Use of Advanced Terminology in a Multilingual Classroom

Muhammad Husnain Nawaz
MPhil Scholar, Department of English, Lahore Leads University.
Husnainawanfrom0307@gmail.com
Hafiz Furqan
MPhil Scholar, Management Science Department, Lahore Leads University.
Hafizfurqan892@gmail.com
Zaheer Ahmad
MPhil Scholar, Department of English, Lahore Leads University.
Zaheerahmadkp10@gmail.com

ABSTRACT
The use of modern terminology in multi-lingual classrooms is very important in today's time to sell and make educational activities successful. At present, it has become a great challenge for both students and teachers because its use is necessary for many methods and high levels of academic success. Students can develop critical thinking by working with complex concepts sometimes and can play an important role in effectively clarifying their concepts. Due to the lack of resources in Pakistan, education is being provided in traditional classrooms using traditional methods. This is why the use of modern technology and modern reforms has become difficult. Students may face a lot of difficulties in understanding the language barriers, political differences and the various complex reforms of education. All students face challenges in this regard. This research paper is qualitative and this research has been completed by taking advantage of books and articles. A thematic approach is needed for the use of modern reforms in multilingual classrooms in which audiovisual aids can play an important role so that students are able to use modern reforms correctly and effectively and teachers can also be familiar with all these methods and promote academic success. Thus, the learning process in multilingual classrooms can be quite positive.
Key Words: Multi-Lingual Classroom, Modern Terminology, Cross-Cultural Understanding, Audio-Visual Aids, Educational Reforms, Language Barriers, Challenges, Thematic Approach.

INTRODUCTION
In Pakistan's diverse classrooms, where students from different linguistic backgrounds learn together, the use of modern terminology presents both challenges and opportunities. Urdu and English are the primary languages of instruction, but many students may not be fluent in these languages, especially in rural areas. To address this, teachers can use strategies such as visual aids, code-switching, and multilingual resources to help students understand complex concepts. For example, teachers can use local languages such as Punjabi, Sindhi, or Pashto to explain difficult terms, making learning more accessible. Additionally, technology can play a critical role in providing

students with access to multilingual resources, such as online dictionaries and educational applications (Ashraf, M., 2024).

Teachers in Pakistan can establish a nurturing learning atmosphere that encourages linguistic diversity and academic success by implementing inclusive teaching practices. By bridging the gap between students from diverse linguistic origins, this method can help them reach their academic potential and actively engage in the learning process. Teachers can use linguistic diversity to foster cross-cultural understanding and interaction in Pakistan, since it is a significant feature of the educational environment. Teachers can establish a more effective and inclusive learning environment by appreciating students' linguistic backgrounds and integrating local languages into the curriculum (Khan, S., 2023).

RESEARCH GAP

The use of modern technologies in multilingual classrooms is a very new phenomenon in Pakistan, and research on this topic in Pakistan is not only due to its growing importance but also to the lack of research on its effective use in classrooms where students speak multiple languages. In addition to learning vocabulary and language, people have rarely explored the challenges and opportunities associated with using modern innovations in classrooms. Here too, there is a huge gap in the fact that teachers also face many challenges and difficulties in effectively using modern innovations in their teaching methods in the classroom. There are many reasons why students do not learn modern terminologies in the way they should. At the same time, if these models are created and the classrooms are followed according to the methodology, deep understanding and critical thinking are promoted, then modern innovations can play an important role. To bridge this gap, there is a great need to work on the effective use of modern terminology in the multi-lingual classroom. By conducting research in this way, many strategies can be brought to the fore. In a country with a small population like Pakistan, where there are many problems and lack of resources, there is a great need to conduct research on how to improve the learning process and student learning outcomes by using modern terminologies.

OBJECTIVES

- To evaluate the use of modern tools in multi-lingual class rooms
- To highlight the hurdles and barriers in using modern terminologies in multi-lingual class rooms.
- To find out the significance of using modern terminologies to promote critical thinking in class room.

RESEARCH QUESTION

1. How modern tools can be used in multi-lingual class rooms?
2. What are the difficulties in using modern terminologies in multi-lingual class rooms?
3. What role does advanced terminology play in promoting deeper understanding and critical thinking in multilingual classrooms?

SIGNIFICANCE

The importance of using modern terminologies in multi-level classrooms is a very important topic in today's era. In today's era, both modern technology and model terminology have become very important, and their effective use can play a very important role in fostering deep thinking, critical thinking, and academic success. In Pakistan, where there are many cultures and many languages are spoken, by introducing specific words and corrections in a particular subject or field for male

and female students, they can be provided with such academic tools under which they can achieve their academic and professional success and become skilled and successful citizens. One of the biggest advantages of using modern terminology in multi-lingual classrooms is that when it comes to understanding complex concepts, a lot of analysis is required. These modern terminologies can help in improving the analysis and at the same time, in today's global world, these terminologies are very important in this changing world. Where many students in a classroom speak different languages and belong to different cultures, if they are given the same terminology, it will help them all to do their research or study under a specific terminology because not every child can speak every language. But if they study under some modern terminologies in English, they can learn faster and their learning outcomes can be better. The biggest problem in Pakistan at the moment is that most education is given in English, which is not our first language. Therefore, both students and teachers face challenges while studying and teaching subjects in English. However, if teachers develop strategies for teaching modern reforms and explore their effective use in the classroom properly and teach students in this better way, then the learning process can be accelerated and lead to success.

LITERATURE REVIEW

Review of Literature provides in-depth analysis of sources and find out the existing knowledge gap in them. The present topic seeks to analyze the use to modern terminologies in multi-lingual classrooms. According to Cummins, J. (2000), Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters focus on the importance of linguistic diversity in class room, he emphasize that effective teaching strategies can improve the independent opinion and critical thinking among students. The writer has discussed the power of language and all the problems that exist for children in pedagogy because effective and it is also a matter of fact that effective teaching strategies can make complicated concepts clear and beautiful for students.

Garcia, O. (2009), in the book Bilingual Education in the 21st Century: A Global Perspective highlights the importance of bilingual education and to discover the effective use of native language in order to enhance the linguistic competence among students. His book is a good source for the promotion of academic achievements of students. Halliday, M. A. K. (1993) in Language as Social Semiotic, a special work on smooth bonding of language and education, focused on the effective and valid teaching strategies could promote the multi-cultural awareness in the class rooms.

Kramsch, C. (2009), The Multilingual Subject: What Foreign Language Learners Say about Their Experience is a good source to analyze the importance of language in class room learning process. The author argues that effective teaching methods and planning can make the learning process effective and smooth. Learning foreign language is a difficult task but in a class room it is the core responsibility of teacher to frame easy techniques to make it understand for the students. According to the writer, multilingual languages are spoken everywhere, but in a society where there are many cultures, the presence of a large number of languages also complicates the learning process. Here, if the same methodology is used, it becomes easier for all students to understand the learning process.

Shah, S. K., & Ali, Z. (2018), Teaching Vocabulary in Pakistani Classrooms: Challenges and Strategies highlights the challenges faced by both teachers and students in Pakistani class rooms. The authors also mention the significance of vocabulary in promoting and understanding the different languages in class rooms. The above mentioned literature reveals that use of modern terminologies in multi-lingual class room is quite a new addition in Pakistani class rooms, there is a dire need to

research on its various dimensions. Despite the many challenges in Pakistani educational institutions, we cannot neglect the use of modern terminology because in the coming times, where technology is being used extensively, we can not only facilitate the learning process by utilizing modern terminology in multilingual classrooms, but it will also help in instilling critical thinking and analysis in the students.

THEORATICAL FRAMEWORK

In Multi-level classroom, there are many concepts and theories related to the use of model objects in this, including the **Sociocultural Theory,** as proposed by Lev Vygotsky, in which language and culture play an important role in shaping learning and cognitive development. His theory shows how important culture and cultural periods play in learning modern terminology, and the **Language Acquisition Theory**, as proposed by Stephen Krashen, in which he highlighted the importance of using authentic dictionaries to understand the language. His theory shows that the use of modern terminology in multi-level classrooms can be enhanced by using authentic and authentic language. And in particular, **Culturally Responsive Pedagogy**, as proposed by Gloria Ledson-Billings, has suggested that the background of students, their family background, and their learning experiences play a very important role in this learning process, and that this little bit of knowledge shows how students must be taught and controlled in order to use all these modern reforms. How can our educators and researchers address the complex problems associated with the use of these modern terminals in our classrooms and under what strategies? These theories focus on the use of modern terminology in multi-language classrooms and present various strategies on how modern terminology can be used without any difficulties or problems and can be used to achieve student learning outcomes while making the teaching process useful.

SOURCES AND METHODOLOGY

The current research work is qualitative in nature based upon descriptive and evaluative techniques. The role of modern terminology in multilingual classrooms revolves around better understanding, improving communication, increasing engagement, and promoting better retention of difficult ideas and concepts. By incorporating relevant and contemporary terminologies, educators can create and utilized a positive learning environment that supports students' linguistic diversity and promotes academic success. Books, articles and journals have been utilized to meet the findings.

ROLE OF ADVANCE TECHNOLOGY IN MULTILINGUAL CLASS ROOM

The teaching and learning of languages has changed as a result of the incorporation of contemporary technology into multilingual classrooms. Teachers may design more effective, inclusive, and engaging learning environments that cater to the various needs of their students by utilizing technology. Artificial intelligence, virtual reality, and language learning applications are examples of contemporary technology that can improve student engagement, expand accessibility, and offer individualized learning experiences. Nonetheless, it is imperative to tackle the obstacles and constraints linked to the incorporation of technology, such as concerns related to fairness and accessibility, teacher preparation, technical difficulties, and cultural awareness. By doing this, educators may fully utilize technology to support cultural awareness, language diversity, and academic achievement for all kids in multilingual classrooms. The uniform use of technology can fill the gap between the society and culture, which is essential for more interconnected and interdependent advance world (Al-Saleem, B. I. A., 2014).

In multilingual class rooms personalized learning improves the students' abilities and modern skills. It also increased accessibility to online platforms and digital learning resources. Hence it has a lot of benefits but there are many limitations which we could face while using advance technology. All students cannot get equal access to digital technology and in order to smooth running of effective teaching methodologies, teachers training sessions are very important. Beside these cultural sensitivity must also be designed to promote the using of technology in classrooms (Arifah, A. (2014)).

LEARNING TOOLS AND APPS

There are so many learning tools and apps that generates an effective classroom, managing assignments and accessing students program. LMS tools is now being used in academic institutions for evaluating student's performances and their academic records. Google classroom is a managing platform which is used for tracking student's communication and assessments. During COVID-19 a video-conferencing platform Zoom was used widely for online classes, webinars and meetings. Another digital white-board app is being used for hybrid classes and the main purpose is to make an effective collaboration of using advanced skills (Becker, H. J. (2020)).

Students can easily have E-books in their mobile phones, which could allow them to read and explore digitally. Now a days a quite new Google slide add named pear desk is in use for drafting and engaging slides and supporting student's interaction. Near-pod is also being famous for power point presentations, it allows teachers to create interactive and effective lessons. A non-profit organization offers free subject training and coaching to students. The employment of sophisticated language in Pakistan's various classrooms offers both opportunities and challenges. Teachers can help students grasp difficult concepts by using techniques like code-switching, visual aids, and multilingual materials. Teachers can establish a nurturing learning atmosphere that encourages academic achievement and linguistic diversity by implementing inclusive teaching approaches. By bridging the gap between students from diverse linguistic origins, this method can help them reach their academic potential and actively engage in the learning process. Teachers in Pakistan can establish a more effective and inclusive learning environment by embracing local languages and appreciating students' linguistic backgrounds (Cummins, J. (2022)).

ARTIFICIAL INTELLIGENCE AND LANGUAGE LEARNING

AI and language learning apps not only reducing time of teachers and students and these apps are machine learning algorithms to access the performance of teacher learning process. Duolingo, and babble provide practice exercises along with feedback. Chatbots like GoPenPal provides easy practices of speaking and listening and help learners to improve speaking skills. Translation tools like Google Translate provide assistance in translating the text into many different languages. Natural learning processing NLP improves the sophisticated AI chatbots and language tools (Vygotsky, L. S. (2021)).

All the data, algorithms and processing power handles complicated computation. AI can collect and process large amount of data with accuracy in a short span of time. It can also identify facial recognition, images and objects detection. It can also analyze conclusions and findings on the basis of data provided. Understanding and processing human language is also done by artificial intelligence. Artificial intelligence (AI) is revolutionizing language learning in Pakistan by offering individualized and engaging experiences. Artificial intelligence (AI) driven resources such chat-bots and language learning applications, provide adaptive learning routes, pronunciation practice, and real-time feedback. By accommodating different learning styles and speeds, these resources

improve the efficiency of language acquisition. AI can foster the growth of regional languages and encourage multilingualism, which can help close language gaps in Pakistan's multilingual terrain. Teachers and students in Pakistan can access cutting-edge language learning resources by utilizing AI, which improves communication abilities and promotes global connectivity (Nation, I. S. P. (2020)).

STUDENT'S ENGAGEMENT AND SUPPORT

Personalized and interactive learning deals with students need and interest. Hands on activities, discussion and multi-media make a link with real life scenarios and academic activities. For assessment and evaluation quizzes and tests are taken. Through /projects and presentations the student's engagement in group work is accessed. Self-assessment improves students' performance and desired learning goals. Regular feedback and promote academic growth, discussion and debated lead them towards positive growth. Peer to peer support encouraged the positive teacher-student interaction. Augmented Reality (AR) is used to enhance real-world learning (Wiggins, G., & McTighe, J. (2005)).

Podcasting is another tool to share and showcase student's skills and talent. It is also an essential gadget of Community Building. It also organized the activities to promote teamwork and collaboration among students and teachers. It keeps parents fully aware regarding students' performance and results. In Pakistani schools, teachers use interactive learning methods to keep their students engaged. Group discussions are the most common during the day. In addition, they are divided into groups and given some writing or thinking tasks. This method is mostly used in Pakistani schools because full-time educational apps and videos are not possible with such technologies, especially PowerPoint slides (Wiggins, G., & McTighe, J. (2015)). This is not possible in every classroom. Although education in Pakistani schools is still being taught through traditional methods and technology is not being used at all, a significant amount of the corrupt discussion is still being done interactively to keep students engaged (Nation, I. S. P. (2020)).

ENHANCED CRITICAL THINKING

Critical thinking involves skills and abilities to access the student's performance, it basically revolves around problem solving activities that is the main requirement of the student to enhanced critical thinking. Here debated and discussions play very massive role in the improvement of critical thinking among students. Self-assessment enables students to work on their own learning. Critical thinking is basically a skill which plays a vital role in personal and professional life. It enables researchers to analyze the challenges and prospects and draw conclusions on the basis of established facts. It is effectively used in decision making, differentiation between facts and opinions. Critical thinker always keep an eye on pro and cons. Critical thinking in Pakistan's education system, enabling students to understand modern life's complexities so that they could contribute in society positively. By emphasizing critical thinking, teachers can boosts the academic abilities of students. With critical thinking, Pakistani students can not only get a good job, but they can also serve their society by advancing with a lot of innovation in their practical lives (García, O. (2019)).

Due to the traditional style of education in Pakistan, Pakistani classrooms do not support any kind of critical thinking development. In addition, there is a huge lack of research like critical thinking in Pakistan. Due to the very small number of libraries, the bond that students have with the world is non-existent. There is also a great lack of such approaches in which there are questions and answers within the classroom and students can answer these questions using their critical thinking. In

addition, very little work is done on logic and reasoning, due to which critical thinking skills are not improving in the way that Pakistani students should have. Teacher training programs are very rare, which is why Pakistani teachers, due to lack of proper training, are only leading their students towards rote learning in the classroom and are not able to work on their dependent opinion and critical thinking at all. At the same time, the education system that exists instead of promoting critical thinking leads students towards rote learning (Gibbons, P. (2019)).

INCREASED ACADEMIC RIGOR

Advanced terminology can increased the academic level of student's cognitive level, independent opinion, discussions that is very important in promoting a more validity in the understanding of subject matter. Students are now exposed to connect with the specialized artificial apps and technical language so that they can prepare themselves for updated and progressive academic work. Raising academic rigor is essential in Pakistan to improve educational quality and get pupils ready for the demands of the global labor market. Teachers can help students develop their critical thinking, analytical, and problem-solving skills by introducing more difficult curriculum and examinations. Reforms including implementing competency-based education, encouraging STEM education, and offering professional development to teachers can accomplish this. Nonetheless, project-based learning and the integration of real-world applications can enhance the relevance and interest of academic material. Raising academic standards will enable Pakistan's educational system to provide graduates who are more qualified to support the nation's social, innovative, and economic advancement (Ellis, R. (2018)). Pakistan may eventually have a more wealthy future as a result of addressing problems like unemployment, poverty, and social inequality.

CHALLENGES AND BARRIERS

LANGUAGE BARRIERS

Advanced terminology can make obstacles for students who don't understand non-native language. This could enhanced the limited proficiency in the main language instruction. Students may do some extra effort to make them fully aware about the use of correct terminology. In Pakistan, increased academic rigor is vital for enhancing education quality. By introducing more challenging curricula and assessments, educators can foster critical thinking and problem-solving skills (Becker, H. J. (2020)). This can be achieved through reforms like competency-based education and STEM education. Providing teachers with professional development opportunities and incorporating real-world applications can also make learning more relevant. By raising academic standards, Pakistan's education system can produce graduates better equipped to contribute to economic growth, innovation, and social development, ultimately addressing issues like unemployment and poverty. This approach can help Pakistan's students become more competitive globally and prepare them for future challenges.

COGNITIVE OVERLOAD

By managing cognitive load and adopting more effective teaching and learning strategies, educators in Pakistan can help students develop a deeper understanding of the material, improve their critical thinking skills, and achieve better academic outcomes. This approach can also enhance students' overall learning experience and well-being, preparing them more effectively for future academic and professional challenges. Ultimately, addressing cognitive overload requires a holistic approach that considers both the academic demands placed on students and their individual learning needs and capacities. By working together, educators, policymakers, and parents can create a more supportive and effective learning environment for students in Pakistan. In Pakistan's

educational system, where pupils are frequently overloaded with scholastic responsibilities and a plethora of knowledge, cognitive overload is an urgent concern. This phenomenon happens when students are provided with more knowledge than they can digest and remember, which results in mental exhaustion, a decline in motivation, and poorer academic achievement. A comprehensive curriculum that covers a wide range of topics, frequently superficially, is one of the causes contributing to cognitive overload in Pakistan's educational system. Ineffective teaching strategies, such lecturing and rote memorization, can also make it difficult for pupils to actively participate in class and comprehend and remember difficult ideas. Additionally, students may feel extra pressure to achieve well academically due to high expectations from parents and teachers, which can exacerbate cognitive overload (Baytak, A., Tarman, B., & Ayas, C. (2011)).

Pakistani educators can use a number of tactics to lessen cognitive stress. Students' learning can be more focused and needless stress can be avoided by giving priority to important ideas and abilities over less important material. Cognitive load can also be managed with the use of effective teaching techniques including breaking up material into digestible chunks, structuring learning, and scheduling regular breaks. Encouraging active learning strategies, such conversations, problem-solving, and practical exercises, can better engage students than passive learning approaches and improve their comprehension and memory of the subject matter. Students can also handle academic difficulties more skillfully if they receive support for their mental health and wellbeing, such as counseling services and stress-reduction strategies. Teachers in Pakistan can assist students in gaining a deeper comprehension of the subject matter, enhancing their critical thinking abilities, and improving their academic performance by controlling cognitive load and implementing more efficient teaching and learning techniques. Additionally, by improving students' general learning experience and wellbeing, this method can better prepare them for upcoming obstacles in their academic and professional lives. In the end, treating cognitive overload necessitates a comprehensive strategy that takes into account each student's unique learning requirements and abilities in addition to the academic demands made on them. Together, parents, legislators, and educators can make Pakistani students' learning environments more encouraging and productive (Al-Saleem, B. I. A. (2014)).

SCAFFOLDING AND SUPPORT TO ASSIST LEARNERS

Educators can provide scaffolding and support to help students to understand about the use advanced terminologies into class rooms. In Pakistan, teachers teach students to read and write using various gadgets and provide guidance on many complex tasks, especially in science and math, and also encourage the cooperation of their colleagues, that is, their students. By doing this, students not only improve their abilities, but they can also achieve academic success. Making students capable of dealing with challenging situations is the most important duty of a teacher. Learning outcomes are very important, and in the future, there is a dire need to improve all the education related to technical education and skills. Enhancing the educational experience in Pakistan and effectively leading education towards human and mental education is very important at this time (Ashraf, M. (2024)).

Visual Aids

1. Visual aids like diagrams, tables and illustrations can assist learners to visualize the difficult and complex concepts which revolves around between facts and ideas.

2. Charts, maps and graphs can be used to present and understand data and information in a very accurate and clear way. These aids can help students to know about qualitative and quantitative data briefly.
3. Images and videos can be used to explain descriptive and detailed information.

Graphic Organizers
1. Graphic organizers provide enough general information about concepts that students can understand by looking at them, so that students can understand the hidden information and purpose of the info graphics.
2. Venn Diagrams are used to compare some ideas and to look at their merits, so that students can easily identify similarities and dis-similarities.
3. Flowcharts are used to help students understand the process and procedure of any information.

Explicit Instruction
- Explicit instruction is used for clear and concise explanations to make even complex concepts easy and understandable for students.
- Teachers can demonstrate any concept by properly moderating it, explaining it to students, and developing their understanding skills.
- Practice opportunity is a capability and facility that makes it easier for students to complete the given tasks and they not only work confidently by using their independent opinions, but at the same time they also get support and feedback from teachers.

DIGITAL CLASSROOMS
Teachers can change their teaching methods according to their academic ability and clarify the concepts of the students. This will not only improve their abilities but also improve their learning styles. While there is a language problem on the one hand, teaching in more than one language in a society that speaks different languages is also a very challenging task. Listening, speaking, reading and writing, which are the basis of communication, are the basis of all these. It is also quite interesting to expose and teach students with modern technology. Technology has always been a part of the learning and teaching environment and its use has accelerated the learning process in students, According to Bull and Harmar (2017) the use of a little has also made the language learning process easier and students have become more practical because technology has made them quite digital. In Pakistan, where there are many social problems, education is given using the old traditional blackboard in most classrooms, But by using PPT slides while teaching science subjects, difficult and complex concepts are made easy, and thus, math and science subjects become quite easy for students. The use of technology has combined teacher-centered methods with learner-centered methods. Now not only have teachers become facilitators and guides, but the learning process has also become much more effective. With the increasing use of technology, it has also become much easier for students to quickly disseminate information and interact with many resources through videos (Ellis, R. (2018)).

After Covid-19, digital education started in Pakistan regularly and now in schools and colleges in Pakistan, both public and private, daily teaching work is shared under WhatsApp groups and students' attendance is also recorded under these groups and thus parents can also know and estimate their children's academic record and their daily attendance on a daily basis. Along with this, Google Classrooms is also being used to provide books and research papers for children to

read, but Google Classrooms is mostly being used at the university level. After Covid-19, which has started a regular digital education all over the world, in Pakistan, although due to insufficient electricity supply and unavailability of internet, there are some problems sometimes, but in urban areas, digital education is happening on a daily basis in schools, colleges and universities. In the rural areas of Pakistan, due to insufficient electricity supply and unavailability of internet, the schools there cannot arrange some of their meetings or seminars on WhatsApp groups or Zoom. However, in the cities, on a daily basis, the children's daily homework is sent to the class groups created on WhatsApp, and their attendance is also sent there so that parents sitting at home can know what work their children have been given in school and college today and what homework they have been given. This has not only increased the participation of the teacher and the students, but also the teaching process, which was previously limited to the child and the teacher according to traditional methods, now revolves around the child, the teacher and the parents. This is why your parents are aware of the day-to-day educational activities of their child (García, O. (2019)).

USE OF ADVANCE TERMINOLOGIES

In classrooms in Pakistan, where students who speak many languages sit together and study, some of the latest technologies are also being used. At the school level, there is a huge lack of use of interdisciplinary technologies, but in colleges and universities, where students come from different fields and study in one place, many modern technologies are being used, which has made educational activities much easier. For example, terminologies like ML (Multilingual Learner) and ELD (English Learner Development) are also being seen at the college and university level. CLD (Culturally and Linguistically Disadvantaged) is a synonym that is being used in sociology and Anthropology. Apart from this, DLL, which stands for Dual Language Learner, is also being used in the English department within various universities, and Emergent Bilingual, which stands for EB, is a terminology that is being seen in universities and colleges in Pakistan. English Language Learner, which is an abbreviation of EE, is also being used at the B.Ed. and M.Ed. levels. Along with this, English Learner EL is an abbreviation, and since English is the official language of Pakistan, both these terms are also being used a lot. HLL, which is an abbreviation of Heritage Language Learner, is also being used in subjects like Society and Culture (Rasul, S., & Bukhari, S. A. (2014)).

Many benefits are being seen in the use of modern reforms in multilingual classrooms. Thus, linguistic diversity is being seen in the classrooms of Pakistan, especially in the classrooms of universities. At the same time, social inclusion is increasing a lot. Focus is being placed on quality education and many intercultural dialogues are taking place. Because of this, when people from different regions sit together in the classroom, many cultures are represented. And the most important benefit of this is equal opportunities for all students, due to which every student can improve their life and future by studying in a multilingual society where there is cultural diversity while maintaining their identity. In a multilingual classroom, when a teacher is multilingual, he takes advantage of this ability to create creative lesson plans and conducts grade papers, mid-term paper assessments, quizzes on this basis. Due to this, the learning process among students accelerates and they acquire their education in new ways and improve their concepts (Shah, S. K., & Ali, Z. (2018)).

CONCLUSION

Pakistan is a country where there are crowded classrooms and a large number of students sit in the same classroom and study. On the one hand, their languages are different, and on the other hand, when they come from different social environments, they carry different values with them. It is a

very good thing that multilingual languages are spoken in Pakistani classrooms. However, there is a very important problem here: how can advanced terminology be used in the multilingual classrooms of Pakistan and how can it be made possible? If we look at the advanced terminology as well as advanced technology, then we currently have many problems, such as insufficient electricity supply, lack of internet, and the lack of technological gadgets among students, which is reducing the use of technology in classrooms. There are many language learning apps that have made many languages easier and more effective by translating them, but at the same time, without the engagement and support of students, this also seems impossible. Where artificial intelligence has made tasks easier, it is important to use it and also prove critical thinking, because the critical analysis of students is decreasing to a great extent.

While on one hand there are many challenges and obstacles, including language barriers, cognitive and load, and many other things that cannot be used even in digital classrooms because many issues in Pakistan are currently complex and the use of advanced technology is non-existent, on the other hand, when it comes to the use of advanced terminologies, there are many advanced terminologies that are being used, but their scope is also limited to a few departments. Like ML stands for Multilingual Learner and LD stands for English Learner Development, similarly CLD stands for Cultural linguistically Disadvantage. These things are being used a lot. DLL stands for Dual Language Learner and also EB emergent bilingual is being used to a considerable extent at the levels of the B. Ed and M. Ed level.

FINDINGS/RECOMMENDATIONS

- It is very important to first teach students the language skills to understand and use modern reforms in the classroom.
- To help students understand the more difficult reforms, some audiovisual aids should also be used so that students can easily understand the modern terminologies and make them part of their learning process according to the context.
- Teachers should provide clear instructions on modern reforms. We should play a role in helping students understand these reforms by using simple explanations, examples, and gestures.
- Group discussions, debates, quizzes, presentations, and some activities can also help students learn, understand, and use modern terminologies, and by using these methods, students can quickly become familiar with modern terminology.
- While making teaching strategies effective, every effort should be made to explain modern reforms to students by constantly monitoring them so that students can understand these reforms and use them in their lives

REFERENCES

Al-Saleem, B. I. A. (2014). The effect of "WhatsApp" electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi Students. Harvard: 21st Century Academic Forum Conference Proceedings.
http://www.readwritethink.org/lesson_images/lesson782/Rubric.pdf

Ashraf, M. (2024). Modern Technology in Pakistan in IT Field and Their Scopes: Exploring the Future of Innovation.

Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers' perspective. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh.

Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: children's perceptions. International Electronic Journal of Elementary Education. https://www.iejee.com/index.php/IEJEE/article/view/233. Date accessed: 17 June 2018. 3(2), 139-151.

Becker, H. J. (2020). Findings from the teaching, learning, and computing survey: Is Larry Cuban right? Education Policy Analysis Archives, 8(51).

Cummins, J. (2022). Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters.

Ellis, R. (2018). The Study of Second Language Acquisition (2nd ed.). Oxford University Press.

Gibbons, P. (2019). English Learners, Academic Literacy, and Thinking in the Zone of Proximal Development. Heinemann.

García, O. (2019). Bilingual Education in the 21st Century: A Global Perspective. Wiley-Blackwell.

Krashen, S. D. (2022). Principles and Practice in Second Language Acquisition. Oxford University Press.

Khan, S. (2023). The Role of Artificial Intelligence in Pakistan's Future. Journal of Emerging Technologies, 10 (2), 1-10.

Nation, I. S. P. (2020). Learning Vocabulary in Another Language. Cambridge University Press.

Rasul, S., & Bukhari, S. A. (2014). Vocabulary Learning Strategies and Vocabulary Size: A Study of Pakistani Learners. Journal of Language and Linguistics, 13(2), 347-364.

Swain, M., & Lapkin, S. (2010). Task-Based Second Language Learning: The Uses of the First Language. Language Teaching Research.

Shah, S. K., & Ali, Z. (2018). Teaching Vocabulary in Pakistani Classrooms: Challenges and Strategies. Journal of Education and Human Development, 7(1), 1-12.

Vygotsky, L. S. (2021). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

Wiggins, G., & McTighe, J. (2015). Understanding by Design. Association for Supervision and Curriculum Development.