

PROMOTING ENGAGING LEARNING USING MOTHER TONGUE-BASED MULTI-LINGUAL EDUCATION (MTB-MLE)

By:

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A mother tongue is also known as a first language or native language. It is the language that individuals use the most. Also, "mother tongue" refers to the language that the child has spoken since birth and at important moments in his or her life.

A child's mother tongue encompasses more than just language; it also encompasses the child's personal, social, and cultural identity. Across cultures, different words and expressions have distinct meanings, and while expressing queries in one language is considered intrusive, it is deemed curious in another. This indicates that the language used in speaking is considered before it is spoken.

The Mother Tongue-Based Multilingual Education (MTB-MLE), which stresses the use of the home language as a medium of instruction, is considered a form of education. The MTB-MLE movement aims to provide fair learning opportunities for indigenous language speakers. The Mother Tongue framework promotes access to school and improves the quality of education by teaching in the first language before moving on to other languages (Benson, 2004).

In many countries around the world, pupils are educated almost entirely in their national, regional, and, increasingly, English languages. Speakers of indigenous languages frequently lack the ability to participate in learning situations that rely solely on the national language, causing them to fall behind or be excluded from school. Multilingual education, which aims to make education fairer, allows for the use of more than one language as both the objective of instruction and the medium of instruction. Using many languages, on the other hand, does not guarantee that students will have

access to information in their native tongue. MTB-MLE distinguishes itself by emphasizing the first language as the primary language of teaching, followed by a regional or national language, and finally, English. In this way, MTB-MLE functions as a type of transitional language education, with varying degrees of focus on the maintenance of the mother tongue.

Learners who have access to mother tongue-based multilingual education (MTB MLE) develop higher language skills in their mother tongues as well as national languages, according to a substantial body of research from various nations as well as breakthroughs in the field of cognitive neuroscience. When a child's knowledge of a second language is combined with his or her extensive understanding of a first language, a complex knowledge network emerges (additive bilingualism). Students that are bi/multilingual develop intellectual abilities that are often superior to those who are monolingual.

The importance of mother tongue is being researched because when children learn their mother tongue, they also develop an interest in learning other important skills such as critical thinking and literacy. These are the talents people bring to formal education, and research shows that skills and concepts learned in a learner's native language do not need to be retaught when they move to a second language. For

example, if a learner has honed the capacity to predict the meaning of a word based on its context or infer meaning by reading between the lines, these talents can readily be conveyed to a second language. However, teaching these complex skills directly through a second language is significantly more difficult.

Children who only spoke their mother tongue had a fixed perspective on how to express what they wanted or needed. Children who speak more than one language have a higher level of critical thinking since they must figure out how to express and use the language of choice. It was easier for children with a strong mother tongue to learn a second language and improve their reading abilities. The knowledge and talents of

children are transferable between languages. However, abilities learned in the mother tongue can be transferred to the language learning strategy, so if a child is required to think more about how to express a statement and when to utilize it, their culture and identity can be easily accepted.

The formation of personal, social, and cultural identity is also influenced by language and the mother tongue. Children with a strong foundation in their first language have a better understanding of themselves and their place in society, as well as a greater sense of well-being and self-assurance. This naturally pervades every part of their lives, including their educational achievement. This is one of the reasons why bilingual education is becoming more popular worldwide, and many foreign schools are devoting resources to developing strong mother tongue courses.

MTB-MLE is frequently part of language preservation or revitalization initiative. The mother tongue can thus be preserved rather than being replaced by a regional or national language. Because of this dual focus, MTB-MLE has been adopted by a wide range of language groups for a variety of objectives, especially to equip learners with English language skills.

References:

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