directions. Plotting the axes of structure, ideology, and pedagogy, the study sees a potential for reading evolving sociolinguistic circumstances in Algeria and reconceptualizing sustainable, inclusive, and pluralist language education.

Keywords: Multilingualism, Language Policy, Postcolonial Legacies, Pedagogical Innovation, Algeria

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ملخص:

تتناول هذه الدراسة السياسات اللغوية وأساليب التدريس للتعدد اللغوي في الجزائر في ضوء إرث ما بعد الاستعمار، مع التركيز بشكل خاص على الآثار الدائمة للغة الفرنسية، وسياسة التعريب، واستخدام اللغة الإنجليزية الناشئ. وبالاعتماد على أبحاث نقدية في سياسات اللغة، وأنشطة إصلاح التعليم، ونظريات التفاعل الصفّي، تدرس الدراسة كيف تستمر التسلسلات الهرمية المنتشرة في تشكيل أساليب التدريس. وتكشف الدراسة عن نوايا السياسات في مواجهة الحقائق المتنازع عليها، ومقاومة ما بعد الاستعمار والتوجهات الجديدة. ومن خلال رسم محاور البنية والأيدولوجيا وأساليب التدريس، ترى الدراسة إمكانية لفهم الظروف اللغوية الاجتماعية المتطورة في الجزائر وإعادة صياغة مفاهيم التعليم اللغوي المستدام والشامل والتعددي.

الكلمات المفتاحية: التعدد اللغوي، السياسة اللغوية، إرث ما بعد الاستعمار، الابتكار التربوي، الجزائر

1. Introduction

Algerian language policies are characterized by a lively interaction between multilingual practice, policy priorities, and postcolonial histories. Recent work emphasizes the pedagogic value of the affirmation of Algeria's multilingualism but also illustrates the political and institutional hurdles that bar such advances. Stihl (2021), for instance, draws attention to the promise of translanguaging in EFL education but indicates its vulnerability to ideological resistance. Concurrently, Mouna (2024) demonstrates how language awareness can raise awareness among students of their own linguistic capital, and Mokadem (2016) demonstrates how multilingual competence can be used to enhance learning in foreign language settings in German. All these investigations bring out the pedagogic promise of multilingual approaches, though within a bounded system.

Policy-wise, contradictions between ideology and practice remain very much on the agenda. Rouabah (2022) reports how Algerian policy encourages multilingualism by raising the status of English and acknowledging Tamazight but French is still strongly structurally embedded. Mami (2013) charts this move from Arabization to globalization-fostered English, whereas Khelalfa and Kellil (2023) reveal a disjuncture between "no-L1" classroom policy and the customary use of first languages. Ammour and Belmekki (2022) also demonstrate the role of level of education in mediating language attitudes, with educated speakers favoring Modern Standard Arabic and stigmatizing dialect forms. These findings suggest the tensions between classroom truth and policy top-down.

Lastly, Algerian applied linguistics cannot be divorced from its colonial pasts. Benrabah (2014) follows the impact of French on policy and pedagogy to the present, while Haddam Bouabdallah (2022) documents growing English use as a force for globalization. Love (2019) revisits the postcolonial "Parler Algérien" project, describing how its decolonizing aims were reinterpreted in later classrooms, while Sebihi and Schoelen (2020) argue that hybridity and coexistence present more stable trajectories than abandoning colonial languages in general.

These commodities place applied linguistics in Algeria both as a site of colonial reproduction and a site of contest. Such dualism, however, is one of continued tensions: with the multilingual complexity of Algeria, colonial residues continue to organize language hierarchies, policy inconsistencies make implementation difficult, and resistance to pedagogical change truncates the success of education reforms. These tensions provide a complex situation upon which language pedagogy struggles to navigate through historical legacies, sociopolitical settings, and learner demands of today.

In this setting, the research responds to three interrelated questions:

1. How are multilingual pedagogies mediating systemic and ideological constraints within Algeria?
2. How are language policies reproducing and consolidating postcolonial legacies?
3. What alternative measures can bridge the gap between policy, practice, and decolonial ideals?

The objectives are to scrutinize the intersection of multilingual pedagogies, language policy, and colonial histories; to evaluate applied linguistics studies in Algeria; and to identify directions to more sustainable and inclusive language education.

Methodologically, the article employs an overcritical synopsis of central applied linguistics studies in Algeria, challenging pedagogic, policy, and postcolonial perspectives to make findings intersect and create gaps in studies.

2. Multilingual Pedagogy in Algerian Classrooms

Applied linguistics has increasingly turned its attention to conceptualizing and instantiating multilingual pedagogy in Algerian classrooms. The present section synthesizes empirical and theoretical work on translanguaging, language awareness, convergent pedagogy, and Algerian multilingual proficiency. Interstudy comparison of findings, it

emphasizes both the growing recognition of multilingual pedagogies as well as system, ideological, and political barriers to their uptake. The conversation not just reveals what Algerian applied linguistics deems multilingual pedagogy but also sets the foundation for articulating zones of research need in context to this study.

There is research that has positioned translanguaging as an mainstream albeit challenging multilingual pedagogy. Stihl (2021), for instance, researched translanguaging in Algerian EFL classrooms and arrived at the conclusion that teachers predominantly favored the use of learners' full linguistic repertoire in inducing learning. The study continued to find firm social and political constraints toward the use of translanguaging, leaning towards the struggle between pedagogic imagination and school ideologies. This means conceptual shifts in translanguaging are more accessible, but its feasibility must be preceded by structural changes and broader stakeholder alignment.

In favor of this, Mouna (2024) suggested language awareness exercises in Algerian class settings, which were thrown to drive learners into a mindset of reflection over linguistic resources and cultural knowledge. The results indicated that the exercises positively influenced students' attitudes toward multilingualism, in favor of their pleasure in linguistic diversity and evoking reflection over past knowledge. In contrast to Stihl (2021), whose study revealed practice limitations, Mouna (2024) introduced the potential for multilingual pedagogies where experimentation is facilitated in controlled classroom conditions. Combined, these studies reflect the double reality of innovation: satisfactory micro-results but macro-limits.

In the context of the university environment, Mokadem (2016) reported on the use of multilingual competence to instruct German as a foreign language. Her work created how Algerian Arabic, Standard Arabic, Berber, French, English, and German texts' analysis assisted learners in developing more sophisticated ideas on stylistics, discourse analysis, and cultural semiotics. As opposed to EFL classroom research, Mokadem (2016) indicates the strategic use of multilingual sources by expert learners across expert fields. This testifies to the value of pedagogy in multilingualism at university level, particularly in getting students ready to apply plurilingual competences responsibly in varying environments.

Policy directions also provide insightful comments on the implementation of multilingual pedagogies. Rouabah (2022) traced Algerian language policy and practice and found a consistent gap between official ideologies of multilingualism and classroom practice.

In spite of policy revision officially endorsing multilingualism, entrenched hierarchies between languages—mainly between Arabic varieties and foreign languages—still limit practice. These observations echo the concerns of Stihi (2021) regarding systemic obstacles, illustrating that the feasibility of multilingual pedagogy cannot be separated from overarching political and social ideologies.

Built on this, Ali-Bencherif (2019) constructed a convergent pedagogy that sought to most effectively utilize learners' multilingual resources within Algerian classrooms. His argument stressed the need for the inclusion of maternal languages as well as formally taught languages to construct communicative competence and cultural pluralism. This contrasts with the traditional Arabic curriculum where grammar and vocabulary were taught at the cost of communicative use. The proposal addresses the need for pedagogical approaches in alignment with the multilingualism of Algerian students.

Earlier research such as Benyamina (2015) positioned multilingualism both as a sociolinguistic reality and as a foreign language teaching problem. For him, the success of teachers with languages in Algeria depends on recognizing the multicultural and plural nature of the country, rather than attempting to impose drastic monolingual measures. Differing from later research, Benyamina foresaw later institutional conflicts outlined by Rouabah (2022) and pedagogical solutions proposed by Ali-Bencherif (2019). It is why multilingualism remains an enduring, but not yet resolved, problem in Algerian education.

The Algerian experience is also heard on the global stage. Bisai (2020), for example, advocated for mass multilingual pedagogies that answer linguistically diverse classes globally. His arguments are a repetition of inclusivity and accessibility, corroborating the arguments presented by Mouna (2024) and Ali-Bencherif (2019). Placing Algerian multilingual pedagogy into global discourse, these alignments demonstrate that Algerian concerns are part of global attempts at achieving diversity, equity, and pedagogy in multilingual settings.

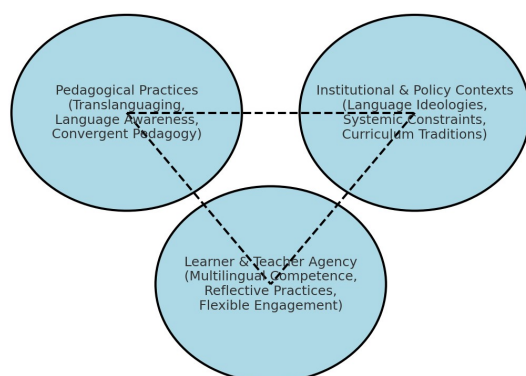
The subtext in these studies is the tension between pedagogic recognition of multilingualism and the structural impediments to its realization. With new paradigms such as translanguaging (Stihi, 2021) and language awareness (Mouna, 2024) presenting promising results, they are nevertheless constrained by systemic ideologies (Rouabah, 2022)

and internalized pedagogic practices (Ali-Bencherif, 2019). This means theories of multilingual pedagogy in Algeria cannot be separated from the sociopolitical context, which ultimately determines their viability.

Also valuable is learner and teacher agency. Studies identify that multilingual pedagogy requires flexibility, creativity, and commitment to mobilizing a variety of resources (Mokadem, 2016). However, without policy calibration, stakeholder cooperation, and systemic reform, such agency can only go so far. This raises fundamentally foundational questions of sustainability: will multilingual pedagogies have any hope of thriving in Algeria without policy calibration, stakeholder cooperation, and curriculum transformation? These questions raise not only gaps in practice but also fertile ground for future research.

Figure 1 below presents a conceptual model of Algerian classroom multilingual pedagogy, synthesizing the literature reviewed. It depicts three interconnected areas: (a) pedagogical practice (translanguaging, language awareness, convergent pedagogy), (b) institutional and policy contexts (language ideologies, systemic constraints, curriculum traditions), and (c) learner and teacher agency (strategic use of multilingual competence, reflective practices, flexible engagement). The figure is to show that successful multilingual teaching can only be realized when these areas collaborate blissfully with each other. For example, pedagogical renewal depends on positive policy and collaborative teacher-learner interaction. This model accounts for the way Algerian applied linguistics sees multilingual pedagogy as both a challenge and an opportunity and how this results in the following section of this study that probes the way such conceptualization is translated into concrete teaching and learning objectives.

Figure 1. Conceptual model of Algerian pedagogy for multilingualism.



Source. Illustrated by the author, from García & Wei (2014), Cenoz & Gorter (2017), and Hornberger & Link (2012).

Note. The figure illustrates how pedagogic approaches (translanguaging, language awareness, and convergent pedagogy) intersect institutional and policy contexts (language ideologies, systemic constraints, curriculum traditions), and learner and teacher agency (multilingual competence, reflective practices, flexible engagement). The dotted lines demarcate the interplay between these three axes as dynamic, indicating that multilingual pedagogy needs to be negotiated between classroom practice, systemic broader contexts, and individual agency.

Generally, more and more literature on Algerian multilingual teaching in classrooms demonstrates a clear recognition of language repertoires of learners as resources to learn from and teach. But despite the promise of such innovations as convergent pedagogies, language awareness activities, and translanguaging practices, such actions are vulnerable to broader systemic and ideological currents. In order to appreciate properly the constraints on these, one must locate classroom practice within broader Algerian education, where policy, ideologies, and forces of history determine what is possible to do in everyday teaching. This provides a link that is required for the following section because it examines where education reforms and language policy intersect with classrooms.

3. Algeria Language Policy, Practice and Multilingualism

Algerian pedagogical linguistic culture has traditionally been marked by accommodating competing linguistic demands. Current policies promote multilingualism with official status

granted to Tamazight and expanded use of English, yet French is still at the heart of university life and employment terms (Rouabah, 2022; Mami, 2013). These policies are reflective of attempts to reconcile international integration with national identity but yield tensions because competing languages vie for symbolic and functional hegemony.

The shift in policy from French to English demonstrates how global and temporal exigencies construct Algerian multilingualism. Mami (2013) calls the shift from French dominance derived from colonial legacy to English "the language of sciences and knowledge" due to Algeria's determination to stay up to date with global economic and academic trends. Abdat-Hadjadj (2024) also observes that globalization widens the trend, especially of higher education, since English is becoming ever more an instrument of feeling academic mobility and participation in global knowledge economies.

In any event, policy-promotion of English coexists uncomfortably with Arabization, a deep-seated national project of grounding national identity in Modern Standard Arabic. Gherzouli (2019) describes how the Arabization policy was often incapable of embracing the multilinguistic diversity of Algerian society, and thus represented ruptures between rhetoric and social reality. Tension does, however, demonstrate the manner in which language planning in Algeria is better described as constant struggle rather than mere implementation.

One of the most evident areas of tension is one of pedagogy in the classroom, where policy guidance accidentally intrudes on the pedagogic requirements of teachers. For instance, contrary to "strictly-no-L1" policy, Algerian EFL instructors have typically discovered that mother tongues of students became inevitable for clarification, setting, and confidence-building purposes (Khelalfa & Kellil, 2023). This policy-practice gap is the failure of top-down reforming that neglects classroom realities consistent with wider findings within language teaching research that argue for pedagogy responsive to context.

Education also affects linguistic practice and identity beyond the school. Ammour and Belmekki (2022) illustrate how younger, more educated speakers increasingly use more Modern Standard Arabic when speaking, as aspects of the dialect become stigmatised and are lost between generations. This shows how schools don't merely transmit knowledge about content but also implant ideologies about linguistic correctness and prestige along with transforming language attitudes and practices from one generation to another.

At the same time, inclusive multilingual policymaking is severely handicapped. Belkhir and Bouhadiba (2019) report that while Tamazight was officially recognized, effective

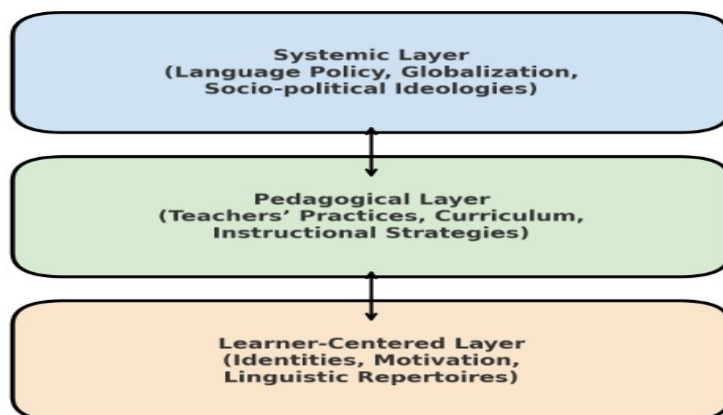
integration into the school system is handicapped through a lack of sufficient trained teachers and poor institutional backup. The scenario is also an example of the gap between symbolic recognition of language rights and material action to be undertaken towards their provisioning and hence the workability of multilingual policies.

Aside from the languages themselves, changes in higher education at the structural level also influence the multilingual context. Compliance with the Bologna Process according to the LMD reform to strive to internationalize Algeria's educational system such that it becomes internationalized (Mami, 2013). Makhoulouf (2023) opines that reforms provide room for practice like Content and Language Integrated Learning (CLIL), which would raise subject knowledge and language ability. Unfortunately, the realization is still being kept back by low numbers of suitably qualified teachers and institutional opposition.

Globalization makes Algeria's multilingual dynamics even more complicated. English is increasingly depicted by Abdat-Hadjadj (2024) as playing a central role in global competitiveness, while French remains privileged in scientific and professional contexts. This places languages on a multi-dimensional scale, where official policy and social practice may not be aligned, and where students must cope with crosscutting pressures in linguistic markets.

The paradoxes of Algeria's language policy itself are symptoms of much deeper cause: ideological imagination of multilingualism. Rouabah (2022) believes that language planning, instead of broadening inequality by increasing access to linguistic capital of certain groups at the cost of preventing others from inclusion, most of all those whose economy is based on dialectal Arabic or under-endowed Tamazight education, has a tendency to entrench it. In a very material sense, problems of language pedagogy cannot be disentangled from broader conflicts over identity, nationalism, and social justice. To provide a summary of the key themes brought together over the course of this section, the following diagram has been built to illustrate how Algerian classroom multilingual pedagogy is negotiated through various, interrelated dimensions.

Figure 2. Conceptual model of multilingual pedagogy in Algerian classrooms: systemic, pedagogical, and learner-centred levels



Source: Illustrated by the author based on García & Wei (2014), Cummins (2007), and Hanauer (2003).

Note. This figure illustrates the interconstitutive interdependencies between sociopolitical context, institutional design, classroom practice, teacher and learner agency, and identity negotiation.

The model portrays Algerian multilingual pedagogy as a self-organizing system in which three interpenetrating layers—systemic, pedagogical, and learner-centered—are recursively affecting each other in a continuous and dynamic process. At the systemic level, social and political ideologies of states, language policy, and globalization's globalizing forces define the conditions in which schooling is realized. These effects trickle down to the pedagogic domain, where teachers negotiate, build, and even subvert top-down prescription in practice. Here, curriculum construction, pedagogy, and styles of classroom interaction are created, sensitive to structural constraint and teacher autonomy.

At the level of their direct engagement with students, though, students themselves co-constitute such practices, bringing their own identity, motivation, and language resources into the classroom. Their own responses in turn reconstitute teaching practice and ultimately can even override systematic norms by reconsidering presumptions concerning language use and cultural identity. These interactions are depicted in the lines between the three tiers: systemic policy influences pedagogy, pedagogy connects learner experience, and learner agency has the potential to feed back into pedagogy and also into policy. Along the way, the framework calls upon multilingual pedagogy as a negotiation and in-fluence in-circulation,

rather than a model, and one of profound importance to our understanding of how Arabic, French, Tamazight, and English are deployed within Algerian education today.

Collectively, these studies chart a multilingual system of education that is defined through policy ideals, ideological struggle, and pragmatic requirement. Although reforms have opened up niches for English, Tamazight, and emergent pedagogies, they are incomplete and disputed in their adoption. This misleadingly implies the necessity of examining classroom practice in the local context and not in abstraction as part of larger historical and political currents. Algerian educational discourses are particularly entangled in the memory of colonial language policy and its ongoing effects on identity, ideology, and power. This identification sets the stage for Section 3, where applied linguistics comes under examination in the context of Algerian postcolonial legacies.

Generally, Algeria's multilingual transformation is wedged in between outstanding tensions. Rather than dismantling inherited hierarchies, repeated efforts have actually reinscribed the very same asymmetries it tried to remediate. Such continuity points towards the inability of language instruction to be accounted for beyond colonial legacies and political struggles still shaping its course. Such operations lead into the next section, situating applied linguistics more squarely in the Algerian postcolonial context.

4. Applied Linguistics and Postcolonial Legacies in Algeria

Applied linguistics in Algeria cannot be separated from Algeria's postcolonial legacies, where colonial reverberations continue between language pedagogy and new world orders place contesting pressures. Studies record the way that French lingers despite Arabization policies, and the way that English becomes ever more a language of opportunity and contest (Benrabah, 2014; Haddam Bouabdallah, 2022). At the same time, pedagogical option experiments and hybrid modalities attempt to resist or reinterpret these inheritances (Sebihi & Schoelen, 2020; Love, 2019). This section provides an outline of literature on postcolonial applied linguistics in Algeria, with the intertwinements between colonial legacies, global pressures, and decolonial practices in policy and classrooms. By exploring these tensions, the chapter opens up both limitations and possible new avenues to the teaching of Algerian languages and thereby links to the research gap addressed in this present study.

Research repeatedly summons the manner in which colonial legacies are still inherent in Algeria's language and education infrastructures. Benrabah (2014) suggests the manner in which French still maintains its symbolic and pragmatics hegemony after independence, as an elite and further education gatekeeping language. Its residual presence speaks of the manner in which Arabization policies have had but partial success. The co-presence of Arabic, French, and English speaks of complicated power negotiation in which the colonial forces are inseparable from the forces of globalization.

On these grounds, Haddam Bouabdallah (2022) argues that English has progressively served as a counterweight to French, especially among the youth. English is put forth as the "language of the future" and is associated with international mobility, science, and technology. Unlike French, stigmatized by colonial overtones, English would be neutral or liberating. This difference attests to a generational change in linguistic taste, and it shows that remnants of the colonial are not just challenged but actively reshaped in practice.

However, the issue is not merely a matter of English replacing French. Jacob (2020) points out how English is widely framed as a "decolonial" language in Algerian rhetorical spaces, enabling one to avoid colonial hierarchies. She does, nevertheless, censure this restrictive binary of French versus English, warning that it veils the agency of Arabic, Tamazight, and other national languages in framing identity and belonging. These arguments testify to the worth of considering the whole linguistic ecology of Algeria rather than naively simplifying decolonization to the adoption of a novel "world language".

Historical attempts at decolonizing language education also complicate this picture. Love (2019) opens up the "Parler Algérien" developed by Catholics to teach Darija as an initiative to legitimize the vernacular in the classroom. Despite being well-intentioned, its subsequent classroom use generated unwanted meanings, which enacted tensions between history, ideology, and practice. The example shows how decolonial attempts themselves can become embedded within the very traditions they are trying to disturb.

At the tertiary level, Sebihi and Schoelen (2020) argue that hybrid solutions are more suitable to institutionalize linguistic diversity than a wholesale rejection of colonial languages. They argue that decolonization in a sustainable sense entails incorporating world and local languages into pedagogy. These solutions not only recognize Algeria's complicated past but also address globalization in a reasonable manner. Their study positions applied linguistics as a discipline with the potential to enable coexistence, not linguistic erasure.

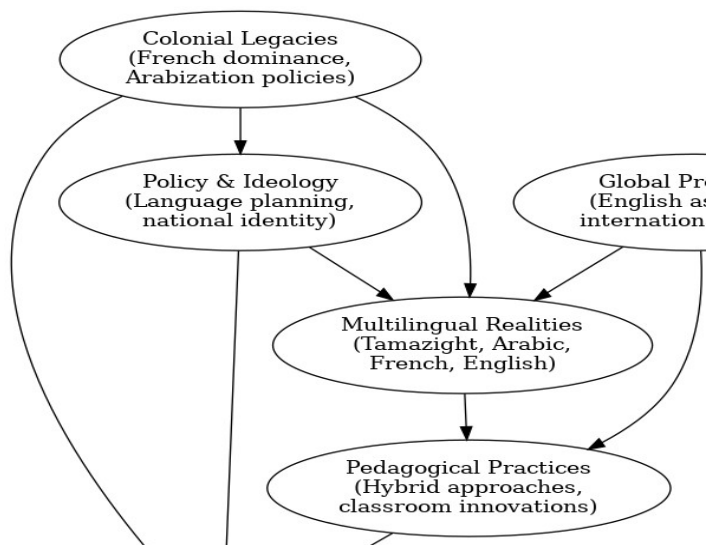
Rouabah (2022) also explains how Algerian multilingual policies become mired in implementation gaps, in particular regarding squaring national identity and classroom practice realities. Policies may idealize Arabic or English, but everyday life attests to ongoing use of French and dialect varieties. This divide mirrors inherent tensions between ideology and practice, echoing earlier work in Section 2 on policy–practice disconnects. Notably, it links postcolonial legacy to more contemporary issues of social justice and access.

Applied linguistics research also situates Algeria in broader African contexts. Makoni and Pennycook (2004) criticise Western applied linguistics theory for its inclination to dominate research agendas, unconsciously replicating colonial structures. They speak of the need for context-sensitive approaches that can address Algeria's unique sociolinguistic history without recourse to external models of theory unnecessarily. This perspective adds weight to the argument for decolonising applied linguistics itself as theory and practice.

Identity is the issue these studies are addressing. English is perceived as liberatory by some, elitist French, Arabic as nationalistic, and Tamazight as one of symbolization of recognition. But these are stance-taking positions that vary in relation to context, level of education, and political oratory (Benrabah, 2014; Jacob, 2020). Applied linguistics research thereby reveals Algeria not to be linguistically fractured, but as negotiating intersecting allegiances on a daily basis. This dynamic process takes us to hybridity rather than linguistic purity as the foundation of decolonial education.

These studies illustrate how Algerian applied linguistics is not merely descriptive of language use but politically, historically, and pedagogically involved in conflicts. Contemporary tensions are enabled by postcolonial inheritances, while global pressures and local agency open up new possibilities for remapping language education. To represent these dynamics, Figure 3 distills the literature into a model of colonial inheritances, global forces, and decolonial responses as interconnected forces remapping Algerian applied linguistics.

Figure 3. Applied linguistics and postcolonial legacies model in Algeria



Source: Illustrated by the author using Benrabah (2014), Haddam Bouabdallah (2022), Love (2019), Sebihi & Schoelen (2020), Jacob (2020), and Makoni & Pennycook (2004).

The framework in Figure 3 places applied linguistics in Algeria in the context of three interconnected dimensions: colonial legacies, global influences, and decolonial strategies. Colonial legacies in the form of the ongoing predominance of French and the previous Arabization policies are the historical roots that continue to impact educational regimes, language hierarchies, and identity politics.

Global pressures, especially the spread of English, cut across these legacies. Their presence creates opportunity—i.e., access to global knowledge and mobility—and tension, in that they require a re-evaluation of linguistic priorities in policy and pedagogy.

Where these crossroads meet are decolonial options, where hybrid pedagogy, acknowledgment of Algeria's multilingual universe, and pedagogical experimentation begin to disentangle received hierarchies. The model shows that applied linguistics in Algeria is not a neutral field: it is both a space where the colonial pasts are reinscribed and a space for resistance and change.

This collection on applied linguistics in Algeria illustrates how the field cannot be divorced from the colonial past of the nation, but also how it is a space for envisioning alternative futures. French is a colonial inheritance, English is an international and potentially decolonial option, and local languages are struggled over both at the policy and practice

level. The study refers to the failure of past endeavors at decolonization and the continued existence of hybrid, inclusive forms valorizing Algeria's multilingualism. Tracing these dynamics, the chapter emphasizes applied linguistics' central contribution to an understanding of how worldwide pressure and historical inheritance intersect in Algerian schools.

5. Conclusion

This study has highlighted the extent to which language policies and multilingual pedagogies in Algeria are profoundly shaped by postcolonial histories, i.e., the contending influences of Arabic and French and the growing influence of English. Along this path, the study illustrates how historical power patterns still impact contemporary practices in language, policy, and education. The ongoing prestige language position of French, Arabic's dominance of national identity, and English's growing international prestige as a global lingua franca in tandem illustrate the complex sociolinguistic dynamics of contemporary Algeria.

Certain pragmatic suggestions are possible on this basis. Policymakers need above all to prioritize balanced multilingual policies, policies attentive to historical sensitivities, yet also advancing pragmatic imperatives of international engagement. Second, researchers and educators need to bring decolonial thinking to pedagogy and research, thereby overturning residual colonial language value hierarchies. Third, research centers and institutions of higher education need to finance research in applied linguistics that investigates the sociopolitical nature of language so that interdisciplinarity can unite linguistics, education, and cultural studies. In addition, there needs to be prolonged debate between policymakers, educators, and community members to ensure that language planning is in society's interest and not in imposed ideologies.

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