

EMBRACING MULTILINGUALISM IN IRANIAN CLASSROOMS: WHICH STRATEGIES TO PROMOTE INCLUSION?

VALORIZZARE IL MULTILINGUISMO NELLE CLASSI IRANIANE: QUALI STRATEGIE PER FAVORIRE L'INCLUSIONE?



Double Blind Peer Review

Citation

Mohajeri, Z.S., & Pace, E.M. (2025). Embracing multilingualism in Iranian classrooms: Which strategies to promote inclusion? *Giornale italiano di educazione alla salute, sport e didattica inclusiva*, 9(2).

Doi:

<https://doi.org/10.32043/gsd.v9i2.1461>

Copyright notice:

© 2023 this is an open access, peer-reviewed article published by Open Journal System and distributed under the terms of the Creative Commons Attribution 4.0 International, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

gsdjournal.it

ISSN: 2532-3296

ISBN: 978-88-6022-510-8

Zahra Sadat Mohajeri
University of Salerno, Italy
zmohajeri@unisa.it



Erika Marie Pace
University of Salerno, Italy
epace@unisa.it



ABSTRACT

In a globalized world, multilingualism has garnered priority as it fosters effective intercultural exchange (Moshtari et al., 2023., & Kathleen, 2016). Celebrating diversity and cultivating multilingual classrooms are key to creating environments that embrace cultural differences (Krajewski, 2011). Educational institutions must actively embrace multilingualism to fulfil their role in promoting an inclusive society from a young age (King, 2018). This study examines the contributions of Iranian teachers to multilingual education and inclusion. As part of a doctoral dissertation on teacher competencies in multicultural classrooms, this literature review explores the strategies employed by Iranian teachers to support inclusive learning in multilingual settings. The sources include Google Scholar, Web of Science, ERIC, and Scopus. The findings underscore the importance of cultural diversity and emphasize the need for enhancing teachers' abilities to navigate linguistic and cultural differences.

Nel mondo globalizzato, il multilinguismo ha acquisito una crescente rilevanza in quanto favorisce uno scambio interculturale efficace (Moshtari et al., 2023; Kathleen, 2016). Celebrare la diversità e valorizzare classi multilingue rappresentano elementi fondamentali per la creazione di ambienti capaci di accogliere le differenze culturali (Krajewski, 2011). Le istituzioni educative sono chiamate a sostenere il multilinguismo per adempiere al proprio ruolo nella promozione di una società inclusiva sin dalla prima infanzia (King, 2018). Il presente studio analizza il contributo degli insegnanti iraniani per sostenere l'apprendimento inclusivo in contesti multilingue. Nell'ambito di una tesi di dottorato dedicata alle competenze degli insegnanti nei contesti multiculturali, questa revisione della letteratura ne indaga le strategie adottate dagli insegnanti iraniani. Le fonti utilizzate per la revisione sono Google Scholar, Web of Science, ERIC e Scopus. I risultati evidenziano l'importanza della diversità culturale e la necessità di rafforzare le competenze degli insegnanti nella gestione delle differenze linguistiche e culturali.

KEYWORDS

Multiculturalism, multilingualism, diversity, inclusive education
Multiculturalismo, multilinguismo, diversità, istruzione inclusiva

Received 30/04/2025

Accepted 19/06/2025

Published 20/06/2025

Introduction

With the acceleration of globalization, migration has taken on a new meaning. As more countries continue to experience a diversity of cultures (Czaika & De Haas, 2014), promoting inclusion among and within societies has become a priority action to foster wellbeing (UN General Assembly, 2015).

Viewing diversity as an enrichment, the adoption of an inclusive paradigm in schools is now considered a fundamental process to bring cultures together. Inclusive schools offer the physical, emotional, and social space for beliefs, traditions and views to intertwine. This entails promoting multicultural education to broaden knowledge while also emphasizing acceptance and respect for cultural differences, thus preparing children for global citizenship (OECD, 2019).

This aids in counteracting the negative consequences of globalization (Gukalenko & Borisenkov, 2016) and emphasizes the need to develop a new model of education based on multicultural responsiveness (Arvanitis, 2016). Nevertheless, this is not a simple feat and the challenges to overcome cultural bias, prejudice, and negative attitudes towards difference are many. In today's world, recognizing and integrating the acceptance practices developed in different countries can foster a deeper intercultural understanding (Bauman, 2019). Language is one of the fundamental elements in intercultural education (Kearney, 2015). Behavioral, emotional, and social learning difficulties can be a result of the stress of facing the new language and culture of the destination country (Qin, 2009). The student tries to adapt to the new language and culture at school while, at home, the parents continue to practice the culture of the country of origin (Kaji, 2011). For many migrants, moving to another country is an opportunity to improve their socio-economic condition, guaranteeing better education opportunities for their children (Dustmann & Glitz, 2011).

Iran, with its rich cultural and linguistic diversity and dialects that also hosts a large immigrant population, offers a fertile ground for investigating the integration of multilingualism in educational settings (Taleghani & Qureshi, 2021). Despite recognition of the value of multilingualism, a gap remains in exploring the relationship between teachers' beliefs, teacher education in Iran's multilingual classrooms, and the strategies they adopt to foster inclusion (Biglar-Beigi Ghajarieh et al., 2025).

To date there is an evident gap in pedagogical literature specifically addressing inclusive approaches and classroom practices in multilingual classrooms. Indeed, as evidenced in this literature search, the publications available derive predominantly from linguistic and sociolinguistic studies. This literature review aims to explore Iranian teachers' engagement in multilingual education and inclusion, and explores the strategies used by Iranian teachers to support inclusive learning in multilingual environments.

1. What is multilingualism?

Multilingualism is not as simple as it may seem at first glance. It is a complex, dynamic, yet fascinating phenomenon. Today, multilingualism has gained increased global significance and is recognized as one of the most essential social practices worldwide. (Aronin, 2018). There are many definitions of multilingualism. Based on a definition by Li (2008, p. 4), a multilingual individual is "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)". Another definition states that "the term multilingualism refers to the use of three or more languages, and is distinguished from bilingualism, the use of two languages, when appropriate" (Aronin, 2018, p. 3). The European Commission (2007, p. 6) defines the concept as "the ability of societies, institutions, groups and individuals to engage regularly with more than one language in their daily lives".

As the world becomes more interconnected, multilingualism serves as a bridge across cultural and linguistic divides, providing individuals with access to diverse perspectives, ideas, and opportunities. In a globalized world, multilingualism fosters greater cross-cultural understanding, enabling communication in a variety of social, political, and economic contexts (Chase-Dunn, 1999). In the past few decades, the development of multilingualism in the world has reached a critical point in terms of scale and importance, with multilingual societies increasingly becoming the norm rather than the exception (Aronin & Singleton, 2008). The world's approach to multilingualism has shifted dramatically, driven by global mobility, media, and technology. Multilingualism is no longer confined to specific regions but is a global phenomenon with diverse forms of language use and acquisition shaping everyday interactions (Fishman, 1998; Maurais, 2003).

Various studies have shown that multilingualism increases intellectual flexibility and creativity. Children who grow up in language-rich environments and speak multiple languages from an early age are more understanding and adaptable than children who speak only one language (Lukianenko, 2024). This requires having a curriculum integrated with the principles of multilingualism. When planning to support multilingualism in education, it is essential to avoid imposition, and this freedom of action allows children to naturally understand the value of linguistic diversity and shared learning (Pandya, 2021).

2. The Global Context of Multilingualism and Inclusion

Nowadays, young children often learn languages at home with their parents that differ from the dominant language used in their broader environment and at school. Their mother tongue, an invaluable resource, serves as a crucial link to early learning experiences, including preschool and primary education (Ball, 2011). Since 1953, UNESCO has supported the right of children to learn languages and to preserve linguistic and cultural diversity through language policies in education (UNESCO, 1953, 2003). Following UNESCO, Save the Children and other international education agencies continue to reiterate the educational imperative of using the learner's first language as the medium of instruction, at least in the early years of formal education (UNESCO, 2003; Save the Children, 2007, 2009).

Today, multilingualism in classrooms, understood as the coexistence of multiple languages spoken by students within a single educational setting (Cummins, 2000), has become an undeniable reality due to increasing classroom heterogeneity driven by immigration. Around the world, classrooms are becoming increasingly linguistically diverse, prompting teachers to adapt their instructional strategies to accommodate and support students who speak a variety of languages (Herzog-Punzenberger, 2017).

UNESCO considers multilingualism to be a powerful practice for inclusive education, which is about equal learning opportunities regardless of cultural, racial, and linguistic backgrounds (UNESCO, 2009). Recognizing and valuing students' mother tongues in schools fosters a sense of belonging and identity that is crucial for students' academic engagement and emotional well-being (Rajathurai, 2020). In multilingual classrooms, inclusion goes beyond tolerating differences—teachers need to use inclusive language practices not only to teach, but to value students'

diverse linguistic backgrounds. Instead of rigid language policies, effective teaching integrates students' varied language practices and cultural assets into the curriculum (Garcia & Sylvan, 2011).

Indeed, teachers play a pivotal role in creating inclusive learning environments. Embracing multilingualism helps prepare students for a globalized world, cultivating skills that go beyond language proficiency and promoting intercultural understanding (King, 2018). A wide range of cognitive, academic, and social benefits can be observed from multilingualism in the classroom, as it allows students to understand diverse cultures, perspectives, and traditions (Moshtari et al., 2023). Thus, multilingual classrooms become spaces where diversity is both accepted and celebrated, promoting the personal and academic development of all students. Considering these reflections, teachers need to be equipped with the necessary skills and strategies to manage linguistic and cultural diversity (Nyaga, 2013) to enhance their ability to interact with a globalized society (Krajewski, 2011).

3. Inclusive policies in the Iranian education system

Iran's education system is centrally controlled by the government, with key decisions made by the Ministry of Education. This centralized structure limits innovation and adaptability in the system (Behbahani, 2010). According to Article 3 of Iran's constitution, the Iranian government is responsible for providing free education and strengthening the spirit of inquiry and investigation in all areas of science, technology, culture, and Islamic studies through secondary school (Iranian Constitution, 1979). Children in Iran begin primary school at the age of 6 and lasts 6 years, from first grade to sixth grade. After primary school, students enter secondary education, which also spans six years and is for students aged 12 to 18. Secondary education is also organized in two three-year periods (Khoshraftar, 2015; Bakhshalizade & Karimi, 2015). Throughout these years, lessons are delivered in Persian.

Article 19 of the Iranian Constitution guarantees equal rights for all citizens, regardless of tribe, ethnicity, race, language, or other factors (IRI, 1989). In Iran, inclusive education is mainly concerned with the education of children and youth with disabilities (Samadi & McConkey, 2018). The Ministry of Health, the Welfare Organization, and the Exceptional Education Organization are three organizations that work to create a safe environment for people with physical and mental

disabilities (Hassani et al., 2022). The Welfare Organization is responsible for providing services to people with disabilities and people at risk of socio-economic or demographic disadvantage, such as women and orphans, the elderly, and addiction etc. (Godarzai et al., 2020). The education of students with special needs is the responsibility of the Exceptional Education Organization, which is under the supervision of the Ministry of Education (Alikhani Dadokulaei et al., 2011).

While awareness of inclusive education for all has grown in recent years, few concrete measures have been implemented and discrimination persists, particularly against refugees, Afghan children, girls, children with disabilities, and those from minority ethnic or religious communities (Moinipour, 2021). Fortunately, some initiatives taken by teachers or other school staff to ensure access to education for all students have been reported (Mohajeri et al., 2024) but these are still rare and sporadic instances.

4. Context of Migration and Multilingualism in Iran

Migration occurs for various reasons, including forced displacement due to political, religious, or environmental factors, and opportunities as well as the pursuit of better economic or educational opportunities (Pedde, 2018; Dustmann & Glitz, 2011). Since the 1979 revolution, Iran has hosted one of the largest refugee populations globally, initially with an open-door policy, but later shifting to restrictions and expulsions (Siavoshi, 2024). By 2019, Iran was still among the top host countries for refugees, with Afghan nationals constituting the largest immigrant group, making up over 95% of the immigrant population (Iran Statistics Center, 2016; UNHCR, 2019). Additionally, over 800,000 foreign students were registered in Iranian schools by 2023 (UNHCR, 2023).

Iran is home to a rich linguistic and ethnic diversity, with Persian being the official language, while minority languages such as Kurdish, Azeri, and Balochi are spoken by various ethnic groups (Iran Press, 2022). The Iranian Constitution recognizes Persian as the national language for official documents (Iranian Constitution, 1979).

Article 15

The official language and script of Iran, the lingua franca of its people, is Persian. Official documents, correspondence, and texts, as well as textbooks, must be in this language and script. However, the use of regional and tribal

languages in the press and mass media, as well as for teaching of their literature in schools, is allowed in addition to Persian.

It also allows for the use of local languages in media and education (Rezaei et al., 2017; Rezaei & Bahrami, 2016). This policy reflects the country's approach to linguistic unity, aimed at maintaining national cohesion, while still acknowledging the cultural and linguistic rights of minority groups (Modarresi, 2005). Striking a balance between strengthening Persian and preserving mother tongues remains a challenge particularly for young learners from minority communities who may struggle with Persian as the primary language of instruction (Modarresi, 1992).

In efforts to educational justice, Iran has aimed to provide more equitable opportunities for all learners, from diverse linguistic backgrounds (Eslami Harandi, 2020). Studies suggest that when students are taught in their native language and gradually transition to learning in Persian, their ability to acquire the second language improves significantly (Sturdivan & Alanís, 2019; Bogoch, 2010). Conversely, when students' native languages are excluded from education, they may experience marginalization, cultural disconnection, and a sense of injustice (Bahrami et al., 2020).

5. Methodology

This study employed a systematic literature review to gather, analyze, and synthesize existing research to address a clearly defined research question using rigorous and transparent methods (Gough et al., 2012). As an independent academic approach, the systematic review aims to identify, evaluate, and integrate all relevant studies on a given topic to draw well-supported conclusions. This method helps clarify the current state of research and highlights key implications (Feak & Swales, 2009). Systematic reviews are particularly valuable because they offer a comprehensive, up-to-date, and structured overview of literature in a specific field. In addition, such reviews can critically examine the strengths and limitations of the methodologies employed and discuss the broader significance of the findings (Wee & Banister, 2015).

The research question guiding this study was: *How do Iranian teachers navigate linguistic and cultural diversity to create an inclusive learning environment in multilingual classrooms?*

6. Literature search strategy

In this study, Google Scholar, Web of Science, Scopus, and Educational Resources Information Center (ERIC) were selected as primary databases, as they are commonly used in highly cited systematic reviews and meta-analyses (Gusenbauer, 2020) in educational research.

To ensure the relevance and quality of the reviewed literature, the following inclusion criteria were also applied. The publication had to focus on:

- a. multilingual education in Iranian classrooms or the broader context of Iran's educational system;
- b. the academic challenges of multilingual, immigrant, or refugee students in Iran;
- c. multilingualism in classrooms and strategies for overcoming language barriers;
- d. the promotion of inclusive approaches.

Publications were excluded when the studies focused on teaching English as a foreign language (TFL).

This literature review included publications from 2005 to 2024 to ensure the inclusion of recent and relevant research on Iran. However, a key limitation of the study is the exclusion of literature published in Persian. This decision was due to several practical and structural barriers, including restricted access to Iranian databases from outside the country, limited availability of open-access Persian-language journals, and payment systems that require transactions in Iranian rials—currently not feasible due to international sanctions and FATF restrictions. Additionally, the aim of this review was to contribute to the international academic discourse; therefore, the focus on English-language sources ensures that the findings are accessible and reproducible by scholars globally. Nonetheless, the exclusion of Persian-language literature may have limited the scope of context-specific insights, particularly those reflecting local perspectives and practices within Iran.

The terms that were initially searched in all databases were “multiculturalism,” “multilingualism,” “diversity,” and “inclusive education” were. Unfortunately, a lot of irrelevant information was obtained and a more focused search on the topic using

the keywords “multiculturalism,” “multilingualism,” and “Iran” was carried out. This combination of search terms was used in all databases in all fields. Table 1 provides a summary of the search outcomes whereas figure 1 presents the inclusion/exclusion process conducted using PRISMA (Sarkis-Onofre et al., 2021).

Databases	Keywords	Number of results	Unrelated	Repetitive	Included
Google Scholar	“Multiculturalism” “multilingualism” “Iran”	417	408	0	9
Google Scholar	“Multilingualism” “Iran”	67	58	9	0
Web of Science	“Multiculturalism” “multilingualism” “Iran”	1	1	0	0
Web of Science	“Multilingualism” “Iran”	62	62	0	0
ERIC	“Multiculturalism” “multilingualism” “Iran”	6	6	0	0
ERIC	“Multilingualism” “Iran”	20	20	0	0
Scopus	“Multiculturalism” “multilingualism” “Iran”	0	0	0	0
Scopus	“Multilingualism” “Iran”	54	54	0	0
Total		627	609	9	9

Table 1. Literature search outcomes

Out of the 627 publications retrieved, 9 were duplicates. The title and the abstract of the remaining 618 publications were scanned following the inclusion/exclusion criteria above. Out of these, 127 publications were not related to the Iranian context even if the word Iran was used. Successively, the full text of the other publications was sought. In this phase, 54 were removed since the full text was not available. An additional 143 publications were excluded because they were considered irrelevant to the research topic. More specifically, 108 of the remaining publications were not related to studies conducted in schools, 95 did not focus on multilingualism and 82 publications were related to teaching English as a foreign language. The remaining 9 publications (1.4%) met all the inclusion criteria and were considered for this literature review.

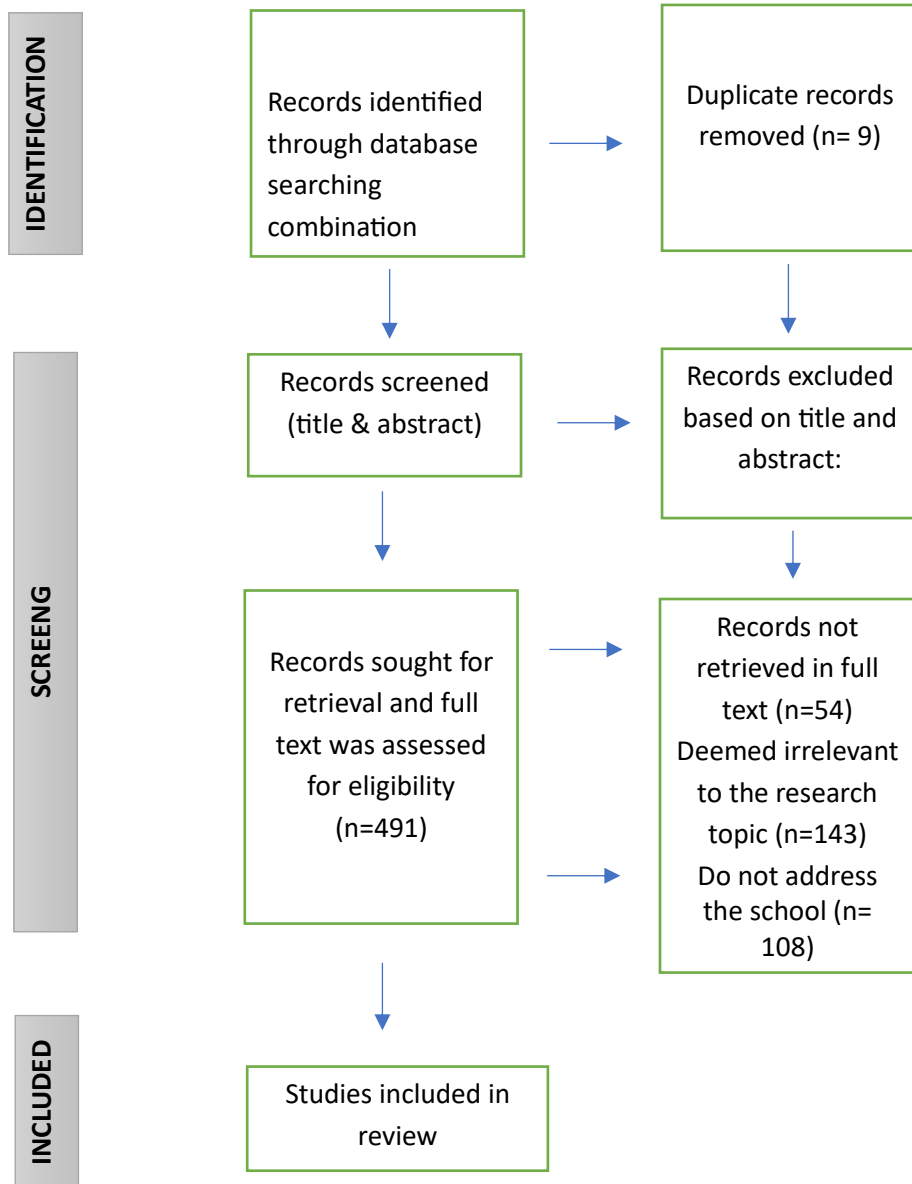


Figure 1: PRISMA flow diagram

Out of the nine articles, seven were published in the last 10 years. These findings may indicate that research on multilingual classrooms in Iran has become more prominent in the last decade (see figure 2).

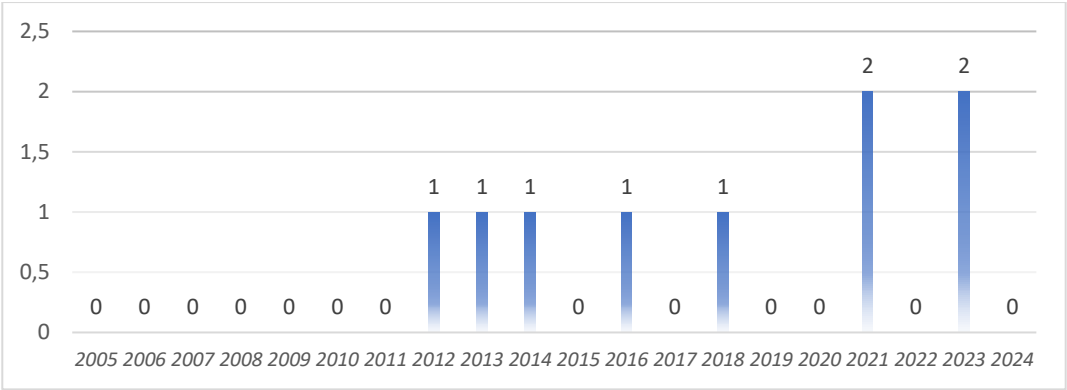


Figure 2: Frequency distribution for the year of publication for included studies

The nine articles reviewed offered insights that could be grouped into two main themes, either directly addressing the research question or offering recommendations for future action.

7. Discussion of results

The limited number of relevant articles identified in this literature review suggests that few studies have been conducted in this field; particularly notable given that the selected databases are commonly referenced in educational research. (Gusenbauer, 2020; Heck et al., 2024). The choice of excluding publications written in Persian or other languages constitutes a limitation in this study. However, in a study by Jahandideh et al. (2021), which reviewed 35 studies published between 2011 and 2019 in Iranian databases, the authors observed a notable lack of interest in multilingualism within the fields of education and educational sciences. They found that most multilingualism researchers were university professors specializing in linguistics, and, notably, no doctoral theses on the topic were identified. Their study also revealed a preference for quantitative over qualitative methodologies, often grounded in conservative theoretical frameworks. Research in this area primarily focused on the cognitive aspects of multilingualism, particularly comparisons between monolingual and multilingual children. However, there was a striking absence of efforts to design curricula for multilingual or immigrant students,

and no practical guidelines were proposed for leveraging linguistic diversity in educational settings. In this literature search, none of the 9 articles taken into consideration were specifically focused on the research topic either.

A closer examination of the two themes that emerged from the thematic analysis of the nine publications reveals that all reviewed articles emphasized the importance of multilingualism. In particular, the study by Mirhosseini and Abazari (2016), which employed both questionnaires and interviews with 104 stakeholders, found that the vast majority were in favor of using the mother tongue or local language in educational settings. On the other hand, seemingly contradictory attitudes were observed regarding the use of mother tongue in different areas of language use, and participants seemed to be hesitant to support the function of mother tongue in all situations, but this is not the case with education.

The overall results of Kavandi and Qanilou's (2018) study showed that multilingualism has a significant educational advantage, including better cognitive development and increased language learning. This difference can be explained as follows: "The more languages a person acquires, the more useful it will be for acquiring additional non-native languages." In addition, one study clearly emphasized that the greatest advantage of multilingualism in education is respect for individual preferences and the creation of job opportunities (Aghajanzadeh, 2023).

Four of the nine reviewed studies emphasized the importance of using the mother tongue in education, while also acknowledging that, in certain contexts, its use must be approached with caution due to concerns about national unity, identity, nationalism, or potential separatist sentiments (Asl, 2013; Berezina, 2023; Hoominfar, 2024; Kalantari, 2012). In line with these considerations, Taleghani and Qureshi (2021) highlighted the crucial role of society in promoting linguistic diversity, stressing the need for government support and the adoption of appropriate language policies to foster inclusive and balanced linguistic environments.

The number of articles discussing multilingual classroom strategies was very limited (n=3), but two studies reported a similar strategy used: the establishment of one-month courses to prepare non-Persian-speaking students to equip them with the necessary skills in the classroom (Hoominfar, 2024; Kalantari, 2012; Taleghani & Qureshi, 2021). Data showed that this was somewhat effective, but not enough

because it could not compensate for six long years of familiarity with the mother tongue (Taleghani & Qureshi, 2021; Kalantari, 2012).

Six out of nine publications reviewed had suggestions for improving productivity in multilingual classrooms. The suggestions emphasized the importance of teaching Persian and paying attention to quality while strengthening the mother tongue. The use of correct, scientific, and impartial methods for teaching was also considered. To foster a bilingual inclusive environment, it was suggested that current educational policies should be revised to give importance to both local and national languages, thereby ensuring that mother tongues are respected and included in the education system (Taleghani & Qureshi, 2021; Asl, 2013; Berezina, 2023)

Both Taleghani and Qureshi (2021) and Jahandideh et al. (2021) proposed curriculum-based solutions to support multilingual education. Their recommendations included revising textbooks, adapting teaching and learning strategies, improving assessment methods, and integrating local languages into the curriculum as valuable resources for students' cognitive development. As highlighted in broader literature, such approaches enable students to benefit from multilingual education while also encouraging the use of new technologies in the classroom. These technologies can connect learners to global resources and contribute to creating a more inclusive, engaging, and interactive learning environment.

Teacher education emerged as a central concern in three of the reviewed studies (Aghajanzadeh, 2023; Kalantari, 2012; Jahandideh et al., 2021). The authors emphasized that providing in-service training on multilingualism is a critical prerequisite for the successful development of multilingual education programs. Teachers must be equipped through professional development opportunities to support bilingual students, effectively manage linguistically diverse classrooms, and navigate the complexities of multilingual education. Furthermore, they need to understand the educational value of the mother tongue in fostering academic achievement and improving overall learning outcomes.

Conclusions

The importance of inclusive learning environments is widely recognized, particularly in the context of increasing linguistic and cultural diversity. Promoting inclusion

through the use of multiple languages not only enhances equity in education but also upholds fundamental rights. Article 30 of the 1989 Convention on the Rights of the Child affirms the right of children from indigenous, religious, or linguistic minorities to maintain and express their culture and language. Similarly, Article 52 of the Universal Declaration of Linguistic Rights (1990) highlights the duty of states to protect minority languages. UNESCO's Mother Language Charter (2003) further underscores the value of initiating formal education in students' mother tongues as a path to inclusion and quality learning.

If the 20th century marked the expansion of universal education driven by professionalization, the 21st century signals the rise of multilingual education as a central pillar of inclusive, equitable societies (Khadivi, 2009). Education reflects the cultural values of a society and serves as a key vehicle for preserving its customs, traditions, and identities (Bahrami et al., 2020). As Lorenzoni (2024) reminds us, a solid grasp of one's mother tongue forms the foundation for mastering the official language of residence, enabling both academic achievement and meaningful intercultural exchange.

This study emphasizes the critical role of multilingualism in fostering inclusive education within Iranian classrooms; an environment marked by rich linguistic diversity and a significant immigrant population. Yet, the literature reviewed reveals a stark lack of research focused on inclusive practices for multilingual learners in Iran, especially from an educational sciences perspective. The findings point to the urgent need for practical strategies to address language barriers and to support teachers through appropriate training and access to resources.

Teacher education emerges as a key lever for change. Educators must be equipped to navigate linguistic diversity, implement inclusive pedagogical approaches, and value students' linguistic identities. Furthermore, educational policy must move beyond symbolic acknowledgment of multilingualism to provide concrete curricular reforms and classroom support. Innovation, including the integration of digital tools, can enhance multilingual learning and help bridge disparities in access and participation.

In an era where global migration continues to transform educational landscapes, Iran is not alone in facing these challenges. Future research should focus on the intersection of teacher preparation and student experience to generate actionable insights for building inclusive and responsive multilingual education systems.

Comparative literature reviews across diverse national contexts can also illuminate effective models and best practices adaptable to different educational settings.

Ultimately, bridging the gap between policy and practice will require systemic commitment, cross-sector collaboration, and a renewed understanding of language as both a human right and a resource for learning and social cohesion.

References

Aghajanzadeh, M. (2023). Convergence of prospects for a multilingual education policy: When thoughts clash with policy. *Iranian journal of English for academic purposes*. ISSN: 2476-3187 IJEAP, 12(3), (pp. 36-55). https://journalscmu.sinaweb.net/article_182223.html

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), (pp. 7–16). <https://doi.org/10.1080/20020317.2020.1729587>

Alikhani Dadoukolaei, M., Chizari, M., Bijani, M., & Abbasi, E. (2021). Agricultural teachers' professional competency for working with students with special needs in Iran. *Journal of Agricultural Science and Technology*, 23(1), (pp. 1-15). https://www.researchgate.net/publication/337473790_Agricultural_Teachers'_Professional_Competencies_for_Working_with_Students_with_Special_Needs_in_Iran

Aronin, L., & Singleton, D. (2008). Multilingualism as a new linguistic dispensation. *International Journal of Multilingualism*, 5(1), (pp. 1–16). <https://doi.org/10.2167/ijm072.0>

Aronin, L. (2018). *What is multilingualism? Twelve lectures on multilingualism*. In D. Singleton and L. Aronin (Eds.), Bristol, Blue Ridge Summit: Multilingual Matters (pp. 3-34). <https://doi.org/10.21832/9781788922074-003>

Asl, E.S. (2013). Multilingualism in Iran; Unity or pluralism? (A case study in East Azerbaijan Province). *International Knowledge & Sharing Platform*. <https://www.iiste.org/Journals/index.php/RHSS/article/view/8957>

Arvanitis, E. (2016). Culturally Responsive Pedagogy: Modeling Teachers' Professional Learning to Advance Plurilingualism. In: Trifonas, P., Aravossitas, T. (eds) *Handbook of Research and Practice in Heritage Language Education*. Springer

International Handbooks of Education. Springer, Cham.
https://doi.org/10.1007/978-3-319-38893-9_4-1

Bahrami, F., Ghaderi, M., & Talebi, B. (2020). Explaining the basics and logic of mother tongue education, a way for educational justice in bilingual primary school students. *Iranian Journal of Educational Sociology*, 3(4) :43-53
DOI:[10.52547/ijes.3.4.43](https://doi.org/10.52547/ijes.3.4.43) .

Bakhshalizade, Sh., & Karimi, A. (2015). Iran, Islamic Republic. *Research institute for education national study center for TIMSS PIRLS*
<https://timssandpirls.bc.edu/timss2015/encyclopedia/countries/iran-islamic-rep-of/>

Ball, J. (2011). Mother tongue-based bilingual or multilingual education in the early years. *Colombia: UNESCO*. <https://ecdip.org/wp-content/uploads/2021/12/UNESCO-Summary-2010.pdf>

Bauman, Z. (2019). *Il ritorno dell'estraneo*. Roma: Castelvecchi.

Behbahani, A. (2010). Technical and vocational education and the structure of education system in Iran. *Procedia-Social and Behavioral Sciences*, 5, 1071-1075. <https://doi.org/10.1016/j.sbspro.2010.07.237>

Berezina, A. (2023). Multilingualism in Iran: A Cultural aspect. *MGIMO University*. SSRN: <https://ssrn.com/abstract=4417992>

Biglar-Beigi Ghajarieh, A., Mozaheb, M.A., & Aghabozorgi, A. (2025). The power of pedagogical translanguaging in bilingual and multilingual teachers and students. Discourses: The Case of ESP versus EGP educational settings in Iran, *Journal of Language Horizons*, 8(4), (pp.7-30).
https://lghor.alzahra.ac.ir/article_7982_889c3bed004122a09a88149a3f7d8653.pdf

Bogotch, I. (2010). Conceptualizations of multicultural education among teachers: implications for practice in universities and schools. *Journal of Social Psychology*, 24(7), (pp. 85 -110).

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire* (Vol. 23). Multilingual matters.

Chase-Dunn, C. (1999). Globalization: A world-systems perspective. *Journal of world systems Research* 5 (2), 165-185.

Czaika, M., & De Haas, H. (2014). The globalization of migration: Has the world become more migratory? *International migration review*, 48(2), (pp.283-323). <https://onlinelibrary.wiley.com/doi/full/10.1111/imre.12095>

Dustmann, Ch., & Glitz, A. (2011). *Migration and education*. chapter 4. Handbook of the economics of education. (pp.327-439). <https://www.sciencedirect.com/science/article/abs/pii/B9780444534446000043>

Eslami Harandi, F., karimi, F. and Nadi, M. A. (2019). Identifying the Components of Educational Justice in Iran, *s Education. Journal of Research in Educational Systems*, 13(47), (pp. 55-75). doi:10.22034/jiera.2019.150212.1645

European Commission. (2007). Final report: High-level group on multilingualism. Luxembourg: European Communities. http://ec.europa.eu/education/policies/lang/doc/multireport_en.pdf

Feak, C. B., & Swales, J. M. (2009). Telling a Research Story: Writing a Literature Review. English in Today's Research World 2. Ann Arbor: *University of Michigan Press*, Doi: [10.3998/mpub.309338](https://doi.org/10.3998/mpub.309338)

Fishman, J.A. (1998). The new linguistic order. *Foreign policy* .113, 2640.

García, O., & Sylvan, C.E. (2011). Pedagogies and practices in multilingual classrooms: singularities in pluralities. *The Modern Language Journal*, 95: (pp. 385-400). <https://doi.org/10.1111/j.1540-4781.2011.01208.x>

Goodarzi, P., Vaziri, S., & Akbari, Z. S. (2020). Content evaluation of the pre-marriage education program provided by the state welfare organization of Iran: The perspective of marriage experts and educators. [https://www.researchgate.net/publication/342380119 Content Evaluation of the Pre-marriage Education Program Provided by the State Welfare Organization of Iran The Perspective of Marriage Experts and Educators](https://www.researchgate.net/publication/342380119_Content_Evaluation_of_the_Pre-marriage_Education_Program_Provided_by_the_State_Welfare_Organization_of_Iran_The_Perspective_of_Marriage_Experts_and_Educators)

Gough, D., Thomas, J., & Oliver, S. (2012). Clarifying differences between review designs and methods. *Systematic Reviews*, 1:28. <https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/2046-4053-1-28>

Gusenbauer, M., & Haddaway N.R. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. *Res Synth Methods*. 11(2):181-217. doi: 10.1002/jrsm.1378. Epub 2020 Jan 28. PMID: 31614060; PMCID: PMC7079055.

Gukalenko, O. V., & Borisenkov, V. P. (2016). Multicultural education in the conditions of globalization. In *SHS web of conferences* (Vol. 29, p. 01026). EDP Sciences. https://www.shs-conferences.org/articles/shsconf/pdf/2016/07/shsconf_eeia2016_01026.pdf

Hassani, F., Seker, F. S., & Malekabadizadeh, Z. (2022). Iran-Turkey comparison in concerning the rights and needs of children with disabilities. *European Journal of Education Studies*, [S.l.], v. 9, n. 12, nov. ISSN 25011111. <https://oapub.org/edu/index.php/ejes/article/view/4574>. doi:<http://dx.doi.org/10.46827/ejes.v9i12.4574>.

Herzog-Punzenberger, B., Le Pichon-Vorstman, E., & Siarova, H. (2017). Multilingual education in the light of diversity: Lessons. Learned. NESET II report, Luxembourg: Publications Office of the European Union, doi:10.2766/71255. https://www.researchgate.net/publication/322077710_Multilingual_Education_in_the_Light_of_Diversity_Lessons_Learned

Heck, T., Keller, C., & Rittberger, M. (2024). Coverage and similarity of bibliographic databases to find the most relevant literature for systematic reviews in education. *International Journal on Digital Libraries* 25, (pp. 365–376). <https://doi.org/10.1007/s00799-023-00364-3>

Hoominfar, E. (2014). Challenges of monolingual education [master's thesis, Bowling green state university]. Ohio Link Electronic Theses and Dissertations Center. http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1404055112.

Iran Press. (2022). Iranian Ethnic groups; What Iran is known for. <https://iranpress.com/iranian-ethnic-groups-what-iran-is-known-for>

Iran Statistics Center. (2016). <https://amar.org.ir/en>

Iran_constitution. (1979). https://www.constituteproject.org/constitution/Iran_1989

Islamic Republic of Iran. (1989). Constitution of the Islamic Republic of Iran. Retrieved from [http://fis-iran.org/en/resources/legaldoc/constitutionislamic\(open in a new window\)](http://fis-iran.org/en/resources/legaldoc/constitutionislamic(open in a new window))

Jahandideh, J ., Arefi, M ., & Khorasani, A. (2021). Multilingual education in Iranian schools: Qualitative meta-analysis. *Journal of School Administration* .Vol 9, No 1, https://jsa.uok.ac.ir/article_61860_0bdb15e10720d578aec53d644ce4eade.pdf

Kajee, L. (2011). Literacy journeys: Home and family literacy practices in immigrant households and their congruence with schooled literacy. *South African Journal of Education*, 31(3), (pp. 434-446).

Kalantari, R. (2012). The dilemma of multilingualism in Iran. English review: *Journal of English Education*, 1(1), 6-16 https://www.academia.edu/29742310/THE_DILEMMA_OF_MULTILINGUALISM_IN_IRAN

Kathleen, S. S. (2016). The role of multilingualism in effectively addressing global issues: the sustainable development goals and beyond. *Theory and Practice in Language Studies*, 6(12): 2254. DOI: [10.17507/tpls.0612.03](https://doi.org/10.17507/tpls.0612.03)

Kavandi, E., & Qanilou, T. (2018). Bilingualism: educational policy and language planning in Iran. *Iranian Journal of Sociology and Education*, 1(1), (pp.63-72). https://web.archive.org/web/20180410134331id_/http://iase-ijse.ir/browse.php?a_id=29&sid=1&slc_lang=en&ftxt=1

Kearney, E. (2015). *Intercultural learning in modern language education: Expanding meaning-making potentials* (Vol. 28). Multilingual Matters.

Khadivi, A. (2009). Bilingualism: Concepts, Distinctions and Cognitive Scores. Educational Research Paper, No. 119.

Khoshraftar Somee Sofla, E. (2015). History of education Iran. Payam Noor University of Bonab, Bonab, Iran. https://rjhssonline.com/HTML_Papers/Research%20Journal%20of%20Humanities%20and%20Social%20Sciences__PID__2015-6-1-9.html

King, L. (2018). *The impact of multilingualism on global education and language learning*. Cambridge Assessment English Perspectives. UCLES. <https://www.cambridgeenglish.org/Images/539682-perspectives-impact-on-multilingualism.pdf>

Krajewski, S. (2011). Developing intercultural competence in multilingual and multicultural student groups. *Journal of Research in International Education*, 10(2), (pp. 137-153). <https://doi.org/10.1177/1475240911408563>

Li, W. (2008). *Research perspectives on bilingualism and multilingualism*. In W. Li & M. Moyer (Eds.), *The Blackwell handbook of research methods on bilingualism and multilingualism* (pp. 3–17). Oxford, UK: Blackwell.

Lorenzoni, F. (2024). *Lingua madre e democrazia*. La Vita Scolastica “Parole al centro: creare legami nelle classi plurali”, n.40, anno 78. Firenze: Giunti, (pp.4-5).

Lukianenko, N. (2024). The multilingual mind: Cognitive benefits and challenges of language MIXING. *БИЗНЕС ЛИНГВА-АКТУАЛНИ ПРОБЛЕМИ НА ЧУЖДОЕЗИКОВОТО ОБУЧЕНИЕ И МНОГОЕЗИЧИЕТО*, 56. <https://dlib.univishtov.bg/bitstream/handle/10610/5065/business-linga-2024.pdf?sequence=1#page=57>

Maurais, J. (2003). *Towards a new linguistic world order*. In J. Maurais and M. Morris (eds) *Languages in a globalizing world* (pp. 1336). Cambridge: Cambridge University Press.

Mirhosseini, S.A., & Abazari, P. (2016). My Language is like my mother: Aspects of Language Attitudes in a Bilingual Farsi Azerbaijani Context in Iran. DOI 10.1515/opli-2016-0018. <https://www.degruyter.com/document/doi/10.1515/opli-2016-0018/html>

Modarresi, Y. (1992). Linguistic issues and language planning in Iran. *Farhang* 13, 177-206.

Modarresi, Y. (2005). Ethnic- linguistic pluralism and national identity, *Namaye Ensan Shenasi* 7, 129-146

Mohajeri, Z.S., D’agostino, R., & Pace, E. M. (2024). Aiming for more inclusive societies through education: A Comparative study between Iran and Italy. In *International Conference on Research in Education, Teaching and Learning* (pp. 65-80). Diamond Scientific Publishing.

Moinipour, S. (2021). The Islamic Republic of Iran and children’s right to education: Acceptability and adaptability. *Human Rights Education Review*, 4(2), (pp. 26–48). <https://doi.org/10.7577/hrer.3930>

Moshtari, M., Delbakhsh, S., & Ghorbani, M. (2023). Challenges and policies for promoting internationalization - The case of Iranian public universities. *Higher Education Quarterly*, 77(4), (pp. 585-601).
<https://onlinelibrary.wiley.com/doi/full/10.1111/hequ.12422>

Nyaga, S. K. (2013). *Managing linguistic diversity in literacy and language development: an analysis of teachers' attitudes, skills and strategies in multilingual Kenyan primary school classrooms* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
<https://scholar.sun.ac.za/server/api/core/bitstreams/6adf528a-6fca-493f-ad89-c4a5f9ae1657/content>

Pandya, D. (2021). Sustainable multilingualism in Indian higher education. VOL.2 ISSUE NO.1
<http://jyotirmay.baou.edu.in/chaitanya/admin/uploads/ejournal/eb8084cb511e0e210d5120f57bfc073b.pdf>

Pedde, N. (2018). Gli stereotipi dell'Occidente sull'Iran - Note geopolitiche. Canale YouTube Limes Rivista Italiana di Geopolitica.
https://www.youtube.com/watch?v=V7xLORgOPX0&ab_channel=LimesRivistaItalia
[nadiGeopolitic](https://www.youtube.com/watch?v=V7xLORgOPX0&ab_channel=LimesRivistaItalia)

Qin, D. (2009). Being good or being popular : Gender and ethnic identity negotiations of Chinese immigrant adolescents. *Journal of Adolescent Research*, 24(1), (pp.37-66). <http://dx.doi.org/10.1177/0743558408326912>

Rajathurai, N. (2020). Understanding the Importance of Mother Tongue Learning. *International Journal of Trend in Scientific Research and Development (ijtsrd)*, ISSN: 2456-6470, Volume-5 Issue-1, (pp. 77-80) URL: www.ijtsrd.com/papers/ijtsrd35846.pdf

Rezaei, S., & Bahrami, A. (2016). Language attitude among Kurdish native speakers in Iran. A paper presented at the third International Conference on Kurdish linguistics, University of Amsterdam, The Netherlands.

Rezaei, S., Latifi, A., & Nematzadeh, A. (2017). Attitude towards Azeri language in Iran: Large-scale survey research. *Journal of Multilingual and Multicultural Development* 38(10). (PP. 931–941)

Sarkis-Onofre, R., Catalá-López, F., Aromataris, E. et al. (2021). How to properly use the PRISMA Statement. *Systematic review* 10, 117. <https://doi.org/10.1186/s13643-021-01671-z>

Samadi, S. A., & McConkey, R. (2018). Perspectives on inclusive education of preschool children with autism spectrum disorders and other developmental disabilities in Iran. *International Journal of Environmental Research and Public Health*, 15(10), 2307.

Save the Children. (2007). The use of languages in children's education: A policy statement. London: Save the Children.

Save the Children. (2009). Steps towards learning: A guide to overcoming language barriers in children's education. London: Save the Children. http://www.savethechildren.org.uk/en/54_7939.html

Siavoshi, S. (2024). Afghans in Iran: the state and the working of immigration policies. *British Journal of Middle Eastern Studies*, 51(1), (pp. 209-223). <https://doi.org/10.1080/13530194.2022.2113504>

Sturdivant, T. D., & Alanís, I. (2019). Teaching through culture: One teacher's use of culturally relevant practices for African American preschoolers. *Journal for Multicultural Education*, 13(3), (pp.203 -214). https://www.researchgate.net/publication/335289894_Teaching_through_culture_One_teacher's_use_of_culturally_relevant_practices_for_African_American_preschoolers

Taleghani, M., & Qureshi, B. (2021). Theoretical review of the Iranian case in multilingualism. *the international journal of language and cultural (TIJOLAC)*, 3(2), (pp. 1-10). <https://www.growingscholar.org/journal/index.php/TIJOLAC/article/view/127>

UNESCO. (1953). The use of vernacular languages in education. Monographs on foundations of education, No. 8. Paris: UNESCO.

UNESCO. (2003). Education in a multilingual world. UNESCO education position paper. Paris: UNESCO retrieved January 15, 2009.

UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO.

UNHCR. (2023). <https://www.unhcr.org/ir/education>

UNHCR. (2019). UNHCR - Global Trends 2019: Forced Displacement in 2019.
<https://www.unhcr.org/flagship-reports/globaltrends/globaltrends2019/>

Wee, B V., & Banister, D. (2015). How to write a literature review paper? (PP. 278-288) Published online: <https://doi.org/10.1080/01441647.2015.1065456>