

## Language and Bias in Multicultural Education: An Inquiry into Linguism

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### Abstract

Language plays a crucial role in shaping identity, social interactions, and educational opportunities. However, linguism, or language-based discrimination, remains a persistent issue in multicultural learning environments. This study explores how linguistic biases affect students' educational experiences, communication skills, and academic performance in diverse academic settings. Focusing on students from two state universities in Northern Mindanao, Philippines, and a private school in Texas, USA, this research examines how language preference, accents, and proficiency influence social inclusion and access to learning resources.

Using a mixed ethnographic approach, including participant observations, semi-structured interviews, and discourse analysis, this study seeks to answer: (1) How does linguism manifest in educational institutions? (2) What are the implications of language bias on students' confidence and academic engagement? Findings reveal that linguistic discrimination, both implicit and explicit, shapes students' sense of belonging, participation in class discussions, and self-perception. Students with non-dominant language backgrounds often face marginalization, stereotyping, and reduced opportunities in formal and informal learning spaces.

This research contributes to the discourse on language education, social justice, and inclusivity by highlighting the need for linguistically inclusive policies, culturally responsive pedagogy, and equitable language assessment practices. The findings provide valuable insights for educators, administrators, and policymakers in fostering a more inclusive and linguistically diverse learning environment where students, regardless of their linguistic backgrounds, can thrive academically and socially.

### Keywords

Linguism, Language Discrimination, Educational Equity, Multicultural Education, Language Policy.

