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English Teacher Education in the Archipelagic Multilingual Ecology of the Kei Island: A Context-Responsive Framework

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ABSTRACT

Preparing English teachers in the Kei Islands requires a model that reflects both multilingual life and the practical realities of learning across islands. This integrative review brings together 18 scholarly sources addressing multilingual pedagogy, English education in Indonesia, language relations in Maluku, and the maintenance of Veveu Evav. The sources were compared and analysed using qualitative thematic synthesis. The analysis identified four design priorities: using students' full linguistic repertoires strategically, treating local language and identity as curriculum resources, accommodating mobility and unequal connectivity, and developing teachers' capacity for contextual inquiry. These priorities inform a new conceptual model, the Kei Archipelagic Multilingual English Teacher Education (KAM-ELTE) framework. Its components are repertoire-aware pedagogy, place-based materials, mobility-sensitive multimodality, and community-engaged inquiry. Rather than presenting English and Veveu Evav as competing choices, the framework treats English as an additional means of academic and professional communication within an ecology that continues to value Indonesian and local-language knowledge. It offers a foundation for curriculum development and future participatory validation in English teacher education programmes in Tual and Maluku Tenggara.

Keywords: archipelagic education; English teacher education; Kei Islands; multilingual ecology; place-based pedagogy; translanguaging

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INTRODUCTION

In Indonesia, learning English always occurs alongside other languages. Its value for university study, digital information, tourism, and employment is substantial, but learners approach it through linguistic resources already developed at home, school, and in community life. Consequently, an English classroom is also a space where Indonesian, regional languages, and varieties of English coexist, while unequal access to educational resources affects participation (Zein, 2017; Lie et al., 2022). In an island region, that negotiation is inseparable from distance, transport, connectivity, and the circulation of people between communities.

This relationship has particular significance in the Kei Islands. Students' repertoires may include Indonesian, Ambon Malay, Veveu Evav (also described as Kei or Ewaw), English, and other languages encountered through migration, education, trade, tourism, or inter-island kinship. A study of signs and public communication in Maluku demonstrates that languages acquire meaning through the settings and social purposes in which they appear (Iye et al., 2023). Research focused on Ewaw describes its linguistic complexity and internal variation, whereas work on transmission across generations indicates that Veveu Evav retains strong cultural and emotional value even as its presence in education and digital communication becomes less secure (Litaay & Rahawarin, 2023; van Engelenhoven, 2021). The pedagogical implication is important: Kei classrooms should be understood on their own terms, not measured only against assumptions developed for large urban centres.

Multilingual education scholarship challenges the assumption that effective English learning requires the exclusion of learners' other languages. Translanguaging and pedagogical translanguaging treat a learner's repertoire as an integrated resource for meaning-making, identity, participation, and transfer across languages (Cenoz & Gorter, 2021; García & Li Wei, 2014). Indonesian studies similarly

report that strategic use of Indonesian and local languages can clarify instruction, build rapport, reduce anxiety, and support lower-proficiency learners, although teachers also need to protect meaningful opportunities to use English (Fadila, 2024; Maryansyah et al., 2024; Siregar, 2020). The central issue is therefore not whether English or local languages should be used, but how teachers can design principled movement among them.

Despite growing research on translanguaging, Global Englishes, and Indonesian language education, three gaps remain. First, much English education research treats context as either a national-level or classroom-level variable and gives limited attention to archipelagic geography. Second, studies of Kei and Maluku languages mainly describe language structure, maintenance, identity, or public visibility without translating those insights into an English teacher education curriculum. Third, pedagogical discussions often recommend "using local culture" without specifying the competences, materials, assessment practices, and community relationships pre-service teachers need. A framework that connects linguistic ecology, island mobility, and English teacher preparation is therefore needed.

This article addresses the following questions: (1) Which sociolinguistic and educational principles are most relevant to English teacher education in the Kei Islands? and (2) How can those principles be organized into a context-responsive framework for preparing English teachers? The study aims to synthesize relevant scholarship and propose the Kei Archipelagic Multilingual English Teacher Education (KAM-ELTE) framework. Its novelty lies in treating archipelagic conditions—multilingual repertoires, inter-island mobility, uneven connectivity, and place-based cultural knowledge—as core curriculum design variables rather than background limitations.

RESEARCH METHODS

This study adopted a qualitative integrative literature review design. The design was appropriate because the research questions required interpretation and integration of conceptually diverse scholarship from applied linguistics, English teacher education, multilingual pedagogy, language ecology, and island education. An integrative review permits empirical and theoretical publications to be examined within one analytical framework, while qualitative thematic synthesis supports the identification of patterned meanings across texts (Whittemore & Knafl, 2005; Braun & Clarke, 2021). The unit of analysis was the scholarly publication rather than an individual participant. Accordingly, the study did not involve interviews, observations, experiments, or the collection of personal data.

The review corpus comprised 18 substantive sources. Searches were conducted through Google Scholar, DOAJ-indexed publications, Crossref-linked journal pages, and publisher databases. The search strings combined terms related to the setting and the main concepts, including "Kei language," "Ewaw," "Maluku linguistic landscape," "multilingual English education Indonesia," "translanguaging Indonesian EFL," "English teacher education multilingual," "archipelagic education," and "place-based language pedagogy." Publications from 2019 to 2026 were prioritised to represent recent discussions; earlier works were retained when they provided foundational concepts concerning translanguaging, language ecology, or Global Englishes. Methodological references used to guide the review procedure were not counted as part of the substantive corpus.

A publication was included when it met all general requirements: it was a peer-reviewed article or scholarly book, its complete bibliographic record could be verified, and its content addressed at least one research question. It also had to satisfy at least one contextual criterion: direct relevance to Kei or Maluku; empirical evidence from an Indonesian English-language classroom; a recognised account of multilingual pedagogy; or transferable implications for teacher education in a geographically and linguistically diverse setting. Duplicate records, non-scholarly opinion pieces, unverifiable publications, and studies without a clear connection to the research questions were excluded. These criteria produced a bounded corpus appropriate for conceptual interpretation rather than statistical generalisation.

Data collection consisted of systematic extraction from the selected publications. A review matrix recorded the bibliographic details, research context, language relationships, pedagogical practices, teacher competences, identity, mobility and access, and curricular implications reported in each source. Analysis followed a recursive thematic procedure. First, relevant passages and findings were read closely and assigned initial descriptive codes. Second, related codes were compared across publications and grouped into candidate themes. Third, the candidate themes were reviewed against both the coded

extracts and the complete corpus, refined, and defined. Finally, the themes were translated into design principles for the KAM-ELTE framework. A proposed component was retained only when it addressed an identified condition in the Kei context, specified a capability required of a pre-service teacher, and indicated a feasible educational practice.

Analytical trustworthiness was pursued through transparency, traceability, and reflexive comparison rather than through claims of researcher neutrality. Credibility was strengthened by checking every theme against multiple sources and by examining evidence that qualified or contradicted an emerging interpretation. Dependability was supported by maintaining consistent inclusion criteria, coding categories, and framework-development rules. Confirmability was addressed by linking interpretive claims to in-text citations so that readers can trace them to the reviewed publications. Thick description of the Kei setting and explicit explanation of the framework boundaries support readers in judging transferability to other multilingual island contexts (Nowell et al., 2017). Because the study used publicly available scholarly documents and collected no personal or identifiable information, formal participant consent was not applicable; nevertheless, accurate attribution, faithful representation of sources, and avoidance of unsupported local claims were treated as ethical obligations.

This method has limitations. The targeted search was not intended to be an exhaustive systematic review and may have omitted relevant publications indexed elsewhere or written under different terminology. The small number of studies directly examining English teacher education in Kei also limits context-specific inferences. Furthermore, thematic interpretation is influenced by the researchers' conceptual positioning. KAM-ELTE should therefore be understood as an analytically grounded framework requiring validation through future participatory research with students, lecturers, teachers, and community knowledge holders in Tual and Maluku Tenggara.

RESULTS AND DISCUSSION

The synthesis generated four mutually reinforcing themes: multilingual repertoires as pedagogical resources; local language and cultural identity as curricular knowledge; mobility and unequal access as design conditions; and context-responsive teacher competence. Together, these themes support a shift from a monolingual, decontextualised model of English teacher preparation toward an ecological model that connects language learning with place, movement, identity, and community participation.

Multilingual repertoires as pedagogical resources

The reviewed literature consistently indicates that learners' languages should not be treated only as interference. In a multilingual classroom, Indonesian and Veveu Evav can support conceptual explanation, comparison of linguistic forms, vocabulary development, collaborative planning, and reflection before producing in English. This finding aligns with pedagogical translanguaging, which emphasises the planned use of multilingual resources rather than unrestricted switching (Cenoz & Gorter, 2021). Indonesian classroom studies show particular benefits for comprehension, participation, rapport, and anxiety reduction (Efendi & Syafryadin, 2024; Fadila, 2024; Maryansyah et al., 2024). However, learners' concern about reduced English exposure is also valid. The implication for teacher education is a principle of purposeful allocation: other languages scaffold learning, while English remains necessary for extended interaction, rehearsal, feedback, and public performance.

Local language and cultural identity as curricular knowledge

Kei cultural and linguistic knowledge should be more than decorative content added to generic lessons. Language choices in Maluku public space carry social meanings, while Veveu Evav is tied to local identity, intergenerational relations, oral traditions, and domains of belonging (Iye et al., 2023; Litaay & Rahawarin, 2023). Pre-service teachers can learn to transform these resources into bilingual glossaries, oral-history tasks, place descriptions, tourism communication, environmental narratives, and comparative discourse activities. English then becomes a means of interpreting and communicating local knowledge rather than replacing it. This position is compatible with Global Englishes pedagogy, which moves beyond imitation of a single native-speaker norm and prepares learners for diverse intercultural encounters (Galloway & Rose, 2018; Rose & Galloway, 2019).

Mobility and unequal access as design conditions

Archipelagic geography affects who can participate, which resources are available, and how frequently students and teachers can meet. Inter-island travel, weather, cost, bandwidth, and device availability may shape continuity of learning. A context-responsive curriculum must therefore prepare teachers to design both connected and low-connectivity learning. Mobile-assisted education can extend professional collaboration and learner interaction, but technology use depends on teacher beliefs, infrastructure, and sustainable support (Butarbutar et al., 2023; Saiful, 2020). In the Kei context, multimodality should include downloadable audio, compressed video, messaging-based feedback, printed modules, local radio or recorded oral materials, and offline collaborative projects. Mobility should also be understood as a linguistic resource: students who move among islands and communities bring language varieties, narratives, and networks that can enrich classroom inquiry.

Context-responsive teacher competence

The synthesis suggests that linguistic knowledge, pedagogy, technology, and community engagement should be integrated rather than taught as isolated course outcomes. Future English teachers need to map classroom repertoires, identify language ideologies, determine when multilingual scaffolding is appropriate, design locally grounded materials, assess meaning without penalising identity, and investigate their own teaching. Teacher education must also develop critical awareness of the unequal status attached to English, Indonesian, and local languages. English may provide real opportunities, but an uncritical English-only orientation can narrow participation and reduce the educational visibility of local knowledge. The proposed framework therefore combines competence in English with responsibility toward multilingual inclusion.

Table 1. The Kei Archipelagic Multilingual English Teacher Education (KAM-ELTE) Framework

Framework component	Kei-context condition	Pre-service teacher capability	Illustrative practice
Repertoire-aware pedagogy	English, Indonesian, Veveu Evav, Ambon Malay, and mobility-related languages interact.	Maps learner repertoires and plans multilingual scaffolding while securing sustained English use.	Contrastive noticing, bilingual planning, English-language presentation, multilingual feedback.
Place-based materials	Local knowledge, oral traditions, livelihoods, tourism, and island environments shape meaning.	Co-designs ethical, accurate materials with local cultural relevance.	Oral-history podcast, English tourism text, environmental narrative, local glossary.
Mobility-sensitive multimodality	Travel, connectivity, devices, and access vary across islands.	Creates equivalent online, low-bandwidth, and offline learning pathways.	Compressed audio, printable module, messaging feedback, offline peer project.
Community-engaged inquiry	Language maintenance and educational needs involve families, schools, and community institutions.	Uses small-scale linguistic inquiry and reflection to improve teaching.	Linguistic landscape walk, language diary, community interview, action research.

The KAM-ELTE framework is not a prescription for using every language in every lesson. It is a decision-making framework. Repertoire-aware pedagogy asks what linguistic resource advances the current learning goal. Place-based materials ask whose knowledge is represented and whether it is represented responsibly. Mobility-sensitive multimodality asks whether learners can participate under different access conditions. Community-engaged inquiry asks how teachers can learn from, rather than merely teach about, the communities they serve. These questions turn context into a professional competence.

For the English Education Study Program at Universitas Doktor Husni Ingratubun Tual, the framework could be embedded across sociolinguistics, curriculum and materials development, teaching methodology, educational technology, practicum, and undergraduate research. For example, sociolinguistics students could map language use in Tual; materials-development students could create English units based on Kei places and livelihoods; practicum students could pilot planned

translanguaging sequences; and research-methods students could conduct ethical classroom or linguistic-landscape studies. Such vertical alignment would prevent local responsiveness from becoming a single ceremonial topic and make it a recurring feature of teachers' professional identities.

The framework also clarifies a key theoretical point. Language ecology is relational: the value and use of one language change in relation to other languages, institutions, places, and speakers. Consequently, strengthening English proficiency and supporting Veveu Evav need not be competing goals. Conflict arises when the curriculum gives one language exclusive legitimacy. An additive approach can expand English proficiency while creating structured space for local-language knowledge, comparison, and representation. This interpretation extends existing multilingual pedagogy by making island geography and mobility explicit dimensions of curriculum design.

This study is limited by its reliance on published literature and by the small number of studies directly focused on Kei English education. The framework is therefore analytically grounded but not yet empirically validated. Further research should use multi-sited linguistic ethnography, classroom observation, language diaries, interviews, and participatory material design with students, lecturers, teachers, and cultural knowledge holders in Kota Tual and Maluku Tenggara. Such work should examine actual language choices across academic, social, professional, tourism, and digital domains, as well as differences among islands and learner groups.

CONCLUSION

An effective English teacher education programme in Kei must begin with the languages, places, and patterns of movement that shape students' lives. The synthesis indicates that language proficiency and general methodology are necessary but insufficient. Teachers also require the professional judgement to mobilise several languages for learning, create materials from local realities, offer workable pathways under different access conditions, and learn with communities. KAM-ELTE organises these responsibilities without weakening the role of English: it expands students' opportunities to communicate academically, interculturally, and professionally while retaining space for Indonesian and Veveu Evav in knowledge construction. The framework's main contribution is both conceptual and practical: it translates "local context" into four curriculum commitments that can guide courses, practicum, and undergraduate inquiry. Participatory trials with lecturers, students, schools, and community knowledge holders are required before the model is adopted more widely.

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