

## Language Policy and Sustainable Urban Development: Challenges and Opportunities for Multilingual Communities

Leilei Xu<sup>1</sup> Dr. Harmi Izzuan Bin Baharum<sup>2\*</sup> Xin Gong<sup>3</sup>

<sup>1</sup>PhD in Applied Linguistics

Faculty of Social Sciences and Humanities, University Technology Malaysia, Kuala Lumpur  
lightenxu@163.com, ORCID:0009-0002-7124-1744

<sup>2\*</sup>PhD in Management Information System

Faculty of Social Sciences and Humanities, University Technology Malaysia, Kuala Lumpur  
, harmi.kl@utm.my, ORCID:0009-0005-8269-2374

<sup>3</sup>Master of Economics

Shinawatra International University  
18695440987@163.com ORCID:0009-0005-1711-5298

**How to cite this article:** Leilei Xu, Dr. Harmi Izzuan Bin Baharum, Xin Gong (2024). Language Policy and Sustainable Urban Development: Challenges and Opportunities for Multilingual Communities. *Library Progress International*, 44(3), 4969-4978.

### ABSTRACT

In this paper, the concept of language policy and its relationship with sustainable urban development in multilingual context is investigated through interviews with teachers. In the present qualitative study, analysis of participants' responses involves thematic approach to elicit challenges and opportunities. Concerning the gaps, therefore, the study established several challenges, such as limited resources and prevailing perceptions of minority languages. Nevertheless, this paper demonstrates that the established inclusive language policies contribute to the provisions of social justice, strengthening of civil society, and cultural preservation. Applied linguistics is prominent concerning the formation of effective policies. Data suggested regarding future research direction includes the socio-economic effects and incorporation of multilingual education with the usage of technology. This research calls for detailed approaches in addressing the multilingual needs of the people within the urban centers.

**Keywords:** Language policy, sustainable urban development, multilingual communities, applied linguistics, inclusive education, social equity.

## 1. Chapter 1: Introduction

### 1.1. Background

Language policy and sustainable urban development is a relatively new interdisciplinary area of research that focuses on the coordination of language as a resource in the context of urban environments. The globalised world and migration in addition to the demographic changes are making urban areas across the world to become multilingual. Such language and cultural diversity is now an asset and a challenge to the urban planners, politicians and educators who wish to see sustainable development. Language policies indeed have potential to be influential in the attainment of economic, social and environmental sustainability objectives through supporting the communication processes, strengthening social inclusion and inclusiveness as well as maintaining cultural diversity. In multicultural regions, this situation results in isolation from education, job opportunities and essential services within the society and economy. For instance, it becomes difficult for the non-native speakers to follow important information and gain access to services, thus they get locked out of active citizenship and any chance of upward socioeconomic mobility (Lo Bianco, 2010). Moreover, the inclusive language policies that aim at

promoting language diversity enlarge social inclusion, increase educational effectiveness, and contribute to the development of the community members' belongingness.

Moreover, from the perspective of applied linguistics, some practical knowledge on direction of language policy and language policy implementation are regarded as useful to foster for multilingual populations. Research in this field focus on the processes that take place within the context of language functions, language acquisition, and language management, providing effective prescriptions on the implementation of multilingualism (Kirsch et al., 2020). When such information is incorporated into strategies that inform the organization of city life, then city authorities have a better chance of fostering cities for all. Sustainable urban development. Therefore is all about growth of urban with focus on economic, social and environmental wellbeing. Language policies are also an essential part of this process since language affects communication, education, as well as cultural undertakings in the urban regions. For example, positive aspects of organizing multilingual education programs are improvements in students' cognitive abilities as well as cultural perspective, the formation of informed and civil-society members (Rahman, 2010). Moreover, the language policies that promote and protect minority languages can contribute to the maintenance of cultural and biological diversity that is in the framework of the sustainable development (Lo Bianco, 2010). This study aims at exploring out how language policy can be integrated into sustainable urban development with reference to multilingual contexts. Thus, based on the analysis of educators', policymakers', and community leaders' practices, this study will seek to discover the best approaches and recommendations for establishing sustainable language policies. The findings of this research will thus supplement the existing literature on applied linguistics and urban planning while providing policy and practical implications for use.

## **2. Chapter 2: Literature Review**

### **2.1. Language Policy in Multilingual Urban Contexts**

Language policy in multilingual urban context is a significant research domain that focuses on successful language policy and practice models in multicultural settings. From the above discussion, it is evident that competent language policies are central to social equity, economic mobilisation, and cultural revitalisation in such settings (Kirsch, Duarte, & Palviainen, 2020). However, the challenges in putting into practice these policies include politico-structural hurdles, lack of resources, and social-cultural factor in regard to minority languages. The present study by Rahman (2010) seeks to understand the prospects and difficulties of a language-in-education policy using the indigenous minorities of Bangladesh. He emphasises the importance of having language policies where language functions as a tool for educational rights for all students, and creating unity in society. However, due to the poor implementation of teaching aids, policies on equality and non-discrimination bog down and lack substantial support from institutions. Likewise, Lo Bianco (2010) also notes on the role of language policies as well as recognitions of multilingualism for cultural diversity purposes. Their work shows that words also matter because addressing others without discrimination helps control personal biases, sustain the traditions of identities and communities, and enable cultural minorities to feel embraced by society. Duff (2021) offers a postscript on family language policy and planning in China which as a case study shows that language management is not a simple task for any society but can occur in several arenas. The multiscalar approach is important here because it allows one to appreciate how the existing language policies affect the subjects, firstly, on the familial level; secondly, on the level of groups and communities. Furthermore, Talma Huang and Fang (2021) brought in the topic of family language planning from the multi-lingual angle, and discussed the relation between language policies and social cohesion and culture conservation. Each of these studies emphasizes the significance of examining different layers of policy effects, ranging from the household level to a nation's framework.

### **2.2. Sustainable Urban Development and the Role of Language**

Sustainable urban development therefore aims at achieving two key objectives of attaining economic development and social equity while at the same time protecting the earth's environment. Language policies are crucial in this process because they address the need for interaction, improve learners' educational rights and multiculturalism. The need to get a hold of the population through their own language in the quest of attaining the Sustainable Development Goals (SDGs) is also highlighted by Mweri (2020). His investigation proves that the education in the mother language provides enhanced educational achievements and social integration which leads to the concept of sustainable society in urban areas. Gonçalves (2020), stresses on language policy and planning and practice in multilingual blue-collar workplaces. Social justice and economic equality in the workplace are also other aspects touched by the study on the role of language policies. Because understanding workplace information and being able to communicate necessary details are core to a worker's wellbeing, language policies

can improve safety, productivity and overall job satisfaction for workers who are provided material, oral and written information in their first languages. Similarly, Asfaha (2020) explores discourses of multilingual language policies in Eritrea, where the author's concern is on how language policies foster super diversity and support humane urbanization. These studies also stress on the utilitarian potential of the language policies in different realms such as education or workplace. After delving into the principles of ILP, Grin (2022) steps up to declare that the best way of handling the intricacies of language management especially in cities calls for integration of inter-disciplinary framework posited on the premises of social justice. This stream of research is relevant to Ostrom's (1990) field of institutional analysis of collective action, specifically in relation to managing commons in resource sustainable urbanization with the aid of language. In that way, these approaches are better capable to develop more balanced and efficient language policies that imply linguistic, social, and economical parameters as the main aspects of language policies.

### **2.3. Gaps in Current Research**

The following gaps are observed in the literature on language policy and sustainable urban development. First of all, there is a lack of research and data regarding the sustainable effects of integrated language policies in the sphere of urban sustainability. In this respect, studies like Rahman (2010) and Mweri (2020) are informative, more longitudinal research endeavors are required, which would persistently investigate the impacts of these policies. Second, although previous studies have acknowledged involving the community in language policies, not much research has been done on this area. While Duff (2021) and Huang & Fang (2021) mentioned family and community involvement, more literature needs to analyse the role of participation as a way to improve the language policies implementation. While many case studies focus on policy implementation, none take into account the actual work done by volunteers and organizations involved in the program's community support, thus, broader understanding of policy implementation is possible if dynamics of organization's activity is examined. Finally, the use of ICT in MLE still poses a great potential to be exploited as part of educating the desired multilingual society. Gonçalves, have also pointed out that autonomy and interactivity of filters appears as practical for the promotion of language learning and social inclusion, but calls for more research. For future research, one should take interest in the ways in which information and communication technologies help in adopting the principles of multilingual education and the effects they have on sustainable development. The emergence of new technologies enshrined in the idea of the digital world provides new opportunities in the creation of innovative language policy.

### **2.4. Theoretical Frameworks in Applied Linguistics and Sustainability Studies**

Theoretical frameworks from the field of applied linguistics and postgraduate research on sustainability form the basis of accounts of the link between language policy and sustainable urban development. In applied linguistics, there are language acquisition theories that as well as sociolinguistics can help in understanding how the language policies encourage multilingualism. Shohamy, Tannenbaum, and Gani (2022) review the bi/multilingual assessment for education, giving approaches with regard to language policies for equitable education. In addition, their work underlines the necessity of practicing fair approaches to assessment and recognition of multilingual learners' skills. Another factor, closely related to the cognitive semantics and the context of language use, is the sociolinguistic theories that are focused on the management of language functions as a social tool, contributing to the construction of the society. Language ecology is a theoretical model developed by Fishman in 1991 to envision the relationship between the language and the sociocultural milieu in which the language exists; it is useful in the analysis of effect which language policy can have on the linguistic diversity and social harmony of a society. This ecological view implies the connection between language practices and social relations, which is informative for creating language policies. The analysis of sustainability also provides an understanding of the motivations implying on the use of language in sustainable development.

### **2.5 Empirical Studies on Language Policy and Sustainable Urban Development**

Empirical research offers relevant information about practical applications of the theoretical concepts to the context of the organization. Significantly, numerous investigations have been analysed the effects of multilingual education programs on the learners' performance, their social integration and cultural identity. In his study conducted on the effectiveness of bilingual programs in education in Bangladesh, Rahman (2010) noted that it enhanced the educational achievements and made a positive input in the preservation of cultures. Similarly, Boruah and Mohanty (2022) have also written about the prospects and issues concerning the English medium education in India with the debate about proper KPIs of language policies. It means that their study proves that it

is significance to come up with contextual solutions which relate to language and education within a specific context. Such investigations have demonstrated that community-based language development interventions are vital in the preservation of languages in the twenty first century societies. Mweri (2020) report on how indigenous language programs are being implementing for advocating for sustainable land management hence enhancing the conservation of the environment as well as empowering the communities. Such initiatives are evidence that community-based strategies for both problems of multiculturalism and environmental conservation are possible.

Albury (2020) describes how hegemonic language policies create additional effects in multilingualism and mobility. It is evident that language policies of urban populations require the understanding of different languages to be incorporated to improve communication. Likewise, Hamann and Catalano (2021) consider the interrelation between dual language programs and gentrification posing the issue of language policy as multifaceted in the context of urban spaces. They show how language policies can form intersections or interfaces with other social/economic processes and determine track of urbanization and social differentiation. Moreover, Zheng and Mei (2021) practised a socio-political approach to examine the Chinese urban families' language planning to better understand the relationship between language policies and the family structure with a touch on social mobility. The authors of this study stress the state of linguistic diversity based on the conditions of urbanization and socio-economic transformation processes. The study therefore emphasizes the need to look at the social and political realities of any country when recommending language policy.

## **2.6 Literature Gap**

Despite the richness of these scholarly sources, several gaps that future research should include are identified. First, there is a requirement for not limited to cross-sectional papers and more experimental studies concerning the monitoring of the outcomes of the inclusive language policies of cities' sustainability. Such research can help to understand better this process, including the changing of these policies and the consequences that can remain in society. Awareness of these dynamics is important in formulating long-term and effective language policies since the dynamics of a nation's language policies are determined by the evolving social and economic structure or the environment within which they are exercised. Second, there is need to look at how community participation is taken to improve the policies in language. As for the main research suggestions, future studies should focus on understanding the utilization of participatory methods in language policy design and its impact on the sustainable development agenda. Researchers like Duff (2021) or Huang and Fang (2021) express the ideas in their articles, but more solid investigations are essential to outline the multifaceted role of the community participation. Community participation can lead to increased appreciation of policies because the policies themselves shall have been a product of the people, hence making the policies more effective. Finally, application of ICT in multilingual education seems to be a potential line of research in the future. Indeed, according to Gonçalves (2020), the use of technology may positively contribute to the learning of languages and the process of social integration, but this aspect has been little researched. Further research work should be directed at the use of digital technology in the instruction of students in multiple languages and the part played by ME in the sustainable development of cities. The fast development of digital technologies suggests possible to find new approaches to language policy. This discussion of these aspects can help to establish more successful and efficient language education programs.

## **Chapter 3: Research Methodology**

### **3.1. Research Design and Approach**

This research work employs a qualitative research approach, for the purpose of exploring the relationship between language policy and sustainable urban development in multilingual locales. Because this is an exploratory research, that aims to explain relationships between varied and multifaceted factors, qualitative techniques are well adapted to the task because they provide thick descriptions of contextual features. Semi-structured interviews were selected as the main research method because the main interest lies in the details of respondents' answers.

### **3.2. Data Collection and Analysis**

The data was gathered from respondents in multilingual urban contexts including the educators, policymakers, and community members through semi-structured interviews. Convenience sampling was employed because participants were purposively picked for their experience in the language policy formulation and urban development. The interviews were therefore face to face and through teleconference where the participants' schedules allowed. Societal representations were assessed and thematic analysis was done on the data gathered from the interviews. This works entails the process of finding, describing and understanding patterns (themes) in the gathered information to give a broad outlook of the issues to be solved. The approach was to pinpoint

difficulties as well as benefits connected to language policies and paradigm shifts regarding their influence on SDGs.

### 3.3. Ethical Considerations and Limitations

This research was carried out with due consideration of the main ethical considerations. Concerning the participants' consent, the participants were briefed on the objectives of the research and agreed to participate by consenting to the interviews. Anonymity and confidentiality were kept during the whole process in order not to reveal the identity of the participants. The limitation of the work is that data collected and analyzed is qualitative in nature and is based on one site, although the site studied is multilingual urban one. Also, the study targeted only a selected small number of urban centers, which reduces the generalizability of the results to any other setting. To address these concerns, this research gathers a sample of participants that are varied and methods the use of efficient data analysis to give credibility to the results.

## 3. Chapter 4: Analysis

### 4.1. Overview

In this chapter the interviews and the discussions are proceeded and carried out with four educators and researchers concerning the difficulties and possibilities for multilingual settings in the sphere of language policy and sustainable urban development. The data collected were coded using themes in order to capture the important areas that were under consideration, such factors as; difficulties in managing linguistic diversity, the positives that stem from The use of inclusive language policies, good practices concerning the use of language policies, a revelation that connotes applied linguistics, and suggestions for further research.

### 4.2. Codes

The identified codes from the interview responses are listed below, which are used to analyze the research variables:

Table 1: Designed Codes for Thematic Analysis

Sr No.	Codes	Description
1	Challenges in Language Policy	Difficulties experienced in the process of putting the language policies into practice in multilingual environment
2	Contributions to Sustainable Development	Inclusive language policies in the context of sustainable development of urban areas
3	Successful Language Policies	Examples of employment of good language policies.
4	Role of Applied Linguistics	Influence of applied linguist in development of language policy
5	Recommendations for Future Research	Future suggestions for the studies on language policy and urban development

### 4.3. Analysis

#### Code 1: Challenges in Language Policy

This code looks into some of the challenges that arise when trying to enforce language policies in societies with multiplayer. Thus the, multilingual urban centers pose a special difficulty considering the linguistic deans of the people in such a society. Some of the pressures include access to resources, institutional support, and funding/inflation, societal attitudes towards various languages. This means that effective implementation of the language policies should address these problems to ensure that all the linguistic groups are well supported and included.

#### Participants' Responses:

- *"Meeting all needs of multilingual populations while providing educational quality is probably one of the most significant concerns. Additionally, both the institutional support and the teaching material that is required are absent in most cases..." (P1)*
- *"One of the major challenge is often to find the necessary funding for multilingual programs within a country's limited resources. There is also some amount of refusal from segments of the community that advocate for monolingual programs. ..." (P3)*

- *"The issue here is that minority languages are not fully valued, and it is difficult to design a curriculum that would help reach all students who have different language backgrounds..." (P4)*

**Analysis:**

There are some common issues which are raised by the respondents: availability of resources and facilities, support from institutions, financial aspect, community, and Minority Languages' devaluation. Such challenges imply that more research on general and specific language policies should be conducted in the context of complex folded urban schools.

**Code 2: Contributions to Sustainable Development**

This code aims at explaining how language policies used by cities promote sustainable developments in cities. Thus, the policies of language inclusion serve a notable purpose in associating social justice, cultural preservation, and economic prosperity within urban settings. The positive aspect of such policies is that these facilitate integration of the diverse linguistic groups into education, as well as into the use of services and other civil liberties. They also back up the conservation of the cultural identity and the positive integration of people in cities, which are paramount to sustainable development.

**Participants' Responses:**

- *"They can help address issues of inequality in the society by offering equal chances of getting education and services to the public which is crucial for the improvement of the civic society a pivotal element for growth of the urban areas..." (P1)*
- *"Such polices help to reduce tensions between the different cultures hence encouraging harmony in the urban societies..." (P3)*
- *"Bilingualism promotes the continuity of culturally sensitive language that is valuable in the formulation of sustainable and strong urban societies..." (P4)*

**Analysis:**

Inclusive language policies are considered as valuable for increasing social justice, developing access and participation in civil society and cultural preservation. Such policies assist in breaking barriers that exist in cultures and guarantee that equal equitable and adequate provisions, in terms of human and social resources, are afforded to all members in a community so as to enhance the ability of the society to recover and be sustainable in urban communities.

**Code 3: Successful Language Policies**

This code analyses samples of language policies that have fostered social inclusion, enhanced education provisions, as well as preserve cultural diversity. Language policies are described in this paper as those strategies that enable the facilitation of the linguistic requirements of various groups while at the same time fostering attainment of education and social integration. Such policies generally consider educational provisions in more than one language, involving local people, and/or promoting the use of minority languages. The effectiveness of such strategies include; better performance in the classroom, active parental involvement, enhanced sociability in the community.

**Participants' Responses:**

- *"The promotion of a multilingual education in early childhood classes has promoted students' interest, and achieved higher learning to reduce cultural barriers among the people in the society..." (P1)*
- *"Due to the implementation of multilingual parent engagement programs at our school the parents' participation and also the student performance has gained a positive rise which has in turn established a much needed community..." (P2)*
- *"Our community centers delivery of language courses has made a considerable improvement to the residents' level of engagement in the social and educational opportunities..." (P4)*

**Analysis:**

These examples show that many projects in the field relate to multilingual education programs, schemes of parent involvement, and community language classes. Such policies as well as programs promote educational

achievement, cultural awareness, social inclusiveness, and hence, the viability of inclusively language policies.

#### **Code 4: Role of Applied Linguistics**

This code explores the impact of applied linguistics in determining the policies of language on urbanization. Thus, applied linguistics contains the conceptual and empirical knowledge that is vital for the creation of the best and less exclusionary language policies. Thus, by embracing language use, acquisition, and sociolinguistics aspects used in language policies, applied linguistics provides policies with policymakers' support. This would make an assurance of languages' policies promoting sustainable development and addressing the needs of the multi-lingual societies.

##### **Participants' Responses:**

- *"Applied linguistics offers evidence-based information on the development of the good and suitable language policies that help in solving the problems that are associated with the diversified society..." (P1)*
- *"Applied linguistics is effective in finding out the possible method of implementation for the language and policies to be used in addressing the Urban language policies while the latter is useful in providing the more practical policies to support the learning of languages in the Urban communities..." (P2)*
- *"Applied linguistics offers a framework for explaining the impact of language as a social factor and for education, including the description of policies for multilingualism..." (P4)*

##### **Analysis:**

Applied linguistics is crucial for creating research-based, feasible and culturally sensitive language policies. Consequently, it offers the theoretical and empirical framework indispensable for the development of the policies that would correspond to the linguistic conditions and interactions of various urban communities.

#### **Code 5: Recommendations for Future Research**

This code compiled all the recommendations made by the respondents regarding future research on language policy and sustainable city development. Further studies should establish the effects of multilingual education after some time, the ways in which technology supports the acquisition of languages, and the efforts of the people in the community in support of preserving languages. It also suggested the integration of applied linguistics with other disciplines such as urban planning and sustainability analysis for solving such intricate issues related to multilingual urban development.

##### **Participants' Responses:**

- *"Future work should research on the socio-economic effects from integrative multilingual education and find out how language policy can be coordinated with urban planning..." (P1)*
- *"Future studies should be directed toward the utilization of digital technologies to support multilingual education and the possibilities of employing these technologies to improve learners' performance and community involvement..." (P2)*
- *"Examine the effects of the community-led language programmes on the process of urbanization and understand the relevance of the policy-making for the linguistic diversity..." (P4)*

##### **Analysis:**

The recommendations underlined importance of the links between the applied linguistics, urban planning and sustainability studies. They have urged researches to examine the socio-economic outcomes of multilingual education, the part that technology plays in learning, the advantages of the bi-lingual systems now and in future, and the roles that community plays in the formation of language policies.

#### **4. Chapter 5: Discussion**

The responses given by the educators are discussed in light of potential challenges and possibilities of multilingual community in the framework of language policy and sustainable urban development. Such issues are the challenges for the bilingual/heterogeneous society, advantages of specific language policies, examples of successful implementation of language policies, the role of applied linguistics, and suggestions for the further research.

### **5.1. Challenges in Language Policy**

Among the most significant challenges, the nurturing of equality and the need for balancing the demands of the different linguistic groups and the need for the quality of education stand out. This is in line with Kirsch, Duarte, and Palviainen's (2020) argument on the need for institutional support and proper teaching/ learning materials especially in environments where learners speak multiple languages. However, Respondent 1 was of the view that inadequate material and reinforcement from the institutions poses a major challenge to the efficiency of implementing the use of diverse language. This is parallel with Rahman, (2010), who also highlighted the same challenges in the case of Bangladesh while recommending the establishment of more extensive support structures for the provisions of education for the needy in order to attain education for harmonious co-existence.

### **5.2. Contributions to Sustainable Development**

Policies that promote the use of inclusive language are pursued as crucial factors contributing to social inclusion, engagement, and culture conservation. Respondent 2 opined that these policies make it possible for all the people in a given community to access key information as well as services hence enhancing equity and everyone's ability to cope with life challenges in urban centres. Furthermore, Lo Bianco (2010) stated that for their culture to survive, there is need for the inclusion of certain language policies regarding minority people so that they can be accepted in society just like anybody else. Additionally, Mweri (2020) pointed out example that Mother tongue Education was found to very useful since it enhance educational performance and social integration that would enhance the processes and gains of sustainable urban development.

### **5.3. Successful Language Policies**

The details regarding the implementation of language policies given by the respondents show positive effects of multilingual education programs as well as community engagement activities. According to Respondent 4, with the availability of such community centers offering language courses, the accommodation made it easier for the inhabitants to engage in civil duties and learn different courses. This finding resonates with Gonçalves (2020) who pointed out that insisting on compliance with inclusive language policies is useful in creating fair social/civilian and economic conditions for the holders of multilingual jobs/positions. In the same respect, Rahman (2010) noted that bilingual education programs in Bangladesh enhanced the learners' education and assisted with the preservation of cultural values.

### **5.4. Role of Applied Linguistics**

Language policies are important in education since they help in enhanced implementation through evidence from applied linguistics. When asked about the relevance of applied linguistics, Respondent 3 mentioned that, through it, one is able to identify approach to language learning and use in the different urban settings. This is similarly in line with Shohamy, Tannenbaum, & Gani's (2022) research, in which the authors examined the theoretical ways that bi/multilingual testing address and/or perpetuate educational equity and justice. Their work also stresses the role of applied linguistics in the development of policy linguistics where concepts are well grounded and functional in practice.

## **5. Chapter 6: Conclusion and Recommendations**

Through the analysis of the educators' responses, the following significant issues of concern to multilingual communities regarding language policy and sustainable urban development are highlighted. The identified barriers are as follows: In a nutshell, the barriers are resource issue and institutional support, and society's perception of minority language. Implied by these results are increasing needs with respect to support structures and policies. Nevertheless, there are certain and many potential advantages of inclusive language policies when it comes to impact on sustainable development of large cities. It is evident that the formulation of such policies can bring positive effects in the society such as social justice, social rights, and cultural conservation. Key findings included appreciation for the effectiveness of multilingual education programs, along with community engagements which have considerable positive impact on education, and unity among communities.

The contribution of applied linguistics in the formation of good language policies is also underscored. It is, therefore, essential to have the theories and generating empirical knowledge within the framework of applied linguistics, while formulating the policies that are feasible and cognizant of the diversity factor. Beneficial for understanding processes of language acquisition and utilization in various contexts, this field contributes to the creation of policies that would help multilingual population. Thus, based on the qualitative analysis of the educators' responses, it is possible to see that there are clear benefits and obstacles regarding the implementation of the language policies in the multilingual urban contexts. Despite the challenges in the areas of resource,



institutional support, and social acceptability of the minority languages, the value of valuing diversity in language policies cannot be downplayed in issues to do with social equity in education, success of learners and cultural heritage. The effectiveness of these policies can be seen by examples of FLE programs and ways of involving communities into learning. Language policies rely heavily on applied linguistics as this branch offers foundational and practical solutions. More research is needed with a long-term approach with regard to the implementation of such policies and practice, the involvement of the community and the incorporation of ICT in multilingual education to improve the understanding and application of such policies toward sustainable development of cities.

Future research directions include analyzing the effects of multilingual education on the socio-economic development of a country after the implementation period, looking at how the field of multilingual education and language policy can be linked to another discipline such as town planning, and studying how the advancement of Information Communication Technology is influencing the implementation of multilingual education. These areas of research are important to produce better and enduring language policies which are suitable to the dynamism in the societies' settings. Therefore, given the difficulties in adapting the use of inclusive language policies in multilingual urban environments, the HI benefits of enhancing sustainable urban development are huge. Thus, if these challenges are met with profound research and adequate policy agendas, then social integration, cultural preservation and education equality for multicultural population in cities can be achieved.

#### References:

- Albury, N.J., 2020. Multilingualism and mobility as collateral results of hegemonic language policy. *Applied Linguistics*, 41(2), pp.234-259.
- Asfaha, Y.M., 2020. Multilingual language policy discourses and superdiversity at the peripheries: Exploring language policy and practice in Eritrea. *Journal of Multicultural Discourses*, 15(4), pp.404-421.
- Boruah, P., & Mohanty, A., 2022. English medium education in India: The neoliberal legacy and challenges to multilingual language policy implementation. In *Neoliberalization of English language policy in the Global South* (pp. 51-71). Cham: Springer International Publishing.
- Duff, P.A., 2021. Multiscalar research on family language policy and planning in China: commentary. *Current Issues in Language Planning*, 22(4), pp.487-494.
- Fishman, J. A. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Multilingual Matters.
- Gonçalves, K., 2020. Managing people with language: language policy, planning and practice in multilingual blue-collar workplaces. *Language policy*, 19(3), pp.327-338.
- Gonçalves, K., 2020. Managing people with language: language policy, planning and practice in multilingual blue-collar workplaces. *Language policy*, 19(3), pp.327-338.
- Grin, F., 2022. Principles of integrated language policy. *Advances in interdisciplinary language policy*, pp.24-52.
- Grin, F., 2022. Principles of integrated language policy. *Advances in interdisciplinary language policy*, pp.24-52.
- Hamann, E.T., & Catalano, T., 2021. Picturing dual language and gentrification: An analysis of visual media and their connection to language policy. *Language policy*, 20(3), pp.413-434.
- Huang, Y., & Fang, F., 2021. 'I feel a sense of solidarity when speaking Teochew': unpacking family language planning and sustainable development of Teochew from a multilingual perspective. *Journal of Multilingual and Multicultural Development*, pp.1-17.
- Kirsch, C., Duarte, J., & Palviainen, Å. (2020). Language policy, professional development and sustainability of multilingual approaches. In *Multilingual approaches for teaching and learning* (pp. 186-203). Routledge.
- Kirsch, C., Duarte, J., & Palviainen, Å. (2020). Language policy, professional development and sustainability of multilingual approaches. In *Multilingual approaches for teaching and learning* (pp. 186-203). Routledge.
- Lo Bianco, J., 2010. The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal*, 61(199), pp.37-67.
- Lo Bianco, J., 2010. The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal*, 61(199), pp.37-67.
- Lo Bianco, J., 2020. A meeting of concepts and praxis: Multilingualism, language policy and the dominant language constellation. *Dominant language constellations: A new perspective on multilingualism*, pp.35-56.
- Mweri, J., 2020. Sustainable development goals: Reaching people through their mother tongue. *Linguistics and*

- Literature Studies, 8(1), pp.14-25.
- Mweri, J., 2020. Sustainable development goals: Reaching people through their mother tongue. *Linguistics and Literature Studies*, 8(1), pp.14-25.
- Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.
- Rahman, T., 2010. A multilingual language-in-education policy for indigenous minorities in Bangladesh: Challenges and possibilities. *Current Issues in Language Planning*, 11(4), pp.341-359.
- Rahman, T., 2010. A multilingual language-in-education policy for indigenous minorities in Bangladesh: Challenges and possibilities. *Current Issues in Language Planning*, 11(4), pp.341-359.
- Sen, A. (1999). *Development as Freedom*. Oxford University Press.
- Shohamy, E., Tannenbaum, M., & Gani, A., 2022. Bi/multilingual testing for bi/multilingual students: policy, equality, justice, and future challenges. *International Journal of Bilingual Education and Bilingualism*, 25(9), pp.3448-3462.
- Shohamy, E., Tannenbaum, M., & Gani, A., 2022. Bi/multilingual testing for bi/multilingual students: policy, equality, justice, and future challenges. *International Journal of Bilingual Education and Bilingualism*, 25(9), pp.3448-3462.
- Zheng, Y., & Mei, Z., 2021. Two worlds in one city: A sociopolitical perspective on Chinese urban families' language planning. *Current Issues in Language Planning*, 22(4), pp.383-407.