Towards Embracing a Multilingual Future: Fostering Newer Envisioned Spaces of Learning through the Intersection of Inclusive Education and Disability Studies

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Abstract

The significance of multilingualism for children with diverse needs and the benefits of inclusive education and disability studies intersect in their varied strategies to implement different techniques to depict multilingual education as not merely an educational endeavour, but as a commitment to inclusivity and diversity to depict the uniqueness of the multilingual cultural value in embracing language learning and fostering the need to circumnavigate the requisite to comprehend and imbibe the two or more language learning formula. This paper explores the prospective of multilingual-oriented pedagogy to augment inclusive educational practices on theoretical framework of Gibson's Affordance theory. The paper recommends training teachers with indispensible awareness and expertise to expose the flexible use of multilingual-oriented pedagogy, for teachers and education stakeholders to create and sustain inclusive learning spaces that respect learners' linguistic backgrounds, and empowering learners to embrace their multilingual identities, through the use of their multilingual skills in emic and social contexts to enhance learning and cherish their identities. The paper accomplishes that multilingual-oriented pedagogy will cuddles linguistic diversity that is not only crucial for promoting inclusion, but also arranges learners for success in an increasingly interconnected world. It is through this inclusive approach that classrooms can truly become spaces where learners thrive and flourish.

Keywords: Multilingualism -linguistic diversity-cognition processes-Language acquisition-expressionis multuralism-social cohesion-multilingual pedagogies-translanguaging

The prerequisite to delve deep into profound language learning experiences as empowering all children especially special children addresses the need to nurture and promote creativity and inclusivity to thrive in a globally interconnected world where cognitive flexibility combines clarity of thought and critical skills. The proficiency in multilingualism enables better cognition, memory enhancement, decision making, multi-tasking and retention of facts encourages children to gain a better vocabulary in more than one language and enhances linguistic competency and enrichment of language skills. Scholar David Graddol expands the essence of multilingualism beyond language learning, but creates a better understanding of one's mother tongue and a more coherent comprehension of different linguistic structures in different languages. This augments a broader cultural awareness and cultural sensitivity to grasp the similarities and differences of the awareness of multiculturalism through effective communication in realms of multi-cultural scenarios through cross-cultural competence and is of much relevance to students with special needs. This upgrades the `academic accomplishment of students

in multilingual environments and enables them to perform better at interviews and seek jobs in varied countries.

The courage to travel across the globe and work as global citizens in an interconnected world with poise is due to the varied experiences they encounter in language acquisition which due to varied experiences in multilingual acquirement, to enable learners to overcome all the barriers of language-based discrimination in varied multi-cultural settings. Hence it is essential to frame multilingual curriculums for students by emphasizing the need to study two or more languages. This exposure of the bilingual or multilingual approach of studying a number of languages including the mother tongue updates proficiency in native language skills by preserving one's own cultural identity and embracing the art of adapting linguistic knowledge to diverse student populations from various cultural and linguistic backgrounds through language immersion programmes which in turn encourages language and cultural exchange.

This global perspective in the curriculum on igniting students with different disabilities, the knowledge of varied world cultures, international issues, and global citizenship as well as international student exchange programmes and language certification programmes add a positive tone to contributing their mite to evolving a better global society. MLE has been receiving support from UNESCO since 1953 to support academic achievement, cultural identity, and social cohesion by lending socio-cultural benefits for learners, educators, communities, and societies by promoting creative expressionism in language and enhancing brain plasticity though metalinguistic awareness to promote social inclusion by offering quality education for all the marginalised groups such as the differently abled, indigenous people, minorities, refugees, migrants and the subaltern.

Learning multiple languages also facilitates social integration, participation, and mobility and renders confidence to special children with learning disabilities. With effective pedagogical skills, pedagogues can impart cultural sensitivity to

embrace minority languages to overthrow monolingual norms and standards that undermine and value linguistic diversity through offering special courses addressing the special needs of students with varying difficulties. Monolingual policies, practices, or ideologies include the Mother Tongue-Based Multilingual Education (MTB-MLE), the Bilingual Intercultural Education (EIB), the Content and Language Integrated Learning (CLIL) and the National Education Policy (NEP) of 2020 and emphasises the importance of MLE for achieving universal access and quality education for all learners including those with special needs. The envisaging of the development of Indian Sign Language (ISL) as a linguistic and philological tool of instruction for deaf learners; the comprehension of language as phonological and morphological to the blind, the promotion of classical languages such as Sanskrit as dialectic; the revitalization of endangered languages as semantic; and the integration of foreign languages such as French or German into the school curriculum as etymological is essential for verbal spontaneity.

Inclusion, in a multicultural-multilingual society, necessitates unbiased access to quality education, linguistic diversity, intercultural discourse, social inclusion, and excellence in education for all learners by creating socio-cultural assistance for pupils, educationalists, communities, and societies to endorse multilingualism and multiculturalism. As a medium of communication, expression of identity as a tool to access cultural, symbolic, political and material resources endorses how the selection of languages in education are pivotal in determining social inclusion or social exclusion.

Linguistically diverse or multilingual societies are increasing worldwide despite migration due to skirmishes, encounters, scarcity, climate change and social injustice to produce an intricate ethno linguistic landscape in society to enable groups from a diverse range of linguistic and cultural backgrounds to co-exist in harmony in society by retaining their individual ethnic identity to ensure respect for fundamental rights of language. The trials of implementing multilingual education (MLE) packages and platforms may be crucial as special

educators must maintain equilibrium of subject content and language proficiency while teaching in order to accomplish academic expertise and know-how in both languages. This paper addresses MLE by measuring language proficiency and content knowledge inclusively for differently abled students. MLE programs may result in separation based on language to prevent students from interacting with different cultures and creating a diverse learning environment due to different language preferences and attitudes towards multilingualism and may in turn affect the success of multilingual education programs Globalization, linguistic assimilation and the elimination of cultural and linguistic heritage may stress the need to understand, speak, read and write the mother tongue as the official school language and look at how additional languages according to the curriculum, intersperse the mother tongue and the official language to encourage multilingual learning in later grades. The goal of strong mother tongue, bilingual and multilanguage education programmes to influence students to become fully bilingual, biliterate and bicultural facilitate the achievement of quality education. According to Cummins, "The level of the development of children's mother tongue is a resilient predicator of their second language development. Children with a solid foundation in their mother tongue develop stronger literacy abilities in the school language and this provides them with an excellent foundation for future learning. Well-known research by Thomas and Collier on various bilingual programmes in the US states that it took fourteen years and involved more than ten thousand students and this confirms that the longer the mother tongue is used in the classroom, the better was the result achieved.

Curriculum development focuses on three kinds of developments which form the basis for developing teaching and learning materials and activities, namely, language development, academic/concept development and socio-cultural development. Language development is a "step by step" language learning and literacy process. The language speakers are trained to teach bilingually, focusing initially on the mother tongue using various teaching techniques and instructional materials such as community stories, reading and answering questions, cultural scenes using questions to stimulate higher level thinking to savour language learning with or without the skills to enjoy reading or love writing. The only goal is multilingualism.

The process of language development and mother tongue-based education and its positive results in the community's responses empower all students despite their disabilities and are a meaningful ingredient towards social inclusion for indigenous and ethnic minorities to focus on ensuring inclusive and equitable quality education and promote lifelong learning opportunities for the students with diverse needs from different cultures.

The linguistic landscape of a country changes when policy makers who consistently underestimate the value of ethnic languages recognize the value of using the mother tongue as the foundation for learning other languages and other subjects, and supports all languages to be a part of mainstream education. Inclusive and equity-based language education policies improvise social cohesion to improving the lives of these children with diverse needs. Multilingual education programmes proposes that tutoring takes place by accepting that primarily all learning takes place entirely in the child's home language or mother tongue. At the next standpoint, fluency in the first language along with overview of the second oral language through emphasis of literacy in both languages advantage to traverse towards lifelong learning and this generates better inclusivity and supports differently abled children. Multilingualism is appropriate with diverse audiences because effective communiqué and adeptness in multiple languages is essential in world business, translation, elucidation, academics, international relations, tourism, journalism, and other professions that require cross-cultural understanding.

Multilingualism in mottled cultural contexts enhances the adaptableness and pliability of special children as bilingual or multilingual students can steer multicultural spaces; understand diverse standpoints to toughen administrative and managerial

functions like problem-solving, decision-making, and task-switching by juggling languages and acclimating to cognitive flexibility. Multilingual education encompasses various models designed to teach multiple languages: Transitional Bilingual Education transitions students from their native language to the majority language while Dual Language Immersion endorses bilingualism and biliteracy for both native and non-native speakers. Maintenance Bilingual Education (MBE) centres on maintaining heritage languages and Content and Language Integrated Learning (CLIL) conglomerates language instruction with content knowledge.

Schools and educators can back multilingual special students by providing language sustenance to offer English as a Second Language (ESL) and support programs that specifically target language development for English learners. Culturally Responsive Teaching Strategies like integrating multicultural literature, materials, and resources that mirror the students' diverse backgrounds and experiences. Differentiated instruction, strategies, visual aids, hands-on activities, and scaffolding foster a supportive Classroom Environment and welcoming classroom atmosphere that appreciate the differently abled students to promote inclusivity. Bilingual or multilingual erudition results n cognitive benefits for individuals and enhances positive academic achievement, better literary skills, and improved knowledge of cultural identity to prevent achievement gaps for students from linguistically diverse backgrounds through multiple pedagogies ,combining systematic, purposeful meaningful activities through, "Translanguaging," "bridging", and "pedagogical code-switching", through communiqué at school, home and offices or through interactions in digital platforms. Multilingual pedagogies rooted within a whole-school approach to diversity, equity, and inclusion (DEI), unlocks insights into diverse cultures, perspectives, and literacy practices for everyone in school through welcome posters and other signs and integrate the languages pupils know and English using "Crisfield's Translanguaging Cycle which allows teachers to specify and vary languages during the input,

processing and output stages of lessons or activities. Input activities like watching a video, listening to a file, reading a text, or researching online with the aid of a teacher, processing activities that facilitate knowledge through taking notes, talking to peers in pairs or groups, or using graphic organizers and output activities like verbal responses, presentations, written tasks, physical responses, and artifacts.

Translanguaging include listening to a podcast or watching a video that introduces a key topic in English (input) to take notes bilingually, attempts to co-create mind-maps endeavour collaborative summaries of the podcasts to develop language skills to deploy their language repertoires to accelerate learning by using multilingual pedagogies to upkeep pupils' learning. Workshops for plurilingual learners' parents to discuss how teachers share and pool curriculum resources to narrate the lived experiences of a group of pupils who share the knowledge with students from a common national or linguistic background

The creation of a language-rich environment builds strong language and comprehension skills in the home language, aids multilingual learners' vocabularies to encourage Translanguaging through language-rich multi-lingual conversations. When used intentionally by educators, environmental print can help children; including multilingual learners investigate how print works and how letters and sounds link to form specific words. Associating letter names and sounds with labels or symbols (such as /m/ when seeing the M&M's label on a candy wrapper or in the arc of the McDonald's logo) provides a meaningful context for introducing these skills. Collecting familiar labels in a portable flip book can help children remember the sounds, names, and symbols associated with them. Pictures, paintings, posters, and artifacts that represent children's and families' cultures can help establish a sense of acceptance and belonging and develop a deeper association with a child's home language.

Storytelling, interactive read aloud sessions, re- enactments, cooking activities benefits students' holistic development beyond language proficiency and shapes brighter minds, constructs academic success, and nurtures cross-cultural understanding to

benefit students. Multilingual students demonstrate sharper problem-solving, critical thinking, and retention skills. Moreover, exposure to different languages can trigger the brains' flexibility toward new environments, encouraging them to think creatively. Students can enhance academic professionalism by experiencing multilingual education tend to achieve good mathematics, reading, and science results. Indeed, they can nurture excellent understanding and analyzing skills with deep learning and other advanced abilities to excel in all subjects. Learning multiple languages lets students better understand and appreciate their cultural roots and take on new perspectives.

The process of learning different languages helps students learn more about their heritage while developing respect for diverse cultures and traditions. Students who can communicate in more than one language to build stronger relationships and connect with a broader range of people. They break down language barriers and foster a sense of global community to become open-minded, culturally aware citizens. Yet, for educators, these diverse linguistic landscapes present a set of unique challenges because the question arises whether a single teacher, equipped with an array of linguistic assets can guarantee an equally effective educational experience for all students with diverse needs to foster learning by multilingualism for children with diverse needs to benefit of educational endeavours exploring multilingual-oriented pedagogy to augment inclusive educational practices.

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