



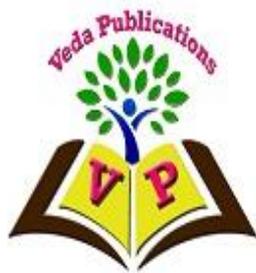
BILINGUALISM EDUCATION AND MULTICULTURALISM

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ABSTRACT



Bilingual education is the process of teaching students by using two languages, taking care of their culture. Language plays crucial role in education, as is an important medium for communication and convey messages to their counter parts. As we all know the importance of the global language English, we learn it as second language situation or third language situation or as a first language in some of the big countries of the world like India which is highly populated. India has got at least 130 Crores (billions) population of the different region, with different culture background, different food habits. But according to the 8th amendment of Indian constitution, English was declared as official language. All the central government amendments and correspondences are in English. It is because the non-Hindi speaking population in India are unaware of Hindi language which is taught as a third language in schools from sixth standard, where as English is taught from the Vth standard. The main focus of my paper is Bilingual education and Multiculturalism. I would clarify this with a case study.

Keywords: *Bilingual Education, Communication, Language, Multiculturalism.*

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Normally what happens in India? When a tribal child goes to the school he will be panic with the language which he study in the school as a medium of instruction. Because as he learnt tribal language which is his mother tongue. His culture is totally different from that of the civilized world. They believe in pagan gods like nature, sun, trees, spirit etc. When he starts learning a native language that is L2, L1 is his mother tongue, for instance Goarboli and his L2 is Kannada. He learns this at the age of six, till than he has never heard or experienced the language. What happens when he exposed to the next language. It may be the greatest hindrance to his learning.

(a) The Cultural Disparity (Displacement):

Language is carrier of the culture and culture is the manifesto of the language. Language and culture are the two faces of a single coin. The tribal child who is born with some beliefs, now shifting his attention towards unknown language situation. Obviously his idea of language which he learnt in his settlement gradually shifting towards the language of major community people. Here he has choice he has to learn what ever printed in the text provided in school. For instance:

He is Ganappa -- (A God)

Ganappa is a son of Lord Shiva -- (Ganapp's Father)

These two God's, he never heard before attending to the class unless his teacher taught him. His God is may be something different from these two Gods. But he learns this from his text which is contradictory. The tribal boy may get kind of anxiety in the class. There may be some questions that arise in his mind. What is his culture? What is his language? Whether Knnada or Goarboli, Ganappa or

nature? The teacher who is teaching him in the primary education may not answer. He might not sure of the cultural background of the tribal students.

(b) Language Difference:

As Goarboli language is taken for the case study. The tribe which speaks this language do not know which language family this language belongs to and the child who is learning L2 do not know the fact that Kannada belongs to Dravidian Language family. Whereas Goarboli belongs to Indo-European language family. There is no similarity in its phonology, syntax, phonetics and other aspects of linguistics. Moreover, L1 has no plural usages which create confusion in the learning process of L2.

For Instance:

Singular	Plural
Bhensi	Bhensi
Buffalo	Buffaloes
Balad	Balad
Ox	Oxen
Dhor	Dhor
Cattle	Cattle

In L2 situation certainly it has plural forms for the above mentioned animals. It is a hindrance in L2 learning. The reason is school drop outs among the tribal students.

(c) Exclusive Characters of the Language:

The L1 learner is aware that L1 has some exclusive character in it. As they are living away from the civilized world, they never include the other into their class. For Instance:



<u>Banjara</u>	<u>Non-Banjara</u>	L1	L2	L3
Chora (boy)	kunda	(aa) Come	(ba) come	come
Chori (girl)	kundi	(kho) eat	(tinu) eat	eat
Koar (man)	kor	(dho) clean	(tolli) clean	clean
Thandri (woman)	kori	(pi) drink	(kudi) drink	drink

This cultural exclusive character of L1 become an obstacle in the learning process of the tribal boy who is learning L2 when he learn L2 he is facing these problem whereas, when starts learning Foreign L3 and the third language which is compulsory up to Xth standard. The problem he is going to face:

Our education system is not giving importance to the particular problems:

- L1: Goarboli -- Mother tongue
- L2: Kannada -- Native Language
- L3: English -- Official Language
- L4: Hindi -- National Language

The noticeable factors are the mother tongue is not given more importance in this scenario. The native language plays dominant role as the child is minority in the language situation. His mother tongue has no importance in education system which is a greater set barrier in the learning.

(d) Phonetics Difference:

The tribal learner has a problem with phonetics. Sounds of each words are totally change, their cultural meaning and also change becomes a greater hindrance for their learning. L1 learner learnt his language words until six years of his life and all of a sudden the situation changes in his learning process. the sounds and words of L1 which is already fixed in their mind is not easily allowing other words to visible, there is a interference of the sounds and meanings of L1 , L2 and L3. For example:

All these learning process differs phonetically there is no similarity with L1 and L2 in case of L3, there is a situational difference. In case of L2 at least learner may have this in the learning environment, where as L3 is a new learning situation.

The cultural situation is obviously different of tribal boy who is learning L2 and L3. He requires bilingual teaching method in L2 situation. In L3 situation definitely he need bilingual method to understand English language. Bilingual method of teaching is more effective in rural Indian students to understand a cultural background and getting his education in the different cultural background. He tries to learn the culture new to his understanding. As Indian rural parents knowing the importance of English language number of schools increased without proper teaching environment is another setback in language teaching arena. When the learner of L3 unaware of the cultural background and etymology of the words how can he learn that word in a proper way. What are the difficulties arises in using Bilingual methods in Multicultural situations:

1. The culture which is very crucial in learning process
2. Learner may satisfy in some issues of language and culture
3. Learner cannot be transform –cultural aspects in learning process
4. It may be a superficial learning.



5. Unless he exposed to the original culture in learning process he may not get first hand information.

It is important to teach English language to the non native speakers who are suffering with a phobia. The bilingual method is helpful in the multicultural countries like India, America, and the Great Britain and those countries which have many ethnic groups. It is a temporary solution for understanding multicultural. As, I underwent this trauma of understanding English language in third language situation I face so many difficulties in the initial days. When I started my teaching profession as language and literature teacher I came to know the importance of bilingualism.

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