



Chapter 1

Challenges in the Multilingual Classroom Across the Curriculum


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ABSTRACT

Multilingual education, according to UNICEF, UNESCO, and the European Commission, may play a vital role in engaging a diverse range of learners. Multilingual classrooms are a growing phenomenon around the world as a result of the rapid increase in global mobility and migration. Within these classrooms, students may have different linguistic and cultural backgrounds, may speak one language at home and another language at school, or be learning the language of instruction as an additional language. Classrooms that promote multilingualism help create positive identities connected with their home cultures in addition to boosting academic performance. This chapter explored ramifications, challenges, and steps in implementing multilingualism practices in the multilingual classroom across the curriculum based on secondary data.

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INTRODUCTION

Following Independence in 1947, Southern India objected to the idea to replace English with Hindi, which is largely spoken in the north, as the national language. This resulted during a compromise, with Hindi representing India's official language and English an 'associate' language. Most states have as their official language one among the 22 listed within the Eighth Schedule of the Indian Constitution. However, where none of those corresponds to the linguistic majority, one or more of 100 recognised 'non-scheduled' languages - including English - has this status instead. Estimates vary on the proportion of Indians who can understand or communicate in English to any degree, but it remains the house language of a really small percentage of the population. The tutorial context India has long recognised a divide between the elite private education sector on the one hand and therefore the lower prestige government sector on the opposite, the previous often being English medium and also the latter state language medium. Most states follow the nationally recommended 10+2 educational structure. This comprises 10 years basic education, composed of primary and upper primary levels, stated as Classes 1-5 and 6-8, cherish ages 6-10 and 12-14 respectively, plus two years of education, equivalent to Classes 9-10, reminiscent of ages 15-16. Following an exam, students may still upper secondary schooling; cherish Classes 11-12 and ages 17-18. Educational activity has been almost a uniquely English medium, the proposal to switch this with Indian languages over a 15-year post-independence transitional period having been unsuccessful. The national language-in-education policy Formalised in 1968, the country's three-language formula is meant to guide state school Limited English Proficiency or LEPs. This recommends the maternal language (generally presumed to correspond to the state language) because the medium of instruction, with both an extra modern Indian language (specifically Hindi where this is often not the state language, or that of another state if it is) and English to be taught subsequently as curricular subjects. This model of education is thus primarily monolingual. However, the intention is that each child enters education aptly in a minimum of three languages, including English. The applying of India's LEP nevertheless varies enormously across states, with only a few implementing it as prescribed. One obstacle is that the lack of intrinsic motivation to be told an extra Indian language, particularly within the Hindi speaking areas. An additional complicating factor is that the official language of individual states doesn't necessarily correspond to the tongue of all its school children. The very fact that English tends to be viewed because the language of opportunity has led to growing pressure to introduce the language at earlier levels, with many government schools responding to the current demand by introducing it as a topic at Class 3 and, increasingly, at Class 1, instead of the recommended Classes 5 or 6. Yet in most cases, there are insufficient teachers with proficiency in English or appropriate pedagogic skills. Concern on such developments is reflected within the observation that 'English has to find its place together with other Indian languages in several states, where children's other languages strengthen English teaching and learning. Low learning outcomes in India in achieving the goal of near-universal school enrolment across the country, the 2009 RTE represents a big recent national development, with enrolment increasing to over 96% since its introduction. However, while the Act has created the chance for big numbers of first-generation students to attend school, attendance and retention rates are often low, with only a tiny low proportion of kids continuing to secondary and better pedagogy, and still fewer entering university. While levels vary from state to state, student progress and attainment is usually poor. UNESCO Institute for Statistics or USI data from 2010-2015 reveal that only 51.4% of the population complete primary education, with the proportion dropping to 37.5% for the completion of lower secondary and 26.8% for upper secondary. Low student achievement is additionally a chronic issue in India, although

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