

Teaching Language in Multicultural Contexts

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ABSTRACT - This paper aims to discuss challenges in teaching language in multi-cultural contexts. The language English is no longer (official/mother) of only so-called indigenous speakers of it (e.g. Americans, British, Australians, and so on) because the number of inhabitant speakers is already outwitted by non-native speakers of English. It has already become an international language which is not only a process of transmitting novel information in any area all through the world but also a tool for intercultural communication. It has already turned into a predictable part of the education in all almost countries although there are many challenges to make its teaching more effective. Those challenges include skills of teaching to comprehensive-level educational language scheduling. One of the primary challenges is how teaching of English can be made apposite in the multilingual and multicultural context.

At present, teaching an overseas language in a multicultural classroom is a valid challenge for the teachers. They have to deal with number of hindrances and difficulties while dealing an enhancing number of varied multicultural classes. This paper aspires to explore the language teaching tactics that a teacher should take into deliberation while interrelating in a multicultural context. Positively there is a requirement to improve the excellence of teaching in such setting. In doing so, a teacher should be familiar and know very well the cultural variety and distinguish the differences among a variety of cultural and racial groups. An interesting (affective) intercultural communication facilitates generating and upholding an environment that cheers good interpersonal associations in class. Besides, a teacher should as well reckon the impact of inhabitant languages in learning an overseas language. The cultural varieties cause variation in observation and methods of learning an overseas language. Since everyone has privilege to get identical education, it is very significant that teachers should shun prejudice on the origin of cultural background, language, and ethnicity. Instead, they should promote forbearance and mutual respect in the class.

The language English is no longer (official/mother) of only so-called indigenous speakers of it (e.g. Americans, British, Australians, and so on) because the number of inhabitant speakers is already outwitted by non-native speakers of English. It has already become an international language which is not only a process of transmitting novel information in any area all through the world but also a tool for intercultural communication. It has already turned into a predictable part of the education in all almost countries although there are many challenges to make its teaching more effective. Those challenges include skills of teaching to comprehensive-level educational language scheduling. One of the primary challenges is how teaching of English can be made apposite in the multilingual and multicultural context.

In spite of the truth that aboriginal languages are on the rim of extermination, at present enthusiasm of getting knowledge of English amongst stakeholders and parents also desire to train their children in English medium schools. It has been already replicated in the instructive language rule of the Ministry of Education (MoE) to bring in English from First Standard in the public schools. In the similar means the MoE has already specified the right to administrative bodies of the society supervised community schools to move them from local language (mother tongue) to English medium of instruction. The figure of schools altering to English medium of instruction is mounting every year. Further, English is together subject and medium of teaching from pre-primary level in individual schools. Though, there are a lot of risks to teach English to students who come from a variety of linguistic and cultural settings. One of the confronts is that whether or not stakeholders get opportunity to make use of their own cultural and linguistic knowledge in schools while learning (erudition) English.

In a conference titled 'English in multilingual and cross-cultural contexts: exploring opportunities and meeting challenges' Professor Holliday argued that "the English language can promote intercultural communication amid the children from varied cultural as well as linguistic milieu. Prioritizing on the significance of children's previous knowledge, he repeated that teachers of English should take benefit of multicultural practices that children fetch into the classroom while teaching English. Professor also raises an important tip that teaching of English should be appropriate and we have to teach children about the nature of English related to society. This evidently point out that to speak to the prospects and knowledge of children from varied cultural backgrounds, teachers' position as a submissive-one is not sufficient quite they have to be a changing cerebral. Teachers should comprehend that classroom is communally constructed and historically located and they should generate such a setting where students from a variety

of backdrop can get opportunities to utilize their preceding acquaintance. In general, English teachers are not just overseers of classroom but also driving force for social change. They can also add to promote equality and decisive thoughts ability by original comprehensive knowledge environment where students can implement their values, assumptions and individuality twisted by local, national and worldwide socio-cultural settings and expectations.”

As the aim of this paper is to gain knowledge about pupils' attitudes towards English as an overseas language and to discover in what methods pupils' cultural backgrounds have an effect on these approaches. Pupils' approaches have been probed from the viewpoint of individuality, social milieu and thoughts about future use. An ultimate aspire has been to locate what pupils reflect about their own inspiration in the English classroom in relation to these attitudes.

An approval of the implication of English within both national and international background involves the execution of procedures that would afford all learners with the ways of getting a acceptable rank of expertise. At the same time, the learning of the native language and other languages should be armored, given that these are an advantage in their own precise and bestow young people with a affluent linguistic collection that they may faucet for varied principles.

Admitting that English is being learnt in a progressively more multicultural classroom puts force on educational leaders, policymakers, curriculum designers and teachers to address the requirements of students who find themselves in what is fairly a new environment in certain countries. Nations that might have previously consisted of bilingual people are now a serene of a multilingual population. Coelho (2012) points out that “Balancing the demands and needs of two linguistic communities becomes more challenging with the arrival of new communities speaking a variety of different languages”. This is perceptibly emulated by the combination of the classroom. Teachers experience the effect of such change personally. Their experiences deserve experiential study to make out the means by which the learning of English in a multilingual environment can be enhanced.

Language-in-education guidelines can have a radical collision on young students capability to partake in a range of social, economic and cultural areas, both in their own countries and internationally. Supporting a balance between English and multilingualism is vital to develop learners' linguistic and cultural range. Olshtain and Nissim-Amitai (2004) assert that in a multilingual background, “the school curriculum should aim at ensuring the learners' ability to make linguistic choices in the future, while strengthening their proficiency in the dominant language – the language of social, economic and occupational mobility”.

Furnishing learners with the cleverness to speak English glibly and therefore empower students to chase individual

and proficient goals require not come at the cost of discouraging their capability to use their native language and other languages.

As the classroom milieu progresses to accommodate multilingual learners who live in a multicultural civilization, the stress on teachers of English modify, and hence, sufficient procedures required to be taken to make certain that they are competent to sustain their learners in rising a suitable grade of expertise in the universal language. English language aptitude is not a universal remedy to social injustice; however, it can be authorizing for young people if they are given the chance of totaling it to their linguistic range. This highlights the necessitate for language-in-education guidelines that admit the linguistic variety of modern society and the prospect circumstances in which young people will live, study and work in. It is essential that such guidelines foster the multilingualism of each learner by introducing procedures to strengthen the learning of English, the mother tongue and other languages.

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