



MULTI LINGUAL EDUCATION AMONG MINORITY LANGUAGE COMMUNITIES: CHALLENGES AND PROSPECTS

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Abstract:

The geographical positioning of the Indian sub-continent and the various historical forces have been brought into the land of varieties people who have had antithetical ethnic derivation, religion, language, culture and philosophy of life. Nevertheless, this diversity makes educating children from assorted backgrounds a major task. Multilingual Education enables the Students with a strong foundation in their mother tongue primarily and subsequently enable them to acquire second and third languages for lifelong learning. Impressive teaching determines on lucid and comprehensible communication; the language which we put-upon as a media of instruction is at the heart of any learning process. For this reason, mother tongue-based instruction is crucial to providing children with early access to education and to enabling them to participate in learning processes according to their evolving capacities. But, due to the Changes in Technological, Economical and Social at Global level, influence of the market forces, the minority language communities are moving and forced to have Multi Lingual Education, which indirectly helping them to inclusive at mainstream. This paper discusses some of the Challenges faced by the students to adapt to the Multilingual Education and it also focuses on the various opportunities and prospects that would be available through MLE.

Key words: Multi Lingual Education, Minority Language Communities.

INTRODUCTION

In a country like ours there has been well rooted concepts of multiculturalism ,multi regionalism and multilingualism are vividly existed and people in it have literally be acknowledging these avenues .Educational policies and systems that enormously being implemented across the country are eventually benefited in terms of language , culture,religion and region of them. This term vividly, when it is applied for minority language community, is to be mandated to have an obvious narrative in a wide dimensions, as far as its vulnerabilities is concerned, either prospects and challenges that escalates.

BACKGROUND OF MULTILINGUAL EDUCATION

There was no formal class to be taught through native language except a few formal and non formal system till 1970. Learning and teaching through native language had exclusively been implemented to whom who either could never be accessed to school or those in preprimary outside the formal system, Even though as far back as 1953 UNESCO guide lines suggested that children should be given an opportunity to learn in their mother tongue, it was only in the early 1990s that Multilingual Education programmes such as those described above have been incorporated into both the formal and non-formal systems in some countries. By 2003, UNESCO published a position paper which distinctly declared that mother tongue instruction is a means or an instrumental of developing educational quality by building upon the knowledge and experience of the learners and teachers and it supports bilingual and or multilingual education at all levels of education; primary, secondary, higher secondary and higher level as a means of promoting both social and gender equality and as a key element of linguistically diverse societies.

MEANING AND FACTUAL IMAGE OF MINORITY LANGUAGE COMMUNITY

It often creates problem in accessing them to school because many minority language communities live in remote and outback region. Unlike an implementation act of right to education, its practice nevertheless creates havoc especially among this sensitized community. Within the kind of scheme that exist in India on tribal or indigenous culture may obviously be inject misconception on this terms. In the school where they are admitted rather than being provided free environment most often it seemed that language and culture of the classroom is unacquainted; curriculum materials, classroom interaction and instruction are all in out of network or unpractical ways; most of the interaction in foreign language, method and approach followed are unscientific and learning style is not subjected to learners of all traits.

Most of the Minority community language communities in India have had a devastating or deprived environment in school, where he could not sense what has been taught to them and also cultural experience and question of linguistic safety were being seemed challenging or provocative thorough out their schooling. From a logical and legitimate interrogation of a student from a minority language community that, Why was I punished for speaking my native language? This question necessitates to have revealed exactly the inner suppression or voice of a student. However, indeed minority language communities harmlessly are to be integrated socially, academically and linguistically into another major languages in a society but it is to be cared the fact that the way for accomplishment of this task may not hurt or damage the sentiment of their mother tongue that often being neglected.

One's emotion and conception can be unearthed when he or she gets his or her thought expressed in a natural way, nonetheless, minority child is in India indeed seemed to have been in a such surrounding or circumstances, for instance, where either

native language different from his mother tongue or native language of a child seems identical with his or her mother tongue both of them shall have their second language as English later in their schooling. Former case we mentioned is like a student from whom even though they have their native language or home language are to be communicated or interacted and he or she learns content not in his home language but through Malayalam; People of Lakshadweep and their language. Most of the Muslims in Andrapradesh and Telungana, they had two languages in their homes and would have English as a third language in their school.

Minority languages should have conserved so that the identity of the speakers of that language known forever and the very objective of multilingual lingual education could eventually be taken care of. School is a platform where the multilingual education programme for minority language community could be chalked out through various phases like first instruction through mother tongue then second and third language and this might be quite likely create or establish an environment or phase where the people ought to have a feeling that mother tongue is 100 time greater in the sense that 'it is to be saved and well rooted' than second and third languages.

A) THE DIFFICULTIES AND CHALLENGES

Pessimistic cognition on multilingual education : Parents in India still believe that mother tongue unlike second language like English nothing doing in their future endeavors, they further believe that their kids after improving their mother proficiency in their homes ought not to be developed further in school.

Deficiency in well conceptualized policies: The consequence of current language policy is that many among young generations of India are being deprived of familiarity with the culture heritage, and quite probably of an education that would enable them to contribute to the solution of Indian problem in the future could not fruitful.

Scripting the language : Minority languages in India are unique in its forms : some have both written and spoken varieties as well but in spoken owing its users are less than what they suppose to have, they can not to be officially scheduled. Let us see writing variety, which perhaps have its written form due to its association with main stream language it can not its own form of language to be known but unless they have their own language's written form, they have their own spoken form as other main stream languages have. For instance, take a case of Laksahadwep we have our own language (spoken variety) (Jasari language) having spoken to be communicated yet our mother tongue is not Jasari but Malayalam.

Multiple dialects ; Minority language are often considered to be dialects of one of the official languages and minority face awkwardness in linguistic and cultural challenges as demonstrated in typically low educational achievement (Azer 2001, Dua 1985, 1986; Khubchandani 1981, 1992, 2001)

Fragmented society its over ambitious believes: Many family assume that once their kids are accessed to English medium education, being equivalent to high -

quality education, they will be in safe side of success .Universal education assumption ,as well,tend to undervalue local ways of knowing and learning .Similarly,local languages seem to loose their significance beside languages of wider communication.

B)PROSPECTS AND POTENTIALS

By providing education in a convincing ways, where a learner would like to have his or her learning does mean that in a country like India where exists a wide range of people whose mother tongue and culture are differed each other,should be respected their dignity.In some countries where multilingualism and multiculturalism seem to have been boon but in ours it is energized the people and coordinated them irrespective of region,religion,culture they differ from.Here it is discussed a few of them.

Making use of India's multilingual resources : India has its own cultural and linguistic offshoot that can obviously utilized academically as well as non academically so that the processes of education through multilingual Education respecting learners local languages may apparently have a substance or surface through which Universalization of Education being given equal instances to native languages and second and third languages too. In educational context there involves multiple layers of language planning and policy and includes the acknowledgment and valuing of multilingual class room practices .Hornberger and Vaish 2009 acknowledge that , while there is no one size fits all concrete solution to the ecological paradox of English as a tool of de-colonisation of multilingual population seeking equitable access to globalizing economy the use of mother tongue in the class room can be a resources for learning through which children can access Standard English while also continuing and indeed cultivating multilingual practices inclusive of their own local languages.

Based in the culture and environment: Learning any concept does depend to its familiarity with ideas and an immediate environment where the children lives and an effective learning possible if he or she is allowed to be learning through his satisfaction and desire.Children learn best when starting with the familiar and moving to the unfamiliar; concepts need to be based in their immediate environment and within their experience. And it is fact that the culture is floated in the language and so indigenous knowledge is best learned through indigenous language.

A strong foundation in the mother tongue:Well build foundation of a child`s mother tongue enhances the child to be one of the best second language learner whose cognitive level ,academic achievement,confidence etc would obviously be stronger than those who have not had that much knowledge on his or her mother tongue.A strong foundation in MT is a good predictor of successful second language learning providing a good L1 foundation will support the learning of the second language.

CONCLUSION

The Multilingual Education campaign in India are only just at the beginning, but even in a short time in many places there has already been positive progress and an

improved situation for the tribal children. When a child promotes into secondary school where the medium of instruction will be the second language ,the knowledge of child writing and speaking in their mother tongue could be enriched while they learn second and third languages in their secondary classes .Issues and challenges of linguistic and cultural rights for minority language communities could be partially addressed through the inclusion of mother tongues in education and other baffling social and economic issues may also then be alleviated.Long term research and evaluation is required in order to find more alternatives outcomes and improve the learning situation of the children of the 80 million tribal people of India.

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