

Role of Multilingualism in Education: Evidence from the Secondary School Students of Sheosagar Block of Rohtas District

Deepak Kumar Chaudhary

School Teacher (Class 9 and 10), Choubey Jawahar High School, Bhim Karup, Akodhi Gola, Rohtas, Bihar, Pin -802219.

[e-mail- deepakkumarchoudhary35@gmail.com](mailto:deepakkumarchoudhary35@gmail.com)

Abstract:

The investigator has taken an attempt to assess the views of the secondary school students on the role of multilingualism in education, its benefits and challenges. Descriptive survey method has been used for assessing the views of the secondary school students. A sample of 100 secondary school students consisting of 50 boys and 50 girls from class IX has been taken through random sampling method from Sheosagar Block of Rohtas district of Bihar. The investigator used self-made questionnaire and have administered over the secondary school students. The collected data have been analyzed and interpreted by utilizing the statistical techniques like mean and percentage. The findings of the study reveal from the views of the secondary school students that multilingualism has an important role not only in understanding the course content but also in expanding their knowledge in various fields of their life and facing the challenges in it.

Keywords - Secondary school, secondary school students, multilingualism, education.

I. INTRODUCTION

Multilingualism plays a vital role in the academic performance during teaching learning process. Multilingualism in education is a practice of using multiple languages as a medium of instruction and communication in teaching learning situation. Teaching becomes more meaningful and effective when the teacher uses multiple languages for better understanding of the course content. Multilingual student shows superior meta-cognitive and meta-linguistic abilities and is a special adventure for the progress and achievement. Teaching is a process that facilitates learning which is more achieved through multilingualism.

The secondary school students learn multiple languages as a part of their school curriculum. This emphasizes the students more in learning multiple languages on becoming multilingual through education and unique. In addition to providing students with learning opportunities to meet curriculum outcomes, multilingualism emphasizes the development of values, knowledge and culture. Multilingualism develops positive self-concept in students. Mother tongue influences pronunciation skills and the accent of second and other languages in the curriculum. The secondary school students learn three languages such as L-1 (Mother-Tongue), L-2 (Foreign Language) and L-3 (Oriental or Shastriya Language). Multilingual students are good listeners. Multilingualism improves memory. Multilingual is not restricted to a single world-view but also has a better understanding that other outlooks are possible. Indeed, this always perceives as one of the leading educational advantages of school curriculum.

II. REVIEW OF LITERATURE

The relevant reviews of literature on the study area of have been studied and collected in decreasing the gap between the present and the past.

Aronin (2013) found in the study that due to the forces of globalization and technology, learning multiple languages is

accessible to most people regardless of their location, social class, profession and culture.

Calafat (2021) noted in the study that multilingualism explicitly encourages or even requires students to learn multiple languages as part of their school and university programmes. This emphasis by governments on becoming multilingual through education is something unique to the twenty-first century in terms of scope and access and represents a drastic change from the suspicions and disdain with which multilingualism was treated in the multilingual initiatives, ethically speaking, for learners and teachers.

Debendra (2019) found in the study that multilingualism is a complex phenomenon because the learners eschewed a deeper engagement with their participants.

Minarva (2015) studied and found that multilingualism is very much essential for understanding the culture of other society. It builds the future of the students in a positive manner which they learn from their school curriculum.

Nayana (2021) studied that the MLT is any language teacher who uses multiple languages in the diverse domains that comprise their life. They teach one or more languages, engage in translanguaging in the classroom which communicate by drawing on their whole linguistic repertoire, including shuttling between languages.

Noddings (1986) stated in the study that the teachers use multilingualism as the instructional strategies in teaching learning process for better academic achievement.

Pavlenko (2006) found that multilingual students feel as if they are different people when using their multiple languages and behave differently.

Sena (2019) studied and found that students who studied multiple languages were also more intelligent and academic achievement was more in comparison to the students who use

mono-language as the means of understanding the course content.

Shankar (2005) found in the study that the learners are willing to learn foreign language and they like multiple languages but except English which becomes difficult to them. They learn as it is included in the curriculum for the examination point of view

Ter-Minasova (2005) studied and found that in the 1930s and 1940s foreign languages were ‘out of fashion’ as a suspicious subject that led straight into the arms of ‘potential enemies,’ which actually meant the rest of the world. People, who studied foreign languages, were also suspicious as they were potential spies, potential emigrants and/or potential cosmopolitans. They lacked loyalty and patriotism because they did not seem to be satisfied with their own language, culture, country and world.

Zheng (2017) found that the learners studied multiple languages at school and/or university, grown up in several countries, might come from a multiethnic background, immigrants or a member of a minority, and hold disparate beliefs regarding multilingualism and language teaching. Moreover, depending on how languages are defined, multilingual teachers could also be teachers who know multiple dialects, pidgins, creoles, or other forms of language.

III.OBJECTIVES OF THE STUDY

The followings are the objectives of the study.

1. To study the role of multilingualism in the teaching learning process of the secondary school students.
2. To study the benefits of multilingualism in education for the secondary school students.
3. To find out the challenges of multilingualism.

IV.METHODOLOGY OF THE STUDY

The methodology used for the study is stated below.

A. Research Method

Descriptive survey method has been undertaken to study the views of the secondary school students towards the role of multilingualism in education.

B. Sample

A sample of 100 secondary school students consisting of 50 boys and 50 girls both of class IX from two schools of Sheosagar Block in the Rohtas district of Bihar has been taken using random sampling method.

C. Tools used for the study

A questionnaire has been developed by the investigator for gathering the views of the secondary school students towards the role of multilingualism in education to collect data from them.

D. Delimitation of the Study

The study is delimited to the two secondary schools named as Nishan Singh Smarak +2 School, Nishan Nagar, Baddi, Sheosagar and Ucha Madhyamik Vidyalaya, Raipurchore, Sheosagar of Sheosagar Block in the district of Rohtas of Bihar State.

E. Data Collection

The data has been collected by the personal visit of the investigator to the students studying in secondary school of Sheosagar Block in the district of Rohtas of Bihar.

F. Statistical procedure used

The statistical procedure like mean and percentage has been used for analysis and interpretation.

G. Analysis and Interpretation

The collected data have been analyzed and interpreted by the investigator using statistical techniques like mean and percentage through the tables.

V. ANALYSIS AND INTERPRETATION OF DATA

The responses of the secondary school students collected are analyzed through the table.

TABLE I
Role of multilingualism in classroom teaching

Sl. No.	Various roles	Boys	%	Girls	%	Total	%
a.	Easy understanding of the content	48	96	46	92	94	94
b.	Fostering meaningful diplomacy	42	84	38	76	80	80
c.	Convenience of the teacher	31	62	39	78	70	70
d.	Meaning-making system	38	76	40	80	78	78

It is found in the table that 94% of secondary school students have given their views on easy understanding of the content through multiple languages because the concept, not understood by one language, is well understood by other language being one of the roles of multilingualism in education. 80% of secondary school students have given their responses on fostering meaningful diplomacy as Multilanguage clears the doubts from the students. 78% of secondary school students have given their responses on meaning-making system through giving various examples in multiple languages. 70% of secondary school students have given their responses on convenience of the teacher as easy process of teaching.

TABLE II
Multilingualism and outcome of the students

Sl. No.	Statements	Boys	%	Girls	%	Total	%
a.	Multilingualism supports mother-tongue	39	78	46	92	85	85
b.	Multilingualism encouraging students to learn better	42	84	38	76	80	80
c.	Better outcomes of the students	48	96	45	90	93	93
d.	Appreciations of different cultures	37	74	40	80	77	77

It is expressed in the table that 93% of secondary school students have given their views on better outcomes through multilingualism because they understood by means of their mother-tongue and translate in other language which is the most important outcome of multilingualism in education. 85% of secondary school students have responded on multilingualism supporting mother-tongue as mother-tongue helps in removing doubts on the content and is the most important outcome of multilingualism in education. 80% of secondary school students have responded on multilingualism encouraging them to learn better because they choose alternate language for understanding the subject matter without facing any difficulty in teaching learning process. 77% of secondary school students have responded on appreciations of different cultures as the students from various cultural backgrounds enroll in the school and the students come to know varied cultures and multiple languages.

TABLE III
Multilingualism as a tool of effective leaning

Sl. No.	Statements	Boys	%	Girls	%	Total	%
a.	Multilingualism encourages peer collaboration	45	90	36	72	81	81
b.	Multilingualism engaging with the community	47	94	48	96	95	95
c.	Implementing flexible grouping	41	82	37	74	78	78
d.	Create a safe space for free expression	49	98	47	94	96	96

It is found in the table that 96% of secondary school students have given their views on multilingualism creating a safe space for free expression as a tool of effective leaning and they get a friendship zone with their peers. 95% of secondary school students have responded on multilingualism engaging with the community as they with the knowledge of multiple language are able to interact with other friends by the use of multilingualism as a tool of effective leaning. 81% of secondary school students have responded on multilingualism encouraging peer collaboration as the students come from different culture based backgrounds as a tool of effective leaning. 78% of secondary school students have responded on multilingualism implementing flexible grouping among them and the flexible groupings are formed according to their peer choice as a tool of effective leaning.

TABLE IV
Advantages of multilingualism

Sl. No.	Various Advantages	Boys	%	Girls	%	Total	%
a.	Multilingualism connects with cultural heritage	49	98	46	92	95	95
b.	Multilingualism enhances cognitive	42	84	48	96	90	90

	development and promotes language proficiency in different languages						
c.	Multilingualism promotes inclusivity by catering to the diverse linguistic backgrounds of students	42	84	39	78	81	81
d.	Multilingualism collaborates across linguistic and cultural boundaries	41	82	40	80	81	81

It is found in the table that 95% of secondary school students have given their views on multilingualism connecting with cultural heritage due to the cohesion of language with culture being the important advantage of multilingualism. 90% of secondary school students have given their responses on multilingualism enhancing cognitive development and promoting language proficiency in different languages being another benefit of multilingualism. 81% of secondary school students have given their responses on multilingualism promoting inclusivity by catering to the diverse linguistic backgrounds of students and collaborating across linguistic and cultural boundaries which the students get benefits from multilingualism.

TABLE V
Challenges of multilingualism

Sl. No.	Various Challenges	Boys	%	Girls	%	Total	%
a.	Language barriers	45	90	46	92	91	91
b.	Differentiated barriers	42	84	48	96	90	90
c.	Fair Assessments	40	80	43	86	83	83
d.	Cultural sensitivity	39	78	40	80	79	79
e.	Resource constraints	42	84	37	74	79	79

It is found from the responses of 91% of the students view on language barriers being the challenge of multilingualism as the teachers face challenges in effective communication with the students who have limited proficiency for the instruction and hinder comprehension and participation in the classroom teaching. 90% of the students view on differentiated barriers as the challenge of multilingualism in meeting the needs of the students and the teachers should adopt their teaching methods and materials to accommodate various language levels. 83% of the students view on fair assessments as the challenge of multilingualism in designing accurately that measures the

students' knowledge and skills and language barriers become the challenge multilingualism. 79% of the students view on cultural sensitivity as the challenge of multilingualism because the teachers need to be culturally sensitive and avoid bias or discrimination in their teaching. 79% of the students view on resource constraints as the challenge of multilingualism due to the limited resources for language support such as bilingual materials or language specialists can hinder effective teaching.

VI. MAJOR FINDINGS OF THE STUDY

1). It is found that 94% of secondary school students have given their views on easy understanding of the content through multiple languages because the concept, not understood by one language, is well understood by other language being one of the roles of multilingualism in education. 80% of secondary school students have given their responses on fostering meaningful diplomacy as Multilanguage clears the doubts from the students. 78% of secondary school students have given their responses on meaning-making system through giving various examples in multiple languages. 70% of secondary school students have given their responses on convenience of the teacher as easy process of teaching.

2). 93% of secondary school students have given their views on better outcomes through multilingualism because they understood by means of their mother-tongue and translate in other language which is the most important outcome of multilingualism in education.

3). 85% of secondary school students have responded on multilingualism supporting mother-tongue as mother-tongue helps in removing doubts on the content and is the most important outcome of multilingualism in education. 4). 80% of secondary school students have responded on multilingualism encouraging them to learn better because they choose alternate language for understanding the subject matter without facing any difficulty in teaching learning process.

5). 77% of secondary school students have responded on appreciations of different cultures as the students from various cultural backgrounds enroll in the school and the students come to know varied cultures and multiple languages.

6). 96% of secondary school students have given their views on multilingualism creating a safe space for free expression as a tool of effective leaning they get a friendship zone with their peers.

7). 95% of secondary school students have responded on multilingualism engaging with the community as a tool of effective leaning as they with the knowledge of multiple language are able to interact with other friends by the use of multilingualism.

8). 81% of secondary school students have responded on multilingualism encouraging peer collaboration as the students come from different culture based backgrounds as a tool of effective leaning.

9). 78% of secondary school students have responded on multilingualism implementing flexible grouping among them and the flexible groupings are formed according to their peer choice as a tool of effective leaning.

10). 95% of secondary school students have given their views on multilingualism connecting with cultural heritage due to the cohesion of language with culture being the important advantage of multilingualism.

11). 90% of secondary school students have given their responses on multilingualism enhancing cognitive development and promoting language proficiency in different languages being another benefit of multilingualism.

12). 81% of secondary school students have given their responses on multilingualism promoting inclusivity by catering to the diverse linguistic backgrounds of students and collaborating across linguistic and cultural boundaries which the students get benefits from multilingualism.

13). 91% of the students respond on language barriers being the challenge of multilingualism as the teachers face challenges in effective communication with the students who have limited proficiency for the instruction and hinder comprehension and participation in the classroom teaching.

14). 90% of the students view on differentiated barriers as the challenge of multilingualism in meeting the needs of the students and the teachers should adopt their teaching methods and materials to accommodate various language levels.

15). 83% of the students view on fair assessments as the challenge of multilingualism in designing accurately that measures the students' knowledge and skills and language barriers become the challenge multilingualism. 16). 79% of the students view on cultural sensitivity as the challenge of multilingualism because the teachers need to be culturally sensitive and avoid bias or discrimination in their teaching.

17). 79% of the students view on resource constraints as the challenge of multilingualism due to the limited resources for language support such as bilingual materials or language specialists can hinder effective teaching.

VII. SUGGESTIONS FOR FURTHER STUDY

Some of the suggestions for further study are given.

a) A study can be undertaken on the challenges of multilingualism in education faced among the secondary school students in rural areas.

b). A study can be taken up on attitude of the secondary school teachers towards multilingualism in education.

c). A study can be undertaken on the problems of the secondary school teachers in multilingualism in education.

d). A study can be undertaken on the impact of multilingualism on the academic achievement of the secondary school students.

VIII. CONCLUSION

The acquisition of multiple languages has long been recognized as a gateway to the development of a broad spectrum of cognitive skills, extending far beyond the mere mastery of words and phrases. This linguistic journey, spanning diverse linguistic landscapes, offers a multifaceted exercise for the mind, cultivating and honing critical faculties that transcend language itself. The manifold benefits reaped from multilingualism are testaments to the profound interplay between language and cognitive development, with implications that reverberate throughout an individual's educational journey and beyond.

From the findings it is understood that learning of multilingualism is the most important aspect of the students by which they formulate their future carrier.

The findings of the study will help the learners, planners, policy makers, researchers, administrators to implement the results obtained from the problem for further researchers.

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