

EduInspire

- An International Peer Reviewed and Referred Journal



VOL: XI

ISSUE: I

JANUARY, 2024

**Council for Teacher Education Foundation,
(CTEF, Gujarat Chapter)**

Importance of Multilingualism in Education

Dr.Ashvin L. Nisarta

Associate Professor, Children's Research University, Gandhinagar

Abstract

Learning is an instinctive process from birth. Every child is developing their sensory from surrounding, he or she begins to recognize different sounds. At first child is able to recognize his mother's voice. Here also the learning process takes place. Language is an important medium through which he can connect with other people throughout his life so it is a prerequisite for getting education that he can connect something or his existence and place with other people through language. So, children are more capable of learning different languages in childhood. In the present article different languages are discussed as a medium of education but also the importance of those languages in the development of the child. The concept of multilingualism, the context of languages spoken among tribal children in education and various other information are presented along with some ideas.

Key words: *Multilingualism, Education*

Introduction

Teaching and learning process is a matter of many contexts, events, situations, atmosphere, environment, facilities, parents, teachers, etc. so many situations and events have different effects in the daily learning process. It has a direct impact on the entire classroom education. Our country is diverse and multicultural (Multicultural) Concepts co-cultures are also alive. across the

country 1500 regional languages. among 47 languages are accepted as medium of education. Saha (2017). Consequently, the education process is more complex. And it is big challenge to every stage. The role of family for the development of children's educational understanding in early stages is very responsible for language development. Therefore, children's learning of concepts begins, children begin to understand, which

even today children do under the intimate influence of their environment and culture. Which is being completely ignored in today's times. Which does not well for the protect our cultural society for upcoming generation. Internationally the developed countries are showing that the pride of their own language has always been carefully preserved in the education system in their regional areas. When we compare these things at the state or national level there is no such kind of activities that are being done in our proud regional languages. Which is a matter of concern for the future. India being a developing country and it has very diverse socio-cultural heritage as a result of which many students with different social concepts study in the same class. The school and the teachers have a special culture which also affects the whole.

Various educational psychologists have conducted their own studies describing the conceptual process of children and based on this educational implications have also presented various educational theories including, *Slavin*(1997) a multicultural teaching approach is an excellent way to sustain language diversity and cultural diversity and he said that in the classroom, the

teacher should use bulletin boards, posters, and other internal materials representing the regional language pride, regional culture, places, culture books, good parts of the culture. Decorations, songs, music-dances, dramas, festivals, fairs, and performances of characters representing the cultural identity of all cultures are recommended to be presented along with the textbook as supplementary material along with the completion of the unit. According to him, by doing this, the student's pride towards their own culture and the importance and vitality of the native language will be preserved. This role should be performed particularly effectively by the education system of primary schools at the present time. *Woolfolk* (1998), if the teacher is to develop cultural awareness and maintain the regional language, it is recommended to provide an equal educational environment to all students in the classroom, free from biases towards caste, gender, ethnicity, culture, or class. For this the teacher should be sensitive to the learning style of the students, and create a proper framework for student participation in classroom activities. For this, it is very important to link the regional contexts in the classroom education according to the subjects according to the different levels of

education and wherever possible to connect the contexts of language, culture, dress, standard of living, residential etc. It is only through such efforts that today's students can develop a sense of pride for their own language or culture.

What is Multilingualism?

A peek into the development of any language reveals that a particular culture has played an influential role in the origin of the language in which it is most prevalent. But in the last few years there has been a lot of emphasis on multilingual education at the international level. Because the success of people with knowledge of multiple languages is very prevalent nowadays, as a result of which this matter is of interest to the entire world.

- The main function of any language is to fuel the thoughts in our minds. Through this fuel we can present very simple ideas to others in short. Through the words, gestures and word sense we use in the process of presenting this idea, we present to others our understanding and vision of the world. While knowing one language is a basic requirement for one's life, knowing more than one language creates many new

opportunities for life. Thus, one knows the new culture of the world as one understands languages. That's how much it grows.

- Just as a bicycle has two wheels and binoculars have two eyes, bilingualism naturally means two languages while multilingualism means knowing three or more languages. There are some basic language skills: listening, speaking, reading and writing. These four abilities relate to our conceptual processes in two ways, including comprehension and synthesis. Among them, some people can speak accurately using clear grammar, some can write impurely. Some can speak well and some can write well. By means of which we can better identify bilingualism and multilingualism.
 - Bilingualism means when a person uses two languages as a means of communication, it is said to be bilingual.
 - Multilingualism is the use of two or more languages as a means of communication. Then it becomes possible. so, multilingualism means bahu =

more than one, many, bhashikta = speaking a language, thus, the simple meaning of multilingualism is that a person knows, understands and can communicate with more than two languages, this is its short explanation.

If we look at the international level to make the above matter UNESCO (1999) gave this term 'multilingualism' to the world. and emphasized that three levels of language should be taught in education: mother tongue, regional or national language and international language. Also, according to researches, children's first language is a very favorable medium for their learning and development. The basic concept of multilingualism evolved with the concept of "child's first language first". Special emphasis has been laid on the development of other languages after school education.

Multilingual Education in the context of Dahod District

Language is the medium of the education process, sometimes it happens that at different stages in the education process, language helps many students to understand, and sometimes language itself becomes a

hindrance! As we have seen in the previous point, children cannot learn another language due to the lack of their own regional language, while the emphasis is often on the medium alone in a variety of indigenous cultures. There is very much diversity in tribal languages in many states in Orissa 22 languages are active. the cultivation of languages has increased the level of education among tribal children. (NCERT). Dahod district has a large tribal population (74.30%) the district has mainly in which the dialect is spoken. As a result, the family standard of the children enrolled in the primary schools is very poor. Those who are not even familiar with Gujarati language. As a result, this section of the article gathers information on some such basic language-related questions, taking on the basis of their cultural aspects. what is the importance of multilingualism in the most backward areas? An attempt is made here to verify it by collecting the data from different stakeholders. As a part of the present work by selecting as a sample of teachers from the primary schools currently teaching in Dahod district, do tribal children of tribal population really develop understanding in their own vernacular? Do they understand Gujarati language in well manner? Information was

obtained keeping in mind the questions like what are the difficulties faced by the teachers in communicating during class work.

Research Design

This study was carried out by survey method. The main purpose of the present study was to identify the linguistic problems found in the multilingual primary education, so the area and sample was selected in accordance with this study. For data collection via google form was formed and information obtained. Survey method was used for the present work.

Population and sampling

How does language affect as a medium of learning? It was a major undertaking to know the state of Gujarat with a large tribal population and ambitious (aspirational Districts) teachers from Dahod, Narmada and Bharuch districts included in the study were decided as the scope of this study and an attempt was made to get information from teachers involved in language education whose native place is different from the above districts. In this study total-210 Information was obtained from the teachers in which 77 Woman and 133 Male teachers were included.

Characteristics of the included sample			
	Dahod	Narmada and Bharuch	Other districts
School area	64.3%	32.9%	2.8%
	Lower primary	upper primary	
Level of teaching	64.3%	35.7%	

The above table is showing that characters having the characteristics specified in the above table were purposively selected as the primary source of data in this study. in which in lower primary and higher primary respectively 64.3% And 35.7% The letters were sealed. similarly, in terms of school area, the schools of districts with large tribal population were selected in which the

proportion of teachers from schools in Dahod, Narmada and Bharuch and other districts respectively. 64.3%, 32.9% And 2.8% was reflected.

Tool and data collection

During covid-19 epidemic time study was carried out for that researcher has created google form to collect data from various level sample which is included some questions

which are reflected multilingualism related things. Then after expert opinions to get came were and of information aggregation for final of the device based on information getting came was. This information to get on purpose multilingualism regarding education subjective 27 questions placed came some of the questions are open ended in the tool. Respond were come from their working experience which is reflect their daily routine communication with the students during school setting.

Conclusions and Recommendations

Language and understanding a one of integral part for development of children different words based on their in thoughts imagination and process. That is their level according to concepts. This beginning primary in stages too much acceleration. Consequently, if teachers own classified meanwhile regional of the area prevalent of speech use do so of student's lateness too much positive way increases is consequently their new of knowledge identification for references acquaintance become. *Robert Gane* (1965) Students different in categories in stages learn. The following are the findings of the information found in the present article regarding multilingualism.

- Among the data there were 96.2% of teachers are appropriating Gujarati language as medium of instruction in teaching work if teachers can use regional language, then the students will able to understand many concepts in their learning, and learning abilities of the students can be developed.
- To teach many concepts to young children, regional folk songs, fairs, geographical facts, reservoir etc. can be taught better understand if presented in regional dialect during classroom teaching.
- In order for children to feel proud of their dialect, the local language should be used more in practice, especially at school cultural events, prayer meetings, during the celebration of special days, etc. in school setting.
- Finding regional facts relevant to each curriculum and using them in conjunction with teaching can provide better learning experiences.
- The role of education can be very important to keep regional dialects alive by positively motivating primary school children who are

feeling minority towards their own language which is not a good sign for the future of regional languages.

- Supplementary materials such as spelling cells, training workshops etc. should be organized for teachers who are working in tribal areas but their native districts are different, which can help to guide in understanding of regional language.
- 82.4% of total respondents gave positive responses to the creation of a module on multilingualism, which means that module on multilingualism is useful for districts with a larger tribal population.
- These vernaculars are on the verge of extinction if these languages are to be nurtured then such efforts can be made to nurture the culture, language and diversity etc. which will be a great contribution to the future generations.

conclusion

different languages have different important at various stages here we are discussing the role of languages to develop learners' readiness during their early learning. Thus, in short, two people are necessary to keep a language alive. A

language can be preserved, developed, written about only if it is spoken, as much as the language in use can create new opportunities for its development. have So it can be said that it is only natural that today's very great need to cultivate tribal dialects is at the forefront.

References

- Saha (2017). The Scene of Multilingual Education In India: The Issue of Medium of Instruction – A Spatial Study., *International Journal of Humanities and Social Science Invention (IJHSSI)* ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org., Volume 6., Issue 12., December-2017 PP.63-74
- Multilingual Education for Tribal children of Odisha*, NCERT, retrived from <https://repository.seshagun.nic.in/wp-content/uploads/2017/07/multilingual-education-mle-for-tribal-children-of-odisha.pdf> on dated-07/07/2020
- Marilyn, Adrian & others (2011). *The Rutledge handbook of*



multilingualism., Taylor & Francis
group, London and New York ,
<https://www.censusindia.co.in/district/dahod-district-gujarat-485>

Bhogayta C. (2003). *Teaching Applied
Psychology.*, Pashwa Publication,
Ahmedabad.,