



Use Language Technology in Curriculum Strengthening

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Abstract: Education is a tool for transmission of culture, accumulated knowledge and experiences of a society transformed through a medium of Language. **World Federation of Modern Language Associations** discussed about the following four goals of global education Knowledge, Skills, Attitude and Action which must be included in Language Teaching Curriculum. Global Education deals with the uniformity in design, content and structure of education system. India is a Multilingual, Multiethnic and Multicultural country in which many small groups speak diverse Languages and Dialects which are barriers to standardise, globalise and internationalisation of education to compete with International standards. The Language Policy in India relating to the use of Language in Administration, Judiciary, Legislative and Education System. It is pluralistic in its scope and with the help of Constitutional provisions encourages the citizens to use their Mother Tongue to develop as well as survival of Indian Languages. As per 1991 census more than 1650 Mother Tongues genetically belonging to five different Language Families prevailing in India given provision for education in multiple languages and mother tongues. **The Sixth All India Educational Survey** indicates that 41 languages are taught as School Languages and 19 of them are used as medium of instruction at different levels. In this critical context of Globalization of Education system this paper intended to reveal the importance of modernising the regional Languages Curriculum with the help of Language Technology to standardise Indian Languages to survive and cope up with International Languages.

Keywords: Global Education, Virtual Education, e-content development, Multilingual, Language Policy, Multiculturalism, Regional Languages

Introduction

Quality of education depends on the elements of delivering content and communicative effectiveness. The capacity of learning changed its paradigm due to the globalisation of education. Knowledge is no longer an end it continuous through lifelong learning, problem solving and problem based learning which becomes popular in the new education system. Languages are Interpretations of reality, mythical and symbolic constructions, and expression of community identities as well as heritage of whole humanity. Because of huge demand and opportunities for International employment, there has always been a constant demand for the language studies in India as well as abroad.

According to Michel Malherbe, in his book "Les langues de l'humanite", published by Seghers in Paris in 1983, the most widely spoken languages are the Chinese of Beijing (Mandarin), English, Hindi-Urdu, Spanish, Russian, Indonesian, Arabic, Portuguese, Bengali, French, Japanese and German. 47 countries have English as their official language, 21 have Arabic and 20 have Spanish. With figures of this sort, we can see that the real problem lies in the weakness of languages spoken by linguistic communities with small populations and with little or no political or legal recognition.

The information, Knowledge and skills in these languages need to be internationally intelligible and communicable to keep the employability at the highest level. In a Multilingual country like India language curriculum developers must keep the above issues in mind and establish bridges of friendship between different cultures and traditions. The language teacher need to play a crucial role to give values to the education, to make the people for openness of mind, to promote tolerance, to give and take the respect each other.

The language curriculum of Education by giving priority to the mother tongue, it should be enriched with the methodologies to modify the students attitude towards the National Integration and International understanding for permanent world peace.

Technology for Global Standards in Education

By the impact of liberalisation, privation and Globalisation the education system turned into universal system. Traditional methods, technique and ideas have been replaced by the new techniques. The *Center for Advanced Research on Language Acquisition* (CARLA) is one of the U.S. Department of Education whose role is to improve the nation's capacity to teach and learn foreign languages effectively. Duke University's CALIS programme was involved in setting up an in-service teacher training course called "*New Technologies and Modern Language Learning*" some six years ago (Koenraad 1989).

Even though there is a tremendous change in the policy of Indian education system still the traditional outdated curriculum is continued in many aspects of language.

Global education has been defined as "education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world" (Fisher and Hicks 1985: 8) [1].

Another definition states that "*global education consists of efforts to bring about changes in the content; methods and social context of education in order to better prepare students for citizenship in a global age*" (Kniep 1985: 15) [2].

Global Education System creating worldwide opportunity for higher education, research as well as employment. In this globalised context of education the curriculum of Indian Education system necessarily concentrate on the two major aspects. One is, it should be able to produce the skill full students to compete with those worldwide and second one is, it should maintain the standards to attract the students worldwide to encourage and impart educational techniques to the global students as well as employable opportunities.

National Mission on Education through Information and Communication Technology (NMEICT) is working to leverage the potential of ICT to provide high quality, personalized and interactive knowledge modules over the internet/intranet for all the learners in Higher Education Institutions in an any time any where mode. As part of this initiative, Virtual Education, e-content content development for all subjects at undergraduate and post-graduate levels is being developed.

Multilingualism in India and linguistic policy

Policy is to help all languages to develop into fit vehicles of communication at their designated areas of use, irrespective of their nature or status like major, minor, or tribal languages. The policy is accommodative and ever-evolving, through mutual adjustment, consensus, and judicial processes. Evolving and monitoring implementation of language policy is a major endeavor of the Language Bureau of the Ministry of Human Resource Development, Government of India. This is done by the Bureau through language institutions setup for the purpose under its aegis: Central Hindi Directorate, Centre for Scientific and Technical Terminology, Central Hindi Institute, Central Institute of Indian Languages, National Council for Promotion of Sindhi Language, National Council for Promotion of Urdu Language, Rashtriya Sanskrit Sansthan (RSKS), Maharishi Sandipani Rashtriya Vedavidya Pratishthan (MSRVVP), Central Institute of English and Foreign Languages.

The multilingualism is a great barrier and problem for communication and education in India. Social harmony is only possible In India through mutual respect for each other's language and culture.

In Nagaland, there are 22 mutually unintelligible Naga languages, of which 16 recognised by the State Government. The language of communication among the people is Pidgin Naga, which is used even in the floor of the Assembly, though not an officially recognised language. In the absence of an acceptable common language, the State Government has adopted English as the State Language (Sreedhar 1974). This has not only created a wide gulf among the elite and the masses of people, but also deprived the common man from effectively participating in the processes of governance of the State.

Linguistic policy must set to promote the self- Esteem of the languages of each community, access to the neighbouring and universal languages. Very positive changes occurred in the linguistic policy of major countries. The Republic of South Africa and Ethiopia in African continent, Bolivia and other Andean countries in Latin America, Australia, Cambodia, Russia, Spain and many other countries have recognised their linguistic plurality and renewed the laws and practices in a way of democratic and peaceful spirit.

The facts about India being a multilingual country are well known. The 1971 Census, which can legitimately be considered most authentic in this respect, recorded a total of 1,652 languages belonging to five different language families in this country. Over 87 languages are used in the print media, 71 languages are used on the radio, and the administration of the country is conducted in 13 different languages. Yet one notices with a sense of regret that only 47 languages are used as the media of instruction in schools (NCERT).

In India there is a great need to strengthen multilingualism against promoting exclusively in favour of the dominant International language. The Language Policy should be altered in accordance with the Language Technology to reach the democratic fruits to about 500 million illiterate Indians. *The linguistic policy of each country and the linguistic policy of international instructions must be directed at a linguistic diversity compatible with the use of one or more universal languages (lingua franca).*

Indian Democracy and Language Curriculum

Computer-based learning activities can inspire and encourage students to work with their language through technology-based methodologies, while enhancing teaching capacities for instructors. The project's activities serve as the first materials that will facilitate curricular teaching and learning activities [3].

India has many constitutional safe guards to protect minor languages and the Indian Parliament enacted The Official Language Policy in 1963. Subject to the provision of articles 346 & 347 the legislature of a state may by law adopt any one or more of the languages in use as Official Languages. Every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups. The Indian constitution uses the term 'Mother Tongue' instead of language or dialect. Officially the central government recognised 22 languages, but each language includes many mother tongues in it. The Indian census recorded over 200 different mother tongues. All citizens shall have the right to freedom of speech and expression. Minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice. There shall be a Special Officer for linguistic minorities to be appointed by the President.

In its previous issue, the TDIL journal *Vishvabharata* (Jan 2002) outlined its short, medium and long term goals, some of which are concentrated on Language Technology for the curriculum development *Language technology be integrated into curricula*[4].

To strengthen national integration in Indian education system the Three Language Formula was introduced to prepare the Text Books according to the standards of the students. A Language curricular plan introduced with certain objectives that to be achieved for behavioural changes in the students according to their standards. Language skills like LSRW were introduced in Primary Stage (1-5 classes), besides the Language Skills Comprehension of the language development, Vocabulary, Language expressions have also been introduced. Linguistic analysis of language and Literary Concepts along with cultural aspects introduced at Upper-primary and Higher stages (6-10 classes). These curricular plans intended to impart creative thinking and Poetic Expressions in their Mother Tongue.

Language is not only a rule-governed system of communication but also a phenomenon that to a great extent structures our thought and defines our social relationships in terms of both power and equality. lack of any understanding about the nature and structure of language and the processes of language teaching-learning, particularly in multilingual contexts; acute failure on the part of educational planners to appreciate the role of language across the curriculum in contributing towards the construction of knowledge; not paying enough attention to the fact that a variety of biases, including caste, race, and gender, get encoded in language..... Recent research has demonstrated the positive correlation between multilingual language proficiency and academic achievement. It has also shown that multilingualism leads to greater cognitive flexibility and social tolerance. . . . If participatory democracy has to survive, we need to give a voice to the language of every child. Rather than a strict implementation of the three-language formula; it is the survival and maintenance of multilingualism that should be at the heart of language planning in this country NCERT [5].

The curriculum of Indian Language must be modernised with new Language Technology according to the local needs, global changes and aspirations of the students. It must be flexible to tackle the problems of multilingual and multiculturalism in India. It enrich with the pedagogical strategies to bridge transition from one language to the other as well as other discipline. Today's curricula of universities continue to follow the age old patterns. The process of changing the syllabus is very slow; changing once in five to seven years is out tune with

contemporary changes and Techniques. Indian language curriculum created confusion with the content that teaching a language, teaching about a language and teaching through a language are not clearly defined.

Language Technology Development Organisations in India

LINGUAPAX created by UNESCO in 1987 promoting the coordination and dissemination of research in the field of sociolinguistics through collaborations. It is also working for the development of a multilingual education including Local, National and International languages through teacher training initiatives, renewal of guidelines and teaching methods.

Addressing the media, Shri Rajan T Joseph, Director General, C-DAC said, "it is a momentous occasion for C-DAC to have successfully released the 22 official Indian languages. We are thankful to the Department of Electronics and Information Technology for their faith in our competency and the opportunity to implement such a large-scale National initiative. Making IT available in local languages is imperative to ensure that benefit of this revolution reaches the common man and the pervasive nature of ICT offers enormous social and transformational impact on the daily lives of the common man. We hope this unique programme will help accelerate widespread adoption of applications through desk-top, laptops, and Internet in a convenient and friendly way by the masses".

So many organisations working for the developing of the Indian Languages in India. Some of them are Central Institute of Indian Languages (CIIL) Contributes to the development of all Indian Languages by creating content and corpus. It Protects and Documents Minor, Minority and Tribal Languages, Promoting Linguistic harmony by teaching 15 Indian languages to non-native, learners. Technology Development for Indian Languages (TDIL) is creating Free Language Software & Tools. Indian Language Technology Proliferation and Deployment Centre are contributing for Richer Internationalization for e-Books. Indian Language Consortia Initiative (ILCI) is a Central Government project funded by Department of Information Technology (DIT) Government of India to provide a common language platform by creating parallel annotated corpora in the tourism & health domain in 11 Indian languages. Indian Institute of Technology (IIT), Kanpur Department of Humanities and Social Sciences a brand new avenue for interdisciplinary research between technology and literature. Department of Information Technology Language providing CDs containing various software tools like Bharateeya Open Office, Open Type Fonts, Keyboard Drivers, Firefox Web Browser, E-mailing Client, etc have been released for public use in all 22 recognized Indian languages. These software tools can also be downloaded from <http://www.ildc.in>. Language Technologies Research Centre and International Institute of Information Technology, India initiated a programme Shakti a Machine Translation system from English to any Indian language currently being developed at Language Technologies Research Centre, IIIT-Hyderabad.

Marrying of languages with the advancement in IT has ushered in a new information age where the globe has shrunk and information has become the most valuable commodity responsible for progress and prosperity. This is more relevant in India than any other country or continent. With an unmatched linguistic and cultural diversity, the Indian linguistic scene has been a hot target for sociological and computational studies [6].

Conclusion

The Linguistic plurality must be strengthened in multilingual country like India to promote the self esteem of each language community. The language policy makers, curriculum developers and language teaching community need to unite to concentrate on the standardisation and translation of Indian languages for the involvement of about 500 million illiterate people in the system to strengthen Indian Democracy. The language curriculum must be updated with Modern Language Technology to produce the students to compete with that of the global competitors and to attract the global students to Indian educational institutions.

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Authors' Biography



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